

MYA POE

Mailing Address

Northeastern University
English Department
415 Holmes Hall
360 Huntington Avenue
Boston, MA 02115

voice: (617) 373-3966
fax: (617) 373-2509
email: m.poe@northeastern.edu

EDUCATION

- Ph.D. English, Composition and Rhetoric, University of Massachusetts Amherst, 2006.
Dissertation: *Race, Representation, and Writing Assessment: Racial Stereotypes and the Construction of Identity in a Placement Exam*. Director: Professor Anne Herrington (English). Committee: Donna LeCourt (English) and Martha Stassen (Office of Academic Planning and Assessment)
- M.A. English, Specialization in Composition and Rhetoric, University of Massachusetts Amherst, 2002.
- B.A. English Literature, *cum laude*, High Honors in English Literature, University of Cincinnati, 1993.
Professional Writing Certificate. Thesis: *Gender Biased Language in German Technical Communication*

RESEARCH INTERESTS

- Writing Assessment
- Writing Across the Curriculum
- Diversity, Inclusion, and Justice
- Genre Studies

APPOINTMENTS

- 2018-present Writing Program Director
- 2017-present Associate Professor of English, Northeastern University
- 2013 – 2017 Assistant Professor of English, Northeastern University
- 2010 – 2013 Assistant Professor of English, Penn State University
- 2005 – 2010 Director of Technical Communication, Massachusetts Institute of Technology
Joint appointment in the *Program in Writing & Humanistic Studies* and the *Harvard-MIT Health Sciences Technology Program*
- 2000 – 2005 Lecturer, *Writing Across the Curriculum*, Massachusetts Institute of Technology
- 2000 – 2002 Research Associate for Assessment, *Office of Academic Planning and Assessment*, University of Massachusetts Amherst
- 1996 – 2000 Teaching Associate, *Department of English*, University of Massachusetts Amherst

AWARDS

Teaching Excellence Award, Northeastern University, 2015-2016.

Annual university-wide award to tenured or tenure-track faculty, who are nominated by students. Criteria include depth of knowledge in the subject; ability to provide effective links among course content, research, and experiential learning; and the rigor of course content.

Outstanding Teaching Award, Northeastern University, College of Social Sciences and Humanities, 2015-2016.

Annual university-wide award to a tenured or tenure-track faculty member in the College.

Outstanding Book Award in the Edited Collection, Conference on College Composition and Communication. Received for *Race and writing assessment*, 2014.

Award presented annually to the author(s) or editor(s) of a book published up to two years previously that makes an outstanding contribution to composition and rhetoric.

Best of the Independent Rhetoric & Composition Journals 2013. Received for “Re-Framing Race in Teaching Writing Across the Curriculum,” published in *Across the Disciplines*, 10(3).

Award presented annually to selected essays “that showcase the innovative and transformative work now being published in the field’s independent journals.”

Advancement of Knowledge Award, Conference on College Composition and Communication. Received for *Learning to communicate in science and engineering: Case studies from MIT*, 2012.

Award presented annually for the empirical research publication in the previous two years that most advances writing studies.

McGraw-Hill—Magna Publications Scholarly Work on Teaching and Learning Award. One of four finalists (out of 244 submissions) for “Innovation Across the Curriculum: Three Case Studies in Teaching Science and Engineering Communication” (with Jennifer Craig and Neal Lerner), 2009.

Infinite Mile Award for Continued Outstanding Service and Innovative Teaching, School of Humanities and Social Sciences, Massachusetts Institute of Technology, 2007.

Annual award recognizes individuals for exceptional contributions to the departments within the MIT School of Humanities and Social Sciences (SHASS) as well as exceptional contributions that benefit the entire School and the Institute.

Teaching Excellence Award, Continuing Education, University of Massachusetts Amherst, 2000, 2002.

Awards given each semester to instructors who receive the highest course evaluations in continuing education instruction. Awards received for teaching of First Year Writing and Introduction to American Studies.

Walker Gibson Prize for Composition, University of Massachusetts Amherst, 2000.

Annual award for the best essay by a graduate student in the University of Massachusetts Composition and Rhetoric program.

