

Curriculum Vitae

Bob Broad

Position at Illinois State University

Professor of English

Date of initial appointment: August 1994

Date of rank: August 2006

Degrees

Ph.D., English, Miami University, Oxford, Ohio, December 1994.

Dissertation: *Working in the City: Building Community and Negotiating Difference in a Portfolio Assessment Program*. Director: Donald A. Daiker.

M.A., English, Middlebury College, Middlebury, Vermont, August 1988.

B.A., English, Connecticut College, New London, Connecticut, May 1981.

Current Areas of Specialization

Writing Assessment, Portfolio Assessment, and Communal Assessment

Writing Studies

Interpretive and Qualitative Research Methodologies

Pedagogies of Rhetoric, Composition, and Literature Study

Rhetorical, Literary, and Social Theories

English Education

Teaching Responsibilities at Illinois State University

Introduction to English Studies (English 100)

Composition as Critical Inquiry (English 101)

Advanced Composition (English 246)

Teaching Literature and Writing in the Middle School (English 295)

The Teaching of Literature (English 296)

The Teaching of Writing (English 297)

Senior Seminar (English 300)

The Writing Seminar (English 396)

Professional Issues Seminar (short course taught as part of Student Teaching 399.09)

Supervision of Student Teachers (as part of Student Teaching 399.09)

Teaching Composition (English 402)

Major Figures in the Teaching of Writing (English 409.01)

Writing Assessment in Middle School and High School (English 409.03)

Writing Assessment in Colleges and Universities (English 494)

Topics in English (English 495)

- “Portfolios: Politics, Pedagogy, Postmodernism”
- “Writing Assessment as Human Inquiry”

Research Methods in Composition Studies (English 497)

Master's Thesis (English 499)

Independent Study (English 500)

Professional Seminar in the Teaching of English (English 510)

Seminar in Rhetoric and Composition Studies (English 590)

Doctoral Practicum (Internship) in College Teaching (English 591)

Research and Dissertation (English 599)

Publications

Re-Believing Peter Elbow. Illinois English Bulletin, Vol. 105, no. 3 (Summer 2018). I acted as contributing guest editor for this special issue focusing on how secondary English teachers in Illinois can and do draw on the work of Peter Elbow (and the work of his critics). With a foreword by Bob Broad, an introduction by Peter Elbow, and articles by five Illinois teachers of writing.

We Need to Talk: A New Method for Evaluating Poetry. (Book co-authored with Michael Theune.) Buffalo, NY: Multilingual Matters Press, 2017.

“Value Hunger: Feeding the Need for Assessment in Poetry.” (Journal article co-authored with Michael Theune.) *Birmingham Poetry Review* 44 (Spring 2017). 63-88.

“So Many Data, So Much Time: Living with Grounded Theory in a Rhetorical Autoethnography.” *Reflections on Qualitative Research in Language and Literacy Education*. Ed. Seyyed-Abdolhamid Mirhosseini. Cham, Switzerland: Springer, 2017. 91-104.

[“This is Not Only a Test: Exploring Structured Ethical Blindness in the Standardized Testing Industry.”](#) *Journal of Writing Assessment* 9.1 (April 2016).

[“Forum: Issues and Reflections on Ethics and Writing Assessment.”](#) Co-authored with Ellen Cushman, Norbert Elliot, Mya Poe, and David Slomp. *Journal of Writing Assessment* 9.1 (April 2016). Online. (I contributed “Reflection on a Role for Qualitative Inquiry.”)

[Rev. \(invited\) of Henry Chauncey: An American Life by Norbert Elliot.](#) *Journal of Writing Assessment* 8.1 (July 2015).

“The Poetry of Evaluation: Helping Students Explore What They Value in Verse.” (Book chapter co-authored with Michael Theune.) *Creative Writing and Education*. Ed. Graeme Harper. Buffalo NY: Multilingual Matters Press, 2015. 171-182.

“(Re-) Mapping the System: Toward Dialogue-Driven Transformation in the Teaching and Assessment of Writing.” (Journal article co-authored with David Slomp and Roger Graves.) *Alberta Journal of Educational Research* 60.3 (Fall 2014). 538-558.

