

## TESSA JOSEPH-NICHOLAS

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November 17, 2020

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### EDUCATION

2008: **PhD, English and Comparative Literature**, University of North Carolina, Chapel Hill, NC

1999: **MFA, Creative Writing**, Cornell University, Ithaca, NY

1994: **BA, English Literature**, Hobart and William Smith Colleges, Geneva, NY

### PROFESSIONAL EXPERIENCE

January 1, 2014-present: **Teaching Associate Professor**, Department of Computer Science, University of North Carolina at Chapel Hill

September 2011-August 2015: **Senior Technology Editor**, American Journal Experts, Durham, NC

July 1, 2008-December 31, 2014: **Teaching Assistant Professor**, Department of Computer Science, University of North Carolina at Chapel Hill

August 2006-May 2007: **Freelance Author, Instructional Modules**, Bedford/St. Martin's Publishing

July 1, 2005-June 31, 2007: **Assistant to the Director of the Writing Program**, University of North Carolina at Chapel Hill

August 2003-May 2005: **Research Assistant, The Partnership for Minority Advancement in the Biomolecular Sciences' Widening Horizons in Science Education Initiative**, University of North Carolina at Chapel Hill

July 1, 2001-June 31, 2007: **Teaching Fellow**, Department of English and Comparative Literature, University of North Carolina at Chapel Hill

2001-2003: **Associate Editor and Writer**, The Technology Source, Michigan Virtual University

June 2000-December 2001: **Associate Instructional Designer**, VIS Corporation, Waltham, MA

June 1998-August 2003: **Area II (Philosophy) Teacher and Curriculum Coordinator**, North Carolina Governor's School East, Raleigh, NC

August 1997-August 1998: **Teaching Fellow**, Cornell University

Summer 1998: **Graduate Assistant in Archives**, Olin Library, Cornell University

## HONORS

2014: **The Friday Center Excellence in Teaching Award**, University of North Carolina at Chapel Hill

2013: **Digital Innovation Lab/Institute for the Arts and Humanities Faculty Fellowship**, University of North Carolina at Chapel Hill

2012: **Funded Participant, Digital Humanities High-Performance Computing Collaboratory**, University of Illinois at Urbana-Champaign/University of South Carolina at Columbia

2008-2009: **Post-Doctoral Teaching Fellowship**, University of North Carolina at Chapel Hill

2007: **Eliason Dissertation Fellowship**, University of North Carolina at Chapel Hill

2006: **Laurence G. Avery Award for Excellence in Teaching Literature**, University of North Carolina at Chapel Hill

2004, 2006: **Doris Betts Award for Excellence in Teaching Composition**, University of North Carolina at Chapel Hill

2005: **Mellon Dissertation Fellowship/Seminar**, University of North Carolina at Chapel Hill

2005-2006: **Senior Teaching Fellowship**, University of North Carolina at Chapel Hill

## PRODUCTS OF CREATIVE ACTIVITY

"Coding Diversity, Diversities of Code: Reading and Writing Leadership in Technology and Computer Science." With Laurel Foote-Hudson, Femi Alabi, Jacob Vosburgh, John D. Martin III. HASTAC 2016, Tempe, AZ, May 2016 \*

"'What's Up, Internet': The Lyrical YouTube in Claudia Rankine's Citizen." The Association for the Study of the Arts of the Present, Greenville, SC, September 2015 \*

"The Poetics of the Syllabus: Close and Distant Readings of an Overlooked Form." HASTAC 2014, Lima, Peru, April 2014 \*

"Life Still Very, Very Hard: Mediating Women and the Problem of Get Off My Internets." Lightning Talk. HASTAC 2013, Toronto, Canada, April 2013

"Coursefork: Interdisciplinary Course Development for Computing and the Digital Humanities." With Elliott Hauser. Demo Presentation. HASTAC 2013, Toronto, Canada, April 2013

"IVI: Inquire, Visualize, Interact." With Steve Brauer. Digital Humanities Roundtable Presentation. American Studies Association Conference, San Juan, Puerto Rico, November 2012

"The Zombies and the Revolution: Making Science Fiction Matter in the Digital Culture Classroom." Ignite Talk. Digital Media and Learning Conference, San Francisco, May 2012