GRANTS

EXTERNAL

“Super-Diversity in Context: A Corpus-based Study of Multilingual Writing Outcomes with Attention to Disparate Impact,” CCCC Research Initiative grant, 2020. \$5,920. PIs: Mya Poe, Cherice Escobar Jones, Cara Marta Messina, Northeastern University.

“Interdisciplinary design of authentic communication tasks for the lab (IDACTL): Synergistic focus on writing-to-learn and learning-to-write,” National Science Foundation, 2015. PI: Susan Powers-Lee, Northeastern University, Department of Biology. *Not funded*.

“A longitudinal study of the dimensions of disciplinary culture to enhance innovation and retention among engineering students,” National Science Foundation #13153801, \$435,623, PI: Thomas L Martin, Co-PIs: Lisa McNair and Marie Paretto, Virginia Tech, Department of Engineering Education, 2013-2017. Northeastern University was a partner research site from 2014-2015.

“HST-MGH summer institute for biomedical optics,” National Science Foundation (NSF) and the National Institute of Biomedical Imaging and BioEngineering (BBSI), #0609299, \$450,000. PI: Martha Gray; Communications component: Mya Poe, 2006.

INTERNAL

“Assessing Multilingual Writing: A Design for Outcomes and Opportunity.” College of Social Science and Humanities, Multi-generational Research Teams Pilot Program, Award included a graduate research assistant and undergraduate workstudy for one semester, PI: Mya Poe, 2019-2020.

“Evidencing a Culture of Inclusivity in the Northeastern Writing Program,” Northeastern University, Faculty Innovations Grants in Diversity and Academic Excellence, \$10,054, PI: Neal Lerner, Ellen Cushman, and Mya Poe, 2016.

- “Social justice and the arts interdisciplinary and experiential minor,” Northeastern University, CSSH Curriculum Innovation Grant, \$4,000, PI: Elizabeth Maddock Dillon and Belinda Walzer, 2016.
- “The variables of writing assessment: A study of response processes and consequence,” Penn State University, Institute for the Arts and Humanities, Individual Faculty Grant, \$2,000, PI: Mya Poe, 2011.
- “Integrating collaborative technologies in chemical engineering projects laboratory,” MIT Alumni Class Funds, \$11,130, PI: Clark Colton. Contributors: Lisa Dush, Jane Kokernak, Mya Poe, 2010.
- “Rethinking racism in writing assessments: A conversation about local issues, sites, and possibilities,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1200, PI: Mya Poe, 2010.
- “Evaluating technologies to assist with peer review and project management in SHASS courses,” Program in Writing and Humanistic Studies, \$1,000, PI: Mya Poe and Lisa Dush, 2009.
- “Can a combination of writing across the curriculum and English as a foreign language improve English language learning in the disciplines at two Mexican universities?” School of Humanities and Social Sciences Research Fund Grant, Massachusetts Institute of Technology, \$7,000, PI: Jennifer Craig, Mya Poe, and Neal Lerner, 2009.
- “Transnationalism and writing across the curriculum,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,665, PI: Mya Poe, 2009.
- “Theorizing racism in writing assessment,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,465, PI: Mya Poe, 2009.
- “Writing research across borders: The challenges of international collaboration,” Kelly/Douglas Fund for Support of Scholarship and Teaching, Massachusetts Institute of Technology, \$400. PI: Mya Poe, 2008.
- “Next generation research on science and engineering communication,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,027, PI: Mya Poe, 2008.
- “Stereotypes in the air: Meta-genres and the racialized regulation of test performance,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,047, PI: Mya Poe, 2008.
- “Uptake and racial stereotypes in writing assessments,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,625, PI: Mya Poe, 2007.
- “Writing and speaking in science and engineering,” School of Humanities and Social Sciences Research Fund Grant, Massachusetts Institute of Technology, \$9,000. PI: Mya Poe, Neal Lerner, and Jennifer Craig, 2007.
- “Interrogating merit: What writing assessment research tells us about the myth of racially-ordered performance.” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$392, PI: Mya Poe, 2006.
- “On the road to sustainable excellence: Communicating across the curriculum,” Kelly/Douglas Fund for Support of Scholarship and Teaching, Massachusetts Institute of Technology, \$400. PI: Mya Poe, 2005.
- “Developing a collaborative TESOL community in Liaoning: Symposium,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$390, PI: Mya Poe, 2005.
- “Writing beyond disciplinary discourse,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,362, PI: Mya Poe, 2005.