“Strategies and Passions in Empirical Qualitative Research.” *Writing Studies Research in Practice: Methods and Methodologies*. Eds. Lee Nickoson and Mary P. Sheridan-Rabideau. Carbondale: Southern Illinois UP, 2012. 197-209.

“Mapping A Dialectic with Edward M. White (in Four Scenes).” *Writing Assessment in the 21st Century: Essays in Honor of Edward M. White*. Eds. Norbert Elliot and Les Perelman. New York: Hampton, 2012. 259-69.

“How We Value Contemporary Poetry: An Empirical Inquiry.” (Article co-authored with Michael Theune.) *College English* 73.2 (November 2010): 113-137.

Organic Writing Assessment: Dynamic Criteria Mapping in Action. (Book co-authored with Linda Adler-Kassner, Barry Alford, Jane Detweiler, Heidi Estrem, Susanmarie Harrington, Maureen McBride, Eric Stalions, and Scott Weeden.) Logan, UT: Utah State UP, 2009.

“Foreword.” *Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education*. Ed. C. S. Schreiner. Hershey, PA: IGI Global, 2009. xviii-xix.

[Rev. \(invited\) of *The Power of Tests: A Critical Perspective on the Uses of Language Tests* by Elana Shohamy. *Journal of Writing Assessment* 3.1 \(2007\). 55-60.](#)

Rev. (invited) of *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing* by Carl Whithaus. *Teaching English in the Two-Year College* 34.1 (2006). 99-101.

“More Work for Teacher: Possible Futures of Teaching Writing in the Age of Computerized Assessment.” *The Machine Scoring of Student Essays: Truth and Consequences*. Eds. Patricia Freitag Ericsson and Richard H. Haswell. Logan, UT: Utah State UP, 2006. 221-233.

“Rhetorical Writing Assessment: The Practice and Theory of Complementarity.” Co-authored with Michael Boyd. *The Journal of Writing Assessment* 2.1 (2005). 7-20.

“Making Statewide Writing Assessment Rigorous, Valid, and Fair: The Illinois State Portfolio Assessment of Writing (ISPAW).” Co-authored with Michael Boyd, Brian Conant, Monica Freaner, Lori Kixmiller, Ann Nussbaum, Sarah Parlier, Susan Bloome-Spangler, and Christina Wike. *Illinois English Bulletin* 91.3 (summer 2004): 11-28.

“Proposal for a New Statewide Assessment of Writing.” Co-authored with Michael Boyd, Brian Conant, Monica Freaner, Lori Kixmiller, Ann Nussbaum, Sarah Parlier, Susan Bloome-Spangler, and Christina Wike. *Illinois English Bulletin* 91.2 (spring 2004): 9-11.

“Making Our Assessments of Writing More Authentic, Educative, and Rhetorical.” Article posted January 5, 2004, on the McGraw-Hill *Teaching Composition* web site and e-mail listserv: <http://www.mhhe.com/socscience/english/tc/broad/BroadModule.htm>

What We Really Value: Beyond Rubrics in Teaching and Assessing Writing. Logan, UT: Utah State UP, 2003.

“Pulling Your Hair Out: Crises of Standardization in Communal Writing Assessment.” *Research in the Teaching of English*. 35.2 (2000): 213-60.

“Facing Our Professional Others: Border Crossing in Teacher Education.” *Preparing a Nation’s Teachers: Model Programs for English and Foreign Languages*. Ed. Phyllis Franklin et al. New York: MLA, 1999. 373-79.

“Renewing the Nexus: Strengthening Connections across the English Education Program.” (Co-authored with Ron Fortune, Charles Harris, Jan Neuleib, Barbara Nourie, and Kay Parker.) *Preparing a Nation’s Teachers: Model Programs for English and Foreign Languages*. Ed. Phyllis Franklin et al. New York: MLA, 1999. 17-48.

“Reciprocal Authorities in Communal Writing Assessment: Constructing Textual Value within a ‘New Politics of Inquiry.’” *Assessing Writing* 4.2 (1997): 133-67.

“Giving Blood to the Scraps: Haints, History, and Hosea in Morrison's *Beloved*.” *African American Review* 28 (1994): 189-96.

