

ERIN E. EIGHAN

SUMMARY

Expert communicator and demonstrated leader with 8 years' experience in project management, program development, and research/analysis, looking to contribute to mission-driven organizations that promote social justice, particularly for people with disabilities. Work style characterized by pragmatic problem-solving, clear and consistent communication, logical reasoning, and innovation.

CORE COMPETENCIES

- Providing mentorship, advising, and advocacy
- Developing strategic action plans
- Managing information systems
- Using technology to enhance work outcomes
- Implementing communications campaigns
- Researching, writing, editing, and design
- Leading workshops and presentations
- Planning events and handling logistics

EDUCATION

Doctor of Philosophy

English Department
University of Connecticut, exp. 2017

Doctoral Dissertation

"Ethics, Aesthetics, and Poetics of
Disability in Progressive-Era America"

Master of Arts

English Department
University of Connecticut, 2012

Areas of Expertise

Disability Studies, Cognitive Theory,
Philosophy, Narrative Studies,
Medical Humanities, 19th- and
20th-Century American Literature

Bachelor of Arts, *summa cum laude*

Honors Program, English, Linguistics
Boston College, 2010

Honors Thesis

"Cognitive Approaches to Text and Image
in Marjane Satrapi's *Persepolis*"

PROFESSIONAL EXPERIENCE

CENTER FOR STUDENTS WITH DISABILITIES — UNIVERSITY OF CONNECTICUT, STORRS

Program Coordinator

Jan 2017 – Present

- Assist with the coordination and management of University of Connecticut Interpreting Services (UCIS) and enhanced services programs Beyond Access (BA) and HuskyGPS.
- Plan and implement workshops, courses, curricula, and training materials relevant to UCIS, BA, and HuskyGPS.
- Collaborate on research initiatives, including researching and applying for related grant funding.
- Manage caseload of students and ensure equal opportunities for access to academic and non-academic programs.

Assistant to University of Connecticut Interpreting Services (UCIS)

Sep 2016 - Jan 2017

- Supported Interpreter Coordinator in providing services for Deaf and hard-of-hearing individuals at the University.
- Drafted organizational documents, case statements, and policies in accord with best practices from peer/aspirant institutions.
- Collaborate with Office of Institutional Equity on special projects to increase public accessibility of events and spaces.

CENTER FOR ACADEMIC PROGRAMS — UNIVERSITY OF CONNECTICUT, STORRS

Assistant to the Executive Director of the Center for Academic Programs (CAP)

Aug 2016 - Jan 2017

- Provided administrative support to federal TRIO programs (i.e. Student Support Services, McNair Scholars Program).
- Composed material for state and federal grant proposals, annual performance reports, and other publicly distributed reports.
- Wrote, designed, and edited communications including promotional fliers, newsletters, and official correspondence.
- Created and maintained databases to track program participants, demographics, objectives, and outcomes.
- Served as a resource to faculty, students, and staff on matters relating to the Center for Academic Programs.

ConnCAP Program Assistant

Jan 2016 - Oct 2016

- Coordinated program logistics to support low-income and/or first-generation to college high school students.
- Maintained participant and personnel files, managed information systems, and assisted in hiring and recruitment.
- Managed front office of summer residential program and liaised between faculty, staff, students, and parents.

Client Supervisor

Mar 2016 - Oct 2016

- Supervised clients in residential treatment program for adults with co-occurring substance use and mental health disorders.
- Triage clients in distress by using de-escalation techniques, positive redirection, and clinical recommendations.
- Monitored self-administration of medication and perform substance tracking through urine tests and property searches.
- Fostered clients' self-reliance by developing practical and social skills like household management and conflict resolution.

Poetry/Philosophy Group Leader

Sep 2015 - Oct 2016

- Curated readings, develop creative writing activities, and facilitate group discussion for weekly meetings.
- Initiated a philosophy reading group to support intellectual formation, foster analytical skills, and expand worldviews.