- “Disciplinary cross-talk: Research on writing at an American technical institute,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,549, PI: Mya Poe, 2005.
- “Becoming ‘literate’ in the scientific and engineering disciplines,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$1,969, PI: Mya Poe, 2004.
- “Disciplinary cross-talk: Research on writing at a technical institute,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$790, PI: Mya Poe, 2004.
- “Writing assessment: How race matters,” School of Humanities and Social Sciences Dean’s Faculty Development Fund, Massachusetts Institute of Technology, \$2,000, PI: Mya Poe, 2004.
- “Research on race and writing assessment,” Kelly/Douglas Fund for Support of Scholarship and Teaching, Massachusetts Institute of Technology, \$400. PI: Mya Poe, 2004.
- “Pilot assessment for first year writing courses,” Dean for Undergraduate Education and the Dean for Humanities and Social Sciences, Massachusetts Institute of Technology, \$18,000. PI: Rebecca Faery, 2004.

PUBLICATIONS

BOOKS

- Poe, M., Inoue, A., & Elliot, N. (Eds.). (2018). *Writing assessment, social justice, and the advancement of opportunity*. Boulder, CO: University Press of Colorado; Fort Collins, CO: WAC Clearinghouse.
Reviewed in *Journal of Writing Assessment* (Oct. 2018).
- Inoue, A. & Poe, M. (Eds.). (2012). *Race and writing assessment*. New York, NY: Peter Lang Publishing.
Winner of the Conference on College Composition and Communication’s *Outstanding Book Award in the Edited Collection*, 2014.
Reviewed in *College Composition and Communication* (65.3, 2014); *Assessing Writing* (18.3, 2013); *Teachers College Record* (June 21, 2013); *Reference and Research Book News* (27.4, 2012). Response by Haswell in the *Journal of Writing Assessment* (Jan. 2013).
- Poe, M., Lerner, N. & Craig, J. (2010). *Learning to communicate in science and engineering: Case studies from MIT*. Cambridge, MA: MIT Press.
Winner of the Conference on College Composition and Communication’s *Advancement of Knowledge Award*, 2012.
Reviewed in *Across the Disciplines* (Nov. 2010); *Writing Lab Newsletter* (Sept. 2010); *Issues in Science and Technology Librarianship* (Summer 2010); *Choice* “Highly Recommended Title” (48-0830: 2010); British Computer Society (June 2010); *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* (15.2, 2015).

BOOK SERIES

- Deans, T. & Poe, M. (Eds.). *The Oxford brief guides to writing in the disciplines*. New York, NY: Oxford UP.
- Pardue, M. & Roldan, L. (2016). *Writing in biology: A brief guide*.
 - Irish, R. (2016). *Writing in engineering: A brief guide*.
 - Lavaque-Manty, M. and Lavaque-Manty, D. (2016) *Writing in political science: A brief guide*.
 - Brown, S. (2016). *Writing in anthropology: A brief guide*.
 - Long, T. & Beck, C. (2016). *Writing in nursing: A brief guide*.
 - Smith-Lovin, L. & Mozkowitz, C. (2016). *Writing in sociology: A brief guide*.
 - Rogers, L., Bottge, K., and Haefeli, S. (forthcoming). *Writing in music: A brief guide*.

JOURNAL SPECIAL ISSUES

- Poe, M. and Inoue, A. B. (2016). Guest editors, Writing Assessment and Social Justice. *College English*.
Poe, M. & Inoue, A. B. (2016). Social justice and writing assessment: An idea whose time has come. Guest editor introduction to special issue on writing assessment and social justice. *College English*, 79(2), 119-126.
- Poe, M. (2014). Guest editor, Diversity and International Writing Assessment. *Research in the Teaching of English*.
Poe, M. (2014). The consequences of writing assessment. Guest editor introduction to special issue on diversity and international writing assessment. *Research in the Teaching of English*, 48(3), 271-275.