“‘Portfolio Scoring’: A Contradiction in Terms.” *New Directions in Portfolio Scoring*. Ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth: Boynton/Cook, 1994. 263-276. Rpt. in *Writing Assessment: A Critical Sourcebook*. Eds. Brian Huot and Peggy O’Neill. Boston: Bedford, 2009. 301-314.

“Power in the Classroom: Theory, Pedagogy, and Politics.” *Works and Days* 16 8.2 (1990): 75-86.

Works in Progress

Writing Family: A Rhetorical Auto-Ethnography. A book-length, qualitative-empirical study of the rhetorical situations, processes, dynamics, and artifacts encountered and generated in the family in which I act as life-partner and father.

Presentations

Invited plenary address to the Second International *Conference of the Latin-American Association of Writing Studies (ALES)*. “The Secret Cure for What Ails Large-Scale Writing Assessment: Classroom Teachers and Their Students.” Thursday, October 11, 2018. Santiago, Chile.

Invited half-day workshop for the Second International *Conference of the Latin-American Association of Writing Studies (ALES)*. “Discovering, negotiating, and publicizing local writing assessment criteria.” Tuesday, October 9, 2018. Santiago, Chile.

“Save the Empirical(,) Baby: Behavior, Labor, and the Empirical Imperative in Writing Assessment.” Paper presented as part of the session “The Way We Do the Things We Do.” *Conference on College Composition and Communication (CCCC)*. Kansas City, Missouri. March 15, 2018.

“Re-Believing Peter Elbow.” I proposed and chaired this concurrent session at the *Illinois Association of Teachers of English Annual Conference*. Normal, Illinois. October 21, 2017. (Presenters were secondary English teachers who took the course “Major Figures in the Teaching of Writing” with me in spring 2017.)

“When Good Ideas Go Unsustained.” Paper presented as part of the panel “Learning First: Creating Sustainable Change through K-12/University Writing and Assessment Partnerships.” *Conference on College Composition and Communication (CCCC)*. Portland, Oregon. March 17, 2017.

Respondent to the panel “Innovation, Adaptation, Transparency: Creating Change in Writing Research Methodologies.” *Conference on College Composition and Communication (CCCC)*. Portland, Oregon. March 16, 2017.

“WritingWATCH: An Online Resource for Teachers of Writing.” Panel session presented with Marcy Newbold and Paul Krogmeier to the *Illinois Association of Teachers of English Annual Conference*. Normal, Illinois. October 21, 2016.

“Writing Portfolios: An Assessment Worth Teaching Toward.” Paper presented as part of the roundtable session “Challenges of Large-scale Writing Assessment: Portfolios, Through-course Assessments, and Other Emerging Innovations.” *Conference on College Composition and Communication* (CCCC). Houston, Texas. April 8, 2016.

“Research : Writing : Assessment... Three Subjects, Three Verbs, Three Objects.” Presented as part of the keynote panel for the 2016 Qualitative Research Network (QRN) at the *Conference on College Composition and Communication* (CCCC). Houston, Texas. April 6, 2016.

“This is Not Only a Test: Exploring Structured Ethical Blindness in the Standardized Testing Industry.” Paper presented as part of the online roundtable webinar “No Test is Neutral: Writing Assessments, Equity, Ethics, and Social Justice.” *National Council of Teachers of English*. Online. November 2, 2015.

“This is Not Only a Test: Exploring Structured Ethical Blindness in the Standardized Testing Industry.” Paper presented as part of the panel session “Ethics for Writing Assessment.” *Conference on College Composition and Communication*. Tampa, Florida. March 20, 2015.

“Responding to Students’ Work with Recorded Audio Comments.” *Next Steps in Student Engagement: The 2015 University-Wide Teaching & Learning Symposium*. Normal, Illinois. January 7, 2015.

“Valid Assessment = Human Judgments Made in Local Contexts.” (Invited) Co-Leader (with Diane Kelly-Riley) of the day-long Assessment Institute. *Council of Writing Program Administrators Annual Conference*. Normal, Illinois. July 16, 2014.

“Use Recorded Audio Comments to Respond to Students’ Work.” Workshop presented to the *Faculty Summer Institute*. Champaign, Illinois. May 20, 2014.