ENGLISH DEPARTMENT — UNIVERSITY OF CONNECTICUT, STORRS

Instructor, First-Year Writing and American Literature/Culture

Aug 2010 - May 2015

- Taught 10 writing-intensive courses for diverse populations at remedial, introductory, and advanced levels.
- Designed interdisciplinary humanities courses featuring issues in bioethics, philosophy of mind, and disability studies.
- Cultivated growth in critical thinking, rhetorical analysis, and scholarly research through lectures, tutorials, and workshops.
- Created and maintained course websites with interactive, multimedia content using the Wordpress platform.
- Provided significant individual attention and consistent feedback during regular 1:1 meetings and small group conferences.

KEY ACCOMPLISHMENTS

- Mentored 3 student research projects into acceptance at the 2015 Society for Disability Studies national conference.
- Published 4 assignments in the First Year Writing program's biannual reports on best practices in assignment creation.
- Recognized by Provost for "Excellence in Teaching," ranking in the highest bracket of student evaluations in 2015.

GRADUATE STUDENT SENTATE — UNIVERSITY OF CONNECTICUT, STORRS

Communications Director, Public Relations Chair, Executive Committee

May 2011- May 2012

- Managed communications, participated in faculty governance, and consolidated branches of graduate student advocacy.
- Conducted promotional campaigns and targeted outreach to increase diversity in participation.
- Administered surveys, analyzed results, and developed recommendations to increase value of GSS services.

KEY ACCOMPLISHMENTS

- Organized 300+ testimonials for the Board of Trustees in response to policies jeopardizing students' financial stability.
- Researched, wrote, and sponsored 3 resolutions that resulted in positive policy changes across the University.

ENGLISH DEPARTMENT — BOSTON COLLEGE

Research Assistant for "Literature, Cognition, and the Brain"

Sep 2008 - May 2009

- Curated website's annotated bibliography and wrote summaries of recent scholarship on cognitive literary theory.

A W A R D S & H O N O R S

Doctoral Dissertation Fellowship , Graduate School, University of Connecticut	2014
Lilly Graduate Fellowship , Lilly Fellows Program in the Humanities and the Arts	2010 - 2013
Distinguished Presentation , "Cognitive Literary Theory and the St. John's Bible," Boston College Research Symposium	2010
Order of the Cross and Crown , for demonstrated excellence in leadership and academics, Boston College	2010
Phi Beta Kappa , for superior scholarship in the liberal arts and sciences, Boston College Chapter	2010
Alpha Sigma Nu , for distinguished scholarship, loyalty to Jesuit ideals, and demonstrated service, Boston College Chapter	2010
Undergraduate Research Fellowship , "Literature, Cognition, and the Brain," English Department, Boston College	2009

PUBLICATIONS

"*Sin City*, Hybrid Media, and a Cognitive Narratology of Multimodality," *Critical Approaches to the Films of Robert Rodriguez*, Ed. Frederick Luis Aldama (Austin: U of Texas P, 2015).

"Illuminating a Culture, a History, a Tradition: Cognitive Literary Theory and the St. John's Bible," *Elements: Boston College's Undergraduate Research Journal* (Spring 2010).

"Conventions of Communication," *Dialogue: Boston College Undergraduate Essay Journal* (Spring 2007).

PRESENTATIONS

"Engaging the Poetics of Disability in Faulkner's *The Sound and the Fury*: Benjy's Epistemological Critique of the South," Modern Language Association Annual Convention (2014).

"Towards a Unified Theory of Multimodality: *Sin City* and Dual Coding Theory," 44th Annual Northeastern Modern Language Association Convention (2013).

"The Disabled Body and the Disfigured Consciousness: Emily Dickinson's Apologia to Civil-War Era America," English Graduate Student Association Colloquium of Ongoing Research (2013).

"Cognitive Literary Theory and the St. John's Bible," Boston College Research Symposium (Spring 2010).

CERTIFICATES & WORKSHOPS

Designing and Teaching a Course with a Critical Thinking Focus, 2014

Institute for Teaching and Learning, University of Connecticut

Teaching Reading in a Writing Course, Oct 2014

Institute for Teaching and Learning, University of Connecticut

Project Narrative Summer Institute, June 2012

The Ohio State University

Learning Community Institute, May 2011

University of Connecticut

Colloquia on Scholarship, Research, and Christian Vocation in the Academy, 2010 - 2013

Lilly Graduate Fellows Program