ARTICLES

- Poe, M. & Zhang-Wu. (forthcoming). Super-diversity as a framework to promote social justice: Designing program assessment for multilingual writing outcomes. *composition forum* special issue on social justice and multilingualism
- Poe, M. (2019). *Research in the Teaching of English*: From alchemy and science to methodological plurality, *Journal of Writing Analytics*, 3, 317-333.
- Poe, M. & Elliot, N. (2019). Evidence of fairness? Twenty-five years of research in *Assessing Writing*, *Assessing Writing*, 42, 1-21. <https://doi.org/10.1016/j.asw.2019.100418>
- Adler-Kassner et al. (2019). Building a twenty-first-century feminist ethos: Three dialogs for WPAs. *WPA Journal*, 43(2), 13-36.
- Poe, M., Nastal, J., & Eliot, N. (2019). An admitted student is a qualified student: A roadmap for writing placement in the two-year college. *Journal of Writing Assessment*, 12(1). <http://journalofwritingassessment.org/article.php?article=140>
- Poe, M. (2018). Reflection: NCME 2018 Panel on Writing Analytics, *Journal of Writing Analytics*, 2, 329-335.
- Poe, M. & Cogan, J. (2016). Civil rights and writing assessment: Using the disparate impact approach as a fairness methodology to determine social impact. *Journal of Writing Assessment*, 9(1). <http://journalofwritingassessment.org/article.php?article=97>
- Elliot, N., Slomp, D., Poe, M., Cogan, J., Broad, B. & Cushman, E. (2016). Forum: Issues and reflections on ethics and writing assessment. *Journal of Writing Assessment*, 9(1). <http://journalofwritingassessment.org/article.php?article=95>
- Poe, M. (2015). Affirming the range and value of composition research. *College Composition and Communication* [Symposium on “Critical Retrospections on the 1987 CCCC Position Statement ‘Scholarship in Composition: Guidelines for Faculty, Deans, and Department Chairs.’”]. 66(3), 506-511.
- Poe, M., Elliot, N., Cogan, J., & Nurudeen, T. (2014). The legal and the local: Using disparate impact analysis to understand the consequences of writing assessment. *College Composition and Communication*, 65(5), 588-611.
- Poe, M. (2013). Re-framing race in teaching writing across the curriculum, *Across the Disciplines*, 10(3). <http://wac.colostate.edu/atd/race/poe.cfm>
Reprinted in (2016) V. Young and F. Condon (Eds.), *Performing anti-racist pedagogy in rhetoric, writing, and communication*. (pp. 87-105). Boulder, CO: WAC Clearinghouse and University Press of Colorado.
- Poe, M. & Craig, J. (2011). Modeling multivocality in a U.S.-Mexican collaboration in writing across the curriculum. *Journal of Academic Writing*, 11(1), 29-36.
- Craig, J., Poe, M. & González Rojas, M.F. (2010). Professional communication education in a global context: A collaboration between the Massachusetts Institute of Technology, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico, and Universidad de Quintana Roo, Mexico, *Journal of Business and Technical Communication*, 24(3), 267-295.
- Craig, J., & Lerner, N., & Poe, M. (2008). Innovation across the curriculum: Three case studies in teaching science and engineering communication, *IEEE Transactions on Professional Communication*, 51(3), 280-301.

Reprinted in (2012) T. Zawacki and P. Rogers (Eds.), *Writing across the curriculum: A critical sourcebook*. (pp. 290-344). New York, NY: Bedford/St. Martins.

- Poe, M. (2008). Genre, testing systems, and the constructed realities of student achievement. *College Composition and Communication* [Symposium: Assessment], 60(1), 141-152.
- Poe, M. (2007). Uptake and racial stereotypes in writing assessments. *4 Simposio Internacional De Estudios de Generos Textuas, (4th International Symposium on Genre Studies)*. 237-252.
<http://linguagem.unisul.br/paginas/ensino/pos/linguagem/eventos/cd/English/23i.pdf>.
- Poe, M. & Lewitt, S. (2006). The four myths of writing: Changing science and engineering students' preconceptions about writing and science, *The International Journal of Learning*, 12(8), 57-62.
- Poe, M. & Freeman, D. (2004). Integrating technical writing into a large lecture course. *Proceedings of the 2004 American Society for Engineering Education Annual Conference & Exposition*. Retrieved from <http://www.vanth.org/docs/Freeman%20and%20Poe%202004.pdf>
- Poe, M. (2004). Race and American educational testing: Using socially situated research to understand student performance on large-scale literacy tests, *The International Journal of Learning*, 11, 7-15.
- Poe, M. (2000). On writing instruction and a short game of chess: Connecting multiple ways of knowing and the writing process, *Language and Learning Across the Disciplines*, 4(1), 30-44.