“We Need to Talk: Conversation, Contingency, Criteria and Their Consequences for Contemporary Poetry.” Presented with Michael Theune to the annual *Allerton English Articulation Conference*. Allerton, Illinois. April 17, 2013.

“Exploring What Alberta Values.” Paper presented as part of the panel session “Writing Bridges: Public Conversations about Composition across High School and University Contexts.” *Conference on College Composition and Communication*. Las Vegas, Nevada. March 15, 2013.

“Alberta Values: What’s ‘Good Writing’ to Alberta’s K-20 Teachers and Students?”
Keynote address to the conference *Alberta Writes: Conversations in Secondary and Post-secondary Contexts*. University of Lethbridge, Alberta, Canada. October 26, 2012.

“Illuminating What Faculty and Students Value in Writing at Mississippi Valley State University.” Invited day-long workshop presented to the faculty of Mississippi Valley State University. Itta Bena, MS. September 21, 2012.

“Discovering What We Value in Our Students’ Writing in the Context of Re-Accreditation.” Invited half-day workshop presented to the faculty of Elizabeth City State University. Elizabeth City, NC. May 10, 2012.

“Subjectivity, Context, and Trust: Validation as a Rhetorical Process.” Paper presented as part of the panel “Restoring Trust: Validating Subjectivity, Context, and Intuition in Writing Assessment.” *Conference on College Composition and Communication*. St. Louis, MO. March 22, 2012.

“A Collaborative Inquiry into Shared Values in First-Year Composition.” Invited day-long workshop presented to the writing faculty of Indiana University (multiple campuses) and Ivy Tech Community College (multiple campuses). Indiana University/ Purdue University-Indianapolis. Indianapolis, IN. February 18, 2012.

“What We Value in IU ENG W-131: An Ongoing Collaborative Inquiry.” Featured speaker, *Indiana University Writing Program Directors’ Symposium*. Indianapolis, IN. October 8, 2011.

“Program Assessment for WPAs: A Day-Long Workshop and Resource Festival.” Invited WPA Assessment Institute, co-presented with Michele Eodice and Diane Kelly-Riley. *Council of Writing Program Administrators (WPA) annual conference*. Baton Rouge, LA. July 14, 2011.

“Qualitative Research on Assessing Students’ Writing.” Invited facilitator for this section of the CCCC Qualitative Research Network Roundtable. *Conference on College Composition and Communication*. April 6, 2011. Atlanta, GA.

“Learning More about What SLACs Value in Their Students’ Writing.” Invited keynote address to the Small Liberal Arts Colleges Writing Program Administrators (SLAC-WPA) annual conference. Denison University, Granville, OH. January 14, 2011.

“The Scholarship of Teaching and Learning at Lincoln College.” Professional development workshop presented to the faculty of Lincoln College. Lincoln, IL, August 13, 2010.

“Using Student Artifacts to Enhance Coherence in General Education and Transfer.” Co-presented pre-conference workshop, *General Education, Assessment, and the Learning Students Need* (conference sponsored by the Association of American Colleges and Universities Network for Academic Renewal). Baltimore, MD, February 26, 2009.

“Beyond Rubrics: Dynamic Criteria Mapping at U-Mass Amherst and Beyond.” *Re-envisioning Writing Assessment: Relevance, Diversity, and Achievement*. Southbridge, MA, November 1, 2008.

“Assessing and Enhancing General Education through Dynamic Criteria Mapping.” Invited by AGLS president Mike Gress to present a pre-conference workshop. 48th Annual National Conference of the *Association of General and Liberal Studies*. Asheville, NC, September 25, 2008.

“Talking Rhetorical Pedagogy.” Paper presented as part of the panel “Building, Branding, and ‘Selling’ Writing Programs.” *2008 WPA Summer Conference*. Denver, Colorado, July 12, 2008.

“Methods for Mapping the Values of Contemporary Poetry.” Paper presented as part of the panel “What We Really Value in Contemporary American Poetry.” *Conference on College Composition and Communication*. New Orleans, Louisiana, April 5, 2008.