"Finding the Poet in Cyberspace." American Literature Association, San Francisco, May 2010 \*

"The Northernmost South: Landscape, Poetics, and the Almost-Expatriate." American Literature Association. San Francisco, May 2008 \*

“ ‘Remembering Your Skeletons’: Anthologizing Self, Anthologizing Community in the L=A=N=G=U=A=G=E Movement.” (dis)junctions, University of California, Riverside, April 2006

“ ‘An Othered South’: Anthologizing Experimentalism in the South.” Modern Languages Association, Washington, DC, December 2005 \*

“ ‘All One’s Contemporaries’: Poetry, Community, and the American Avant-Garde.” Rocky Mountain MLA, Coeur d’Alene, Idaho, October 2005 \*

\* indicates full-length, peer-reviewed conference paper presentation

## TEACHING ACTIVITIES

### Fall 2020

COMP 126: Practical Web Design & Development for Everyone. 109 students.

COMP 227: Excellence in Peer Teaching in Computer Science. 14 students.

COMP 380: Introduction to Digital Culture. 71 students.

### Spring 2020

COMP 126: Practical Web Design & Development for Everyone. 85 students.

COMP 380: Introduction to Digital Culture. 77 students.

COMP 380H: Introduction to Digital Culture, Honors Section. 22 students.

### Fall 2019

COMP 126: Practical Web Design & Development for Everyone. 110 students.

COMP 227: Excellence in Peer Teaching in Computer Science. 34 students.

COMP 380: Introduction to Digital Culture. 82 students.

### Spring 2019

COMP 126: Practical Web Design & Development for Everyone. 96 students.

COMP 380: Introduction to Digital Culture. 78 students.

COMP 380H: Introduction to Digital Culture, Honors Section. 22 students.

### Fall 2018

COMP 126: Practical Web Design & Development for Everyone. 108 students.

COMP 227: Excellence in Peer Teaching in Computer Science. 28 students.

COMP 380: Introduction to Digital Culture. 80 students.

### Spring 2018

COMP 126: Practical Web Design & Development for Everyone. 47 students.

COMP 380: Introduction to Digital Culture. 77 students.

COMP 380H: Introduction to Digital Culture, Honors Section. 26 students.

#### **Fall 2017**

COMP 126: Practical Web Design & Development for Everyone. 50 students.

COMP 227: Excellence in Peer Teaching in Computer Science. 19 students.

COMP 380: Introduction to Digital Culture. 84 students.

#### **Spring 2017**

COMP 190.086: Practical Web Design & Development for Everyone. 41 students.

COMP 380: Introduction to Digital Culture. 80 students.

COMP 380H: Introduction to Digital Culture, Honors Section. 25 students.

#### **Fall 2016**

COMP 190.086: Practical Web Design & Development for Everyone. 34 students.

COMP 380: Computers & Society. 105 students.

COMP 380H: Computers & Society, Honors Section. 21 students.

#### **Spring 2016**

COMP 388: Advanced Cyberculture Studies. 12 students.

COMP 380: Computers & Society. 48 students.

COMP 380H: Computers & Society, Honors Section. 24 students.

COMP 380: Computers & Society Online, for Friday Center. 23 students.

#### **Fall 2015**

COMP 388: Advanced Cyberculture Studies. 15 students.

COMP 380: Computers & Society. 42 students.

COMP 380H: Computers & Society, Honors Section. 25 students.

COMP 380: Computers & Society Online, for Friday Center. 24 students.

#### **Spring 2015**

COMP 388: Advanced Cyberculture Studies. 22 students.

COMP 380: Computers & Society. 40 students.

COMP 380H: Computers & Society, Honors Section. 24 students.

COMP 380: Computers & Society Online, for Friday Center. 17 students.