BOOK CHAPTERS

- Poe, M. (forthcoming). "Writing assessment research? A study of the field using writing analytics." *The expanding universe of writing studies: Higher education writing research today*. Eds. Donahue, C. and Bazerman, C. Peter Lang.
- Benda, J., Jones, C., Poe, M., & Stephens, A. (forthcoming). Confronting super-diversity again: A multidimensional approach to teaching and researching writing at a global university. *Writing across difference; Theory and intervention*. Eds. Daniel, J.R., Malcolm, K. and Rai, C.
- Poe, M. (forthcoming). "A matter of aim: Disciplinary writing, writing assessment, and fairness." In Kelly-Riley, D. & N. Elliot, (Eds.). *Improving outcomes across disciplines: Fairness, Evidence-Based assessment, and writing*. New York: MLA.
- Wardle, E., Adler-Kassner, L., Alexander, J., Elliot, N., Hammond, J., Poe, M., Rhodes, J., & Womack, A., (2019). "Recognizing the limits of threshold concept theory: Boundedness and liminality." *(Re)Considering What We Know: Learning Thresholds in Writing, Composition, Rhetoric, and Literacy*. (pp. 15-34). Logan, UT: Utah State UP.
- Poe, M. (2019). "Creating a conversation in the field through strategic editing." In DeVoss, D. and J. Gallagher (Eds.). *Explanation points: Publishing in rhetoric and composition*. (pp. 223-228). Boulder, CO: University Press of Colorado; Fort Collins, CO: WAC Clearinghouse.
- Lerner, N. & Poe, M. (2014). Writing and becoming a scientist: A longitudinal, qualitative study of three science undergraduates. In M. J. Curry and D. I. Hanauer (Eds.), *Language, literacy, and learning in STEM education: Research methods and perspectives from applied linguistics*. (pp. 43-64). Amsterdam: John Benjamins Publishing Company.
- Poe, M. & Scott, M. (2014). Writing, lifelong learning and social mobility. In E. Jakobs and D. Perrin (Eds.), *Handbook of writing and text production*. (pp. 333-358). Berlin: Mouton de Gruyter.
- Poe, M. (2013). Making digital writing assessment fair for diverse writers. In D. DeVoss and H. McKee (Eds.), *Digital writing assessment and evaluation*. Logan, UT: Utah State UP (Computers and Composition Digital Press). http://ccdigitalpress.org/dwae/01_poe.html
- Poe, M. (2013). Research on multilingual writers in the disciplines: The case of biomedical engineering. In S. Canagarajah (Ed.), *Literacy as translingual practice: Between communities and classrooms*. (pp. 170-181). London: Routledge.
- Poe, M. (2012). Field notes from a composition adjunct at the biomedical engineering outpost. In D. LeCourt, A. Goodburn, & C. Leverenz (Eds.), *Rewriting success: Constructing careers and institutional change in rhetoric and composition*. (pp. 3-17). West Lafayette, IN: Parlor Press.
- Inoue, A. & Poe, M. (2012). Racial formations in two writing assessments: Revisiting White and Thomas' findings on the English Placement Test after thirty years. In N. Elliot and L. Perelman (Eds.), *Writing*

assessment in the 21st century: Essays in honor of Edward M. White. (pp. 343-361). Cresskill, NJ: Hampton Press.

Poe, M. (2009). Reporting race and ethnicity in international assessments. In C. Schreiner (Ed.), *Handbook of Research on assessment technologies, methods, and applications in higher education.* (pp. 368-385). Hershey, PA: IGI Global Books.

Poe, M. & Opperman, J. (2009). Scientific writing and technological change: Teaching the new story of scientific inquiry. In A. Herrington, K. Hogdson, & C. Moran (Eds.), *Teaching the new writing: Technology, change, and assessment.* (pp. 143-163). New York, NY: Teachers College Press.