“Mapping the Past, Creating a Future.” Invited panel chair. *Conference on College Composition and Communication*. New Orleans, Louisiana, April 4, 2008.

“Using the CCCC Position Statement on Writing Assessment to Guide Assessment Practices: An Individualized Consultation Workshop.” Co-presented day-long workshop. *Conference on College Composition and Communication*. New Orleans, Louisiana, April 2, 2008.

“Improving Teaching and Learning through Writing Assessment.” Invited by Council of Writing Program Administrators President Joe Janangelo to make this panel presentation with Susanmarie Harrington and Peggy O’Neill. *Association of American Colleges and Universities Network for Academic Renewal Conference*. Boston, Massachusetts, February 22, 2008.

“Down and Out in English 101: The Director Teaches FYC.” Paper presented as part of the panel “Readiness: When Preparation Involves Quick and Good Thinking.” *2007 WPA Summer Conference*. Tempe, Arizona, July 13, 2007.

Co-leader of the WPA 2007 Research Institute. Day-long co-presentation with Irwin Weiser and Susan McLeod, invited by WPA President Shirley Rose. *2007 WPA Summer Conference*. Tempe, Arizona, July 12, 2007.

“Getting Elbowed.” Paper presented as part of the panel “I Love the Eighties: How Pedagogical Conversations from the 1980’s Continue to Shape Our Professional Identities.” *Conference on College Composition and Communication*. New York, New York, March 23, 2007.

“Dynamic Criteria Mapping in Action: Growing Evaluative Community Locally and Organically.” Day-long workshop co-presented with nine colleagues from six

institutions. *Conference on College Composition and Communication*. New York, New York, March 21, 2007.

“Down and Out in English 101: The DWP Becomes an Instructor.” *Conference of Mid-America Writing Program Administrators (MAWPA)*. Cape Girardeau, Missouri, October 26, 2006.

“Bringing Our Values to Light: A Workshop in Dynamic Criteria Mapping.” Invited workshop presentation to faculty of Illinois Central College. East Peoria, Illinois, September 13, 2006.

“What is Dynamic Criteria Mapping (DCM), and Why Should We Care?” Paper presented as part of the panel “Dynamic Criteria Mapping in Action: Reports from the Field.” *Conference on College Composition and Communication*. Chicago, Illinois, March 23, 2006.

“General Education Post FOI: Critical Thinking and Information Literacy in the First Year.” Panel presentation to Illinois State University’s 6th *Annual University-Wide Symposium on Teaching and Learning*. Bloomington, Illinois, January 11, 2006.

“How (Well) Do We Know What We Value in Our Students’ Work? The Case for Classroom-Based Dynamic Criteria Mapping.” Invited workshop presentation to faculty of the University of Washington, Tacoma. October 27, 2005.

“The Importance of Teacher-Research: A Conversation with the Editor of the Illinois English Bulletin.” *Illinois Association of Teachers of English (IATE) Annual Conference*. Decatur Select Holiday Inn, Decatur, Illinois, October 14, 2005.

“More Work for Teacher? How histories of technology illuminate the struggle between human vs. machine evaluation of writing.” *Annual Conference of the Council of Writing Program Administrators (WPA)*. Anchorage, Alaska, July 8, 2005.

“Using Rubrics for Feedback and Learning.” Presented with Dianne Gardner, Department of Educational Administration and Foundations. *May 2005 University Teaching Workshop* sponsored by ISU’s Center for the Advancement of Teaching. Illinois State University. Normal, IL, May 19, 2005.

“To Create a Community of Rhetorical Values, We Need to Know Our Values.” Keynote Address, 18th *Annual Rhetoric and Composition Colloquium*, Murray State University. Murray, Kentucky, April 15, 2005.

“Mapping Faculty Values in General Education.” With Mike Jankoviak and Barry Alford. 110th *Annual Meeting of the NCA Higher Learning Commission*. Chicago, Illinois, April 9, 2005.

“Reconceiving Plagiarism.” Presented with Jan Neuleib and Amy Robillard to the ISU Center for the Advancement of Teaching’s *Symposium on Enhancing the Campus Learning Culture*. Bloomington, Illinois, January 12, 2005.