## Independent Studies & Honors Theses

Spring 2018: Undergraduate Independent Study, Alaina Bainbridge: "Blockchain Today: The Future of Ethics and Regulation"

Spring 2013: Interdisciplinary Studies Faculty Sponsor (Digital Cultures Major) and Honors Thesis Advisor, Noah Katz: "Once, We Dreamed of Space"

## GRANTS

2016: **Data@Carolina Course Development Grant**, University of North Carolina at Chapel Hill, \$6500

2011: **Institute for the Arts and Humanities Innovations Grant**, University of North Carolina at Chapel Hill, \$5000 (with Joyce Rudinsky)

2011: **Ueltschi Service-Learning Course Development Grant**, University of North Carolina at Chapel Hill, \$5000

2009, 2010, 2011: **APPLES Service-Learning Course Development Grants**, University of North Carolina at Chapel Hill, \$5000/each

## PROFESSIONAL SERVICE

2020-present: **Chair, Undergraduate Curriculum Committee**, Department of Computer Science, University of North Carolina at Chapel Hill

2015-2018: **Faculty Information Technology Advisory Committee**, Faculty Council, University of North Carolina at Chapel Hill

2015: **Carolina Digital Humanities Initiative Data Science Working Group**, University of North Carolina at Chapel Hill

2015-2019: **Digital Arts, Technologies, and Performance Faculty Working Group**, University of North Carolina at Chapel Hill

2014-present: **Peer Reviewer, Digital Humanities Quarterly**, Alliance of Digital Humanities Organizations

2012-present: **Faculty Liaison to the Honor Court**, Department of Computer Science, University of North Carolina at Chapel Hill

2012-2018: **Carolina Digital Humanities Graduate Certificate Curriculum Committee**, University of North Carolina at Chapel Hill

2012-2018: **Carolina Digital Humanities Initiative Steering Committee**, University of North Carolina at Chapel Hill

2012-2019: **Diversity Liaison**, Department of Computer Science, University of North Carolina at Chapel Hill

2010-present: **Member, Undergraduate Curriculum Committee**, Department of Computer Science, University of North Carolina at Chapel Hill

2010-present: **Teaching Tune-Up Committee**, Department of Computer Science, University of North Carolina at Chapel Hill

## TEACHING STATEMENT

The form and content of the digital—its histories, tools, applications, literacies, languages, philosophies, cultures, and communities—is an exceptionally rich area for cross-disciplinary engagement between researchers, artists, teachers, and learners. Working on and with digital forms and technologies allows practical, hands-on skills development to occur in tandem and close integration with humanities-style critical inquiry in a manner that can illuminate and enrich both modes. My teaching in the Department of Computer Science has come to focus on creating, identifying, and supporting these opportunities for my students.

My training in pedagogy began during my graduate education in the humanities, first at Cornell University's Writing Program and Department of English and then in the Department of English and Comparative Literature here at UNC-Chapel Hill. At these programs, I learned how to run a student-centered, discussion-based classroom; how to organize and run a large lecture hall; how to write a clear and comprehensive syllabus; how to design courses around achievable learning tasks and objectives; how to craft an assignment; how to employ cooperative learning practices and successful peer review; and how to employ fair, humane, and learner-focused assessment strategies. These priorities and methods provided a strong foundation, but I treat teaching and course design as dynamic processes and am unafraid to take risks, adopt new materials and methods, and change my approach to engage different types of learners and content. A willingness to accept nearly constant change is necessary in digital media and technology studies and in teaching in general, and I welcome the challenge while remaining grounded in pedagogic theory and the lessons I've learned in two decades of experience.

However, the courses I've developed for UNC's Department of Computer Science are so naturally cross-disciplinary and attract students from such a wide range of majors that even the excellent pedagogy training I received during graduate school didn't fully prepare me to teach them. My course content and my students' background and interests were unavoidably diverse, and my teaching needed to reflect that. I had to re-train myself. I did so by diving into the education literature and immersing myself in groups dedicated to excellence in undergraduate education. A fellowship at the Institute for the Arts and Humanities and engagement with the National Science Foundation's CS for Everyone initiative, the Learning Assistant Alliance at CU-Boulder, and UNC's own Digital Innovation Lab—as well as daily exposure to the wonderful work of the computer scientists who are now my colleagues—have provided particularly invigorating contributions to this education.