Poe, M. & Garfinkel, S. (2009). Security and privacy in the wireless composition classroom. In A. C. Kimme Hea (Ed.), *Going wireless: A critical exploration of wireless and mobile technologies for composition teachers and scholars.* (pp. 179-195). Cresskill, NJ: Hampton Press.

Poe, M. (2007). Writing beyond disciplinary discourse: Power and politics in the teaching of scientific writing. In A. Elshimi & N. Kassabgy (Eds.), *Sustaining excellence in 'communicating across the curriculum': Cross-institutional experiences and best practices.* (pp. 24-36). London: Cambridge Scholars Publishing.

BOOK REVIEWS AND FORWARDS

Poe, M. (2020). WAC today: Diversity and resilience. In L. Bartlett, S. Tarabochia, & A. Olinger. *Diverse Approaches to Teaching, Learning, and Writing Across the Curriculum: IWAC at 25.* (pp. xi-xiv). Boulder, CO: University Press of Colorado; Fort Collins, CO: WAC Clearinghouse.

Poe, M. (2019). Foreword. In K. O. Arosteguy, A. Bright, & B. J. Rinard (Eds.) *A student's guide to academic and professional writing in education.* (pp. x-xi). New York, NY: Teachers College Press.

Poe, M. (2015). Review of *Rhetorical strategies and genre conventions in literary studies* by L. Wilder. *Composition Forum*, 31. <http://compositionforum.com/issue/31/poe-wilder-review.php>

Poe, M. (2014). Review of *Writing across contexts: transfer, composition, and sites of writing* by K. Yancey, L. Robertson, & K. Taczak. *The WAC Journal*, 25, 145-149. <http://wac.colostate.edu/journal/vol25/poe.pdf>

Poe, M. (2013). Review of *Introducing writing across the curriculum into China* by D. Wu. *The WAC Journal*. 24, 111-115. <http://wac.colostate.edu/journal/vol24/poe.pdf>

Poe, M. (2012). Review of *Writing in knowledge societies* by D. Starke-Meyerring, A. Paré, N. Artemeva, M. Horne, & L. Yousoubova, *The WAC Journal*. 23, 93-97. <http://wac.colostate.edu/journal/vol23/poe.pdf>

HANDBOOKS EDITED

Stassen, M., & Poe, M. (2002). *Teaching and learning online: Communication, community, and assessment*, Office of Academic Planning and Assessment, University of Massachusetts Amherst.

Stassen, M., Doherty, K. & Poe, M. (2001). *Program-based review and assessment: Tools and techniques for program improvement*, Office of Academic Planning and Assessment, University of Massachusetts Amherst.

Stassen, M., Doherty, K. & Poe, M. (2001). *Course-based review and assessment: Methods for understanding student learning*, Office of Academic Planning and Assessment, University of Massachusetts Amherst.

WORKS IN PROGRESS

Nastal, J., Poe, M., & Toth, C. (in-progress). *Writing Placement in Two-Year Colleges: Case Studies of Postsecondary Education in Transition*

Poe, M. (in-progress). *Intended consequences: Challenging Disparate Impact in the Quest for Equitable Writing Assessment.*

Poe, M., Lerner, N., Walzer, B., Robichaud, T., and the Northeastern Writing Program Assessment Committee. (in-progress). A community-based study of student reflection: Participatory construct modeling.

Messina, C. M., Jones, C. E., & Poe, M. (in-progress). Prompting reflection: Using Computational Methods to Understand How We Can Better Teach Reflection.

Poe, M. (in-progress). Data ethics and diversity. *Routledge Handbook of Scientific Communication.* Gabe Cutrufello, Cristina Hanganu-Bresch, Stefania Maci, Michael Zerbe.

Poe, M. (in-progress). Decolonizing writing assessment: Legacies and action. *Writing on the Wall: Literacy Education and the Resurgence of Nationalism*. Ed. Schreiber, B. & Martin, D.