“What We Really Value in Student Work: How Faculty across the Curriculum Discover and Map Their Hidden Criteria for Evaluation.” Invited workshop presentation to the Campus Writing and Speaking Program at North Carolina State University in Raleigh, NC, November 16, 2004.

“Why WPAs Can’t Settle for Rubrics.” *Joint Conference of Mid-America Writing Program Administrators (MAWPA) and Missouri Colloquium for Writing Assessment (CWA)*, Columbia, Missouri, October 22, 2004.

“ISAT and PSAE: R.I.P.—How Will We Teach Writing without a Statewide Assessment?” *Illinois Association of Teachers of English (IATE) Annual Conference*, Chicago Oak Brook Marriott, October 16, 2004. (Featured speaker.)

“They Gave Us Lemons: A Rhetorical Approach to ISAT and PSAE Preparation.” *Illinois Association of Teachers of English (IATE) Annual Conference*, Chicago Oak Brook Marriott, October 15, 2004.

“Why WPAs Can’t Settle for Rubrics: A Mini-Workshop.” *Annual Conference of the Council of Writing Program Administrators (WPA)*, Newark, Delaware, July 16, 2004.

“Writing Assessment as Inquiry into Human Values.” *Allerton English Articulation Conference*, Allerton Park Conference Center, Allerton, Illinois. Monday, April 12, 2004. (Keynote address.)

“Making Writing Assessment Matter.” *Conference on College Composition and Communication*, San Antonio, Texas, March 26, 2004. (Invited by CCCC Program Chair to participate in double-session workshop.)

“Daddy, Where Do (Should) Standards Come From?” Paper presented as part of the panel “Standards: Who Needs Them?” *Conference on College Composition and Communication*, San Antonio, Texas, March 25, 2004.

“Consulting for Writing Assessment.” Co-presented a day-long workshop to the *Conference on College Composition and Communication*, San Antonio, Texas, March 24, 2004.

“Making the Grade: Writing Assessment in our Schools and State.” Co-presented with the ISPAW Project Team: Michael Boyd, Brian Conant, Monica Freaner, Lori Kixmiller, Ann Nussbaum, Sarah Parlier, Susan Bloome Spangler, and Christina Wike. For the Illinois Association of Teachers of English and Illinois State Writing Project 2004 Day of Reunion and Renewal, Normal, IL, February 28, 2004.

“What We Really Value: Dynamic Criteria Mapping for Writing Assessment in Classrooms and Departments.” Paper and session handouts sent (I was unable to attend or present in person) to *National Council of Teachers of English (NCTE) Conference*, San Francisco, California, November 22, 2003.

“What We Really Value: Dynamic Criteria Mapping for Writing Assessment in Classrooms and Departments.” Workshop presented to the *Illinois Association of Teachers of English (IATE) Conference*, Oak Brook, Illinois, October 17, 2003.

“Making State Writing Assessment Educative: Proposal for Illinois Statewide Portfolio Assessment.” Co-presented to the *Illinois Association of Teachers of English (IATE) Conference*, Oak Brook, Illinois, October 17, 2003.

“Making State Writing Assessment Educative: Proposal for Illinois Statewide Portfolio Assessment.” Session co-presented to the *Conference for Illinois Teachers of English (CITE)*, Normal, Illinois, April 11, 2003.

“Beyond Rubrics in Teaching and Assessing Writing: Dynamic Criteria Mapping for Writing Assessment.” Paper presented to the *Conference on College Composition and Communication*, New York, NY, March 19, 2003.

“Consulting for Writing Assessment.” Co-presented a day-long workshop to the *Conference on College Composition and Communication*, New York, NY, March 19, 2003.

“Dynamic Criteria Mapping: Discovering What We Value in Students’ Work.” Workshop presented to Mid-Michigan Community College, Mt. Pleasant, Michigan, January 6, 2003.

“Dynamic Criteria Mapping across the Curriculum.” Invited presentation to the faculty of Roanoke College in Salem, Virginia, August 22, 2002.

“Hermeneutic Assessment of Teaching Portfolios.” Invited presentation to the faculty and administration of the University of Northern Iowa, Cedar Falls, Iowa, April 4, 2002.