My students make robust use of digital tools and media as both subject and medium of their projects, research, and collaboration. Media are selected carefully for their fit with each semester's and individual assignments' pedagogic objectives. We ask questions about both the subject under investigation and the history, demands, possibilities, and limits of our medium of expression. For example, one semester, we built Android apps with the open-source platform App Inventor as part of a unit on the design and use of mobile applications in activism and education. A course I co-taught in the department of Communications Studies paired research on digital gaming and theories of play with the students' development of their own digital games. In Introduction to Digital Culture, students explore the history and social impact of the Internet and create instructional websites to present their findings to a high school-aged audience; consider the intersections between social media texts, self-presentation, and identity by studying and producing their own digital stories and interactive fictions; and create interactive digital documentaries of their experiences in online communities while considering the ethics of conducting research in such communities. In Practical Web Design and Development for Everyone, students are taken via a client-based model from writing their first lines of HTML to publishing fully responsive modern websites that reflect current standards of usability, inclusivity, and accessibility. In Effective Peer Teaching in Computer

Science, I support undergraduate Learning Assistants and train them in pedagogy, best practices, and instructional ethics. I've also guided interdisciplinary undergraduate honors projects and acted as advisor to an interdisciplinary major in digital cultures, a first at UNC-Chapel Hill.

My strong student evaluations and consistent course enrollments attest to my continued focus on teaching in the face of my other projects and responsibilities. Indeed, I take great pride in my work in the classroom. I am committed to providing fairness, inclusivity, transparency, open communication, and attention to even the least willing student, and I strive to create a comfortable, diverse, and flexible classroom experience for all. Most crucially, I believe that my students perceive and often come to share my enthusiasm for the subjects and methods we explore together.

## SERVICE AND ENGAGEMENT STATEMENT

I share the Department of Computer Science's commitment to diversity, community, and excellence through service. As a member of its Undergraduate Curriculum Committee (and with contributions from the rest of that committee), I drafted and distributed the Department's first Diversity Climate Survey, an important contribution to our ongoing efforts to increase diversity and inclusion in and beyond our walls. I also contributed to the recent major overhaul of our core undergraduate curriculum. I served for seven years as the department's first Diversity Liaison, participating in and reporting back on University-wide efforts, and I continue to act as the faculty's Liaison to the Honor Court.

My engagement beyond the Department also reflects these priorities. In 2013, I was awarded a Digital Innovation Lab/Institute for the Arts and Humanities Faculty Fellowship, and since that time I've maintained active involvement in the digital humanities across campus as part of the Carolina Digital Humanities Initiative's Steering Committee, its Graduate Certificate Curriculum Committee, and in other groups, as well as in a number of Faculty Working Groups in this area. I also serve as a Peer Reviewer for the Digital Humanities Quarterly at the Alliance of Digital Humanities Organizations.

It has been an honor and a pleasure to work with so many intelligent students and distinguished colleagues at the University of North Carolina at Chapel Hill, and I look forward to many more years of service.

## RESEARCH STATEMENT

As a humanities-trained scholar working in a Computer Science department, I am in a unique position to provide encouragement, resources, and enthusiastic support to interdisciplinary projects and collaborations, and I consider this part of my contribution to the department's mission. Therefore, although my primary focus in the Department of Computer Science remains on teaching, I have also had the opportunity to initiate and/or participate in a number of such research projects over the years.

Most notably, my 2013 Digital Innovation Lab/Institute for the Arts and Humanities Faculty Fellowship afforded me time and support to initiate the Seeing Syllabi project, in which I worked with a team of undergraduate and graduate developers from the Department and Computer Science and SILS and collaborated with a team of researchers from New York University to establish a large-scale corpus of syllabi and create interfaces to allow researchers to analyze the contents of those documents. I worked with many of the same people on the project Coding Diversity, Diversities of Code, in which we mined and conducted analyses of social media data (primarily Twitter data) focusing on diversity in technology and computer science. Iterations of both of those projects were presented at national conferences. I've also

returned to my roots in the humanities to present the occasional paper on technology in literature at peer-reviewed conferences.

Thus far, my research projects have not assumed or relied on large-scale funding, nor conflicted with my teaching duties; in fact, in many ways, they are simply another aspect of my teaching. When I am able to obtain funds for a research or course development project, I hire interested students to work with me with the goal of turning each project into a collaborative, interdisciplinary learning experience for everyone on the team. Although to date, my projects have operated on a relatively small scale, I believe they have provided productive and energizing experiences and, I hope, contributed in some way to the range of interdisciplinary learning opportunities available to our students.