INTERVIEWS AND MEDIA

- Interviewed in N. Allen. (2016). "The ethics of writing assessments: Moving from exclusion to opportunity." *The Council Chronicle*, 25(3), 6-9. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0253-mar2016/CC0253Ethics.pdf>
- Presentation "Civil rights and writing assessment: Societal action as validation" reviewed by K. Miller. (Dec. 31, 2015). "K.26: A theory of ethics for writing assessment: Risk and reward for civil rights, program assessment, and large scale testing," *Kairos: Rhetoric, Technology, and Pedagogy*. Retrieved from http://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3ACCCC2015_SessionK26
- Presentation "Intended consequences: What students and statistics can tell us about writing assessment," reported on by T. Keating. (Oct. 20, 2015). "Study: Colleges lack comprehensive writing evaluation for students." *The Daily Campus*. Retrieved from <http://dailycampus.com/stories/2015/10/20/colleges-lack-comprehensive-writing-evaluation-and-feedback-for-students-research-show>
- Presentation "Legal and philosophical frameworks for empirical analysis: Validation of use in writing assessment" reviewed by J. Nastal. "Review of: D.21 Race and writing assessment: Cross-disciplinary frameworks for impact analysis," *Kairos: Rhetoric, Technology, and Pedagogy*, 18(1). Retrieved from <http://kairos.technorhetoric.net/pmwiki/pmwiki.php/CCCCReviews/2013D21Nastal>
- Presentation "Writing tomorrow: Diverse students and the future of writing in higher education" reported on by J. Kornwiz. (Sept. 6, 2013). The future of college writing." *news@Northeastern*. Retrieved from <http://www.northeastern.edu/news/2013/09/thefutureofcollegewriting/>
- Broad, B., Elliot, N., Poe, M. & Slomp, D. (2015). No test is neutral: Writing assessments, equity, ethics, and social justice. [NCTE Webinar]. Retrieved from <https://www.youtube.com/watch?v=B7gHY9BZrA4>
- Boss, C., Colby, R., George, J., Mullins, E., & Poe, M. (2015). Evidence for equity: How can we use large-scale assessment to ensure powerful literacy learning for all students? [NCTE Webinar]. Retrieved from <https://www.youtube.com/watch?v=zevGgrkP5x8>
- Poe, M. (2010). Ivy plus meeting notes. *CCCC blog on diversity*. Blog entry retrieved from <http://cccc-blog.blogspot.com/search/label/Mya%20Poe>
- Craig, J, & Lerner, N., & Poe, M. (2008). Three case studies in teaching science and engineering communication. *IEEE Transactions on Professional Communication*. Podcast.

PLENARY, KEYNOTE, AND INVITED TALKS

INTERNATIONAL

- "Decolonizing Writing Assessment: Pluriversal Potential for Fairness," Conference on Writing Education across Borders, Penn State University, September 27-28, 2019.
- "Considering the *international* in international research," *Conference on Writing Education Across Borders*, Penn State University, State College, PA, September 30-October 1, 2011. (With Christiane Donahue).
- "A research agenda for the study of multilingual lab contexts," *The 22nd Penn State Conference on Rhetoric and Composition Rhetoric and Writing Across Language Boundaries*, Penn State University, State College, PA, July 10– July 12, 2011.
- "Writing across the science and engineering curriculum: MIT and beyond," *Programa MECE SUP: Mejoramiento de la calidad y la equidad en la educación terciaria. (The Higher Education Quality Improvement Program)*, MIT, Cambridge, MA, April 17, 2009.
- "Writing across the science and engineering curriculum: MIT and beyond," videoconference presentation to the faculty of Seoul National University, Korea, Cambridge, MA, October 21, 2008.

- “Communication across the curriculum and English language learning: two movements learning from each other,” *Asociacion Nacional Universitaria de profesores de Ingles, 2008 Sixth International Congress*, Puerto Vallarta, Mexico, October 2-4, 2008.
- “English language learning across the curriculum,” *The Second Annual Liaoning TESOL Symposium*, Shenyang Normal University, Shenyang, China, June 9-11, 2006.