“Dynamic Criteria Mapping for Communal Writing Assessment: Beyond Rubrics in Teaching and Assessing Writing.” As part of the day-long workshop “Consulting for Writing Assessment.” Presented to the *Conference on College Composition and Communication*, Chicago, Illinois, March 13, 2002.

“What We Really Value: Beyond Rubrics in Teaching and Assessment.” Invited presentation to the faculty of Roanoke College in Salem, Virginia, November 15, 2001.

“Complementarity as Truth in Contemporary Writing Assessment.” As part of the day-long workshop “Consulting for Writing Assessment.” Presented to the *Conference on College Composition and Communication*, Denver, Colorado, March 14, 2001.

“What We Really Value: A Study of Post-Rubricity in Communal Writing Assessment.” Presented to the *Conference on College Composition and Communication*, Minneapolis, Minneapolis, Minnesota, April 13, 2000.

“Word Meets Chip: Rhetorical Reflections on Computerized Writing Assessment.” Presented to the *Conference on College Composition and Communication*, Atlanta, Georgia, March 24, 1999.

“Making Successful Writing Assignments.” Presented to the *Illinois State University Teaching Workshop*, Normal Illinois, August 19, 1998.

“A Club That Would Have Someone Like Me as a Member: Questions, Issues, and Resources for Faculty Writing Groups.” Presented to the Annual Meeting of the *Midwest Sociological Society*, Kansas City, Missouri, April 5, 1998.

“Institutionalizing Dissent in Communal Writing Assessment.” Presented to the *Conference on College Composition and Communication*, Chicago, Illinois, April 3, 1998.

“Publishing Students’ Writing: Reasons, Strategies, Samples.” Presented to the 1997 *Fall Colloquium on the Teaching of Writing*, Department of English, Illinois State University, Normal, Illinois, November 14, 1997.

“Using Listservs to Sustain Professional Community Among Student Teachers in the Field.” Presented to the *1997 Clinical Experiences and Certification Processes Supervision Conference*, August 15, 1997, at Illinois State University.

“Putting NCTE/IRA Standards to Work Preparing Future Teachers of English” and “Reinvigorating Teachers of English.” Presented to the *Heads of Illinois Secondary English Departments (HISED)* Conference, Normal, Illinois, April 18, 1997.

“Just Writing Assessment: Revisioning ‘Fairness’ and ‘Honesty.’” Presented to the *Conference on College Composition and Communication*, Phoenix, Arizona, March 15, 1997.

“Pulling Your Hair Out: Crises of Standardization in Communal Portfolio Assessment.” Presented to the conference *Consensus and Conflict: Exploring Standards and Diversity in the Portfolio Movement*, New Orleans, Louisiana, January 16-18, 1997.

“Using Listservs to Sustain Professional Community Among Student Teachers in the Field.” Presented to the *Illinois Association of Teachers of English (IATE)* Conference, October 18, 1996, St. Louis, Missouri.

“The Death of Testing: Job, Gawain, and Authentic Assessment.” Presented at the *Heads of Illinois Secondary English Departments (HISED)* Conference, Normal, Illinois, April 26, 1996.

“Clashing Values in Teaching and Assessing Composition: ‘Grammar’ versus ‘Critical Thinking.’” Presented at the *Conference on College Composition and Communication*, Milwaukee, Wisconsin, March 1996.

“Preparing English Teachers to be Public Intellectuals.” Presented to the *111th Annual Convention of the Modern Language Association*, Chicago, Illinois, December 30, 1995.

“Slouching Toward Postmodernity: A Qualitative Study of Portfolio Assessment in Crisis.” *American Educational Research Association Annual Meeting*, San Francisco, CA, April 1995.

“Writing A Dissertation: Negotiating Authority Amidst the Powers that Be.” *Conference on College Composition and Communication*, Washington, D. C., March 1995.

“Portfolios are Necessary but Not Sufficient: Consequential Validity in Large-Scale Writing Assessment.” *Conference on College Composition and Communication*, Washington, D. C., March 1995.

“A Good Dose of Awkward Facts: Reliability, Validity, and Everyday Life.” *Conference on College Composition and Communication*, Nashville, Tennessee, March 1994.