NATIONAL

- “Thinking back while looking forward: Lessons from IWAC 2016,” *Thirteenth International Writing Across the Curriculum*, Ann Arbor, MI, June 23-25, 2016. (With Jason Dowd and Mike Palmquist).
- “Intended consequences: Qualitative research and writing assessment,” *Qualitative Research Network, Conference on College Composition and Communication*, Houston, TX, April 6-9, 2016.
- “Listening to assessments past: How students’ experiences of failure and success shape writing assessment,” *Conference on College Composition and Communication*, St. Louis, MO, March 21-24, 2012.
- “Race and writing assessment: A conversation on local diversity,” *Ivy Plus Writing Consortium*, Brown University, Providence, RI, October 16, 2009.
- “Basic writing myths, pitfalls, and promises,” *Basic Composition in the Works*, Felician College, Rutherford, NJ, February 28, 2009.
- “Storying with data: using quantitative reasoning to teach scientific writing,” *National Numeracy Network*, Colby-Sawyer College, New London, NH, May 15, 2008.
- “Making time for it all: integrating writing, speaking, and quantitative reasoning in disciplinary courses,” *The 12th annual Northeast Consortium on Quantitative Literacy (NECQL)*, Colby-Sawyer College, New London, NH, May 17, 2008.

LOCAL

- “Fairness, diversity, and writing assessment: Key questions for teachers,” Emory University, November 11, 2019.
- “Developing scientific writers: Diversity in science classrooms,” Emory University, November 11, 2019.
- “Writing Programs in Transition: Possibilities and Confounding Questions,” NYU, November 8, 2019.
- “Beyond the Data Dump: Telling a Good Story with Data,” NYU, November 8, 2019.
- “Embracing complexity and creating opportunity: Fair writing assessment for diverse students,” *Teaching Multilingual College Students Conference*, April 18, 2019, UMass Lowell and Middlesex Community College.
- “Keeping democracy’s door open: Fair writing assessment at the two-year college,” Black Hawk College, Moline, IL, April 4, 2019.
- “Keeping democracy’s door open: Fair writing assessment at the two-year college,” *MATSOL Third Annual Community College ESL Conference*, Quinsigamond Community College, Worcester, MA, October 26, 2018.
- “From vexing questions to intended consequences: A sociocultural study of writing assessment,” University of Illinois Rhetoric Program, Urbana, IL, October 24, 2016.
- “Assess for justice: Civil rights and writing assessment,” *Tenth Annual English Graduate Student Association Conference*, Northeastern University, Boston, MA, March 5, 2016.
- “Intended consequences: What students and statistics can tell us about writing assessment,” UCONN, Storrs, CT, October 19, 2015.
- “Intended consequences,” *Northeastern University, College of Social Sciences and Humanities faculty works-in-progress series*, Boston, MA, September 21, 2015.
- “Why writing in the disciplines matters,” Hostos Community College, New York, NY, May 27, 2015.
- “What is good writing?” *Boston University Writing Program biannual meeting*, Boston, MA, January 29, 2015.
- “What does fairness mean when assessing multilingual writers?” *Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) 2014 Conference*, Framingham, MA, May 9, 2014.
- “An uncommon measure: The consequences of writing assessment at an American university.” University of Cincinnati, Cincinnati, OH, April 4, 2014.

- “Developing student writers: Why writing in the disciplines matters.” *Tracking Changes: A Cross-Disciplinary Symposium on Teaching Writing at Lehman College*. Lehman College, New York, NY. January 24, 2014.
- “Writing tomorrow: Diverse students and the future of writing in higher education,” *Third Annual Paul Charles Krueger Symposium for Teachers of International and Second-Language Writers*, Northeastern University, Boston, MA, September 4, 2013.
- “Innovative writing intensive courses,” *Faculty Institute on Teaching and Learning*, Rochester Institute of Technology, Rochester, NY, May 30-31, 2012.
- “Learning to communicate in biomedical engineering: The role of mentoring and internationalization in graduate student writing development,” *Women and Minority Artists and Scholars Lecture Series*, Virginia Tech, Blacksburg, VA, January 27, 2012.
- “Successful scientific presentations: How to translate your data into written and oral presentations,” *Tufts University*, Biomedical Engineering Department, Boston, MA, September 12, 2005.

ACADEMIC CONFERENCE PRESENTATIONS

INTERNATIONAL

- “The consequences of writing assessment for diverse students.” *Writing Research Across Borders III*. Paris, France, February 21, 2014. [paper presented in absentia]
- “Transnationalism and writing instruction.” *European Association for the Teaching of Academic Writing*, Coventry, England, June 30-July 2, 2009.
- “Assessing student communication in science and engineering through teacher research,” *The Canadian Association for the Study of Discourse and Writing/ Association canadienne de redactologie*, Ottawa, Canada, May 24-26, 2009.
- “The ranking, sorting, and reproduction of