“Portfolios in Theory.” As part of “Portfolios: Problems, Possibilities, and Potential,” a day-long workshop presented with Pat Belanoff et al. *Conference on College Composition and Communication*, Nashville, Tennessee, March 1994.

“Working in the City: Building Community and Negotiating Difference in a Portfolio Assessment Program.” *Twelfth Annual Penn State Conference on Rhetoric and Composition*, University Park, Pennsylvania, July 1993.

“What Portfolios Show About Problems with Holistic Scoring” with Peter Elbow. *Eighth Annual Assessment Conference of the American Association for Higher Education*, Chicago, Illinois, June 1993.

“A Portfolio Scoring Session” with Donald Daiker et al. *Conference on College Composition and Communication*, San Diego, California, April 1993.

“Portfolio Scoring: A Contradiction in Terms.” *Conference on New Directions in Portfolio Assessment*, Oxford, Ohio, October 1992.

“Creating New Communities to Research Writing Peer Groups” with Carmon Hacker et al. *Conference on College Composition and Communication*, Cincinnati, Ohio, March 1992.

“Problematizing the Politicization of TA Training” with Nedra Reynolds et al. *Conference on College Composition and Communication*, Boston, Massachusetts, March 1991.

“Giving Blood to the Scraps: Haints, History, and Hosea in Toni Morrison's *Beloved*.”
Mid-Atlantic Writers' Conference, Baltimore, Maryland, October 1990.

“Power in the Classroom: Theory, Pedagogy, and Politics.” Annual conference of the
College English Association of Ohio, Columbus, Ohio, April 1990.

“Taped Response: Doing It.” Annual Conference of the *National Council of Teachers of English*, St. Louis, Missouri, November 1988.

Grant Awards

Illinois State University Research Grant, 1996, to support research and development of the manuscript “Rhetorical Writing Assessment: The Practice and Theory of Complementarity.”

Modern Language Association Teacher Education Project, 1995. On the basis of a proposal I developed and submitted in December 1994, a team of six faculty (including myself) from Illinois State University was invited to participate in an eighteen-month project sponsored by the Modern Language Association. The project, designed to provide leadership and direction to reform in the preparation of secondary English teachers, concluded in summer 1996 and yielded the book *Preparing a Nation's Teachers: Model Programs for English and Foreign Languages* published by MLA in 1999.

Professional Honors, Awards, and Distinctions

Outstanding Faculty Member, Department of English. Awarded by student members of Sigma Tau Delta, the English Honors Society, May 2016.

Outstanding Researcher (Humanities), College of Arts and Sciences, Illinois State University, 2011-12.

Outstanding University Teacher (Category I), Illinois State University, 2008-09.

Finalist, Faculty of the Year Award, National Society of Collegiate Scholars, Spring 2005.

Outstanding Teacher (Humanities), College of Arts and Sciences, Illinois State University, 2004.

Citation for Outstanding Classroom Practices, Conference on College Composition and Communication, 1998.

Teaching Initiative Award, Illinois State University, 1996.

Dissertation Scholarship, Miami University Graduate School, 1993-94.

Graduate Student Achievement Awards, Miami University Graduate School, April 1991 and December 1993.

Outstanding Teacher, Miami University Department of English, April 1990.

Sinclair Scholarship (for promising Ph.D. students), Miami University Department of English, August 1989.

Professional Memberships

Conference on College Composition and Communication (CCCC)

Council of Writing Program Administrators (WPA)

Illinois Association of Teachers of English (IATE)

National Council of Teachers of English (NCTE)

Editorial Board Memberships and Other Scholarly Reviewing

Assessing Writing editorial board

Journal of Writing Assessment editorial board

Reviewer of article manuscripts for the journal *Across the Disciplines*

Reviewer of article manuscripts for the journal *College Composition and Communication*

Reviewer of article manuscripts for the journal *College English*

Reviewer of article manuscripts for the journal *Composition Forum*

Reviewer of article manuscripts for the journal *Pedagogy*

Reviewer of article manuscripts for the *WPA Journal*

Reviewer of book manuscripts for the following publishers: Utah State University Press, Bedford/St. Martin's, Longman, NCTE, Southern Illinois University Press, and Teachers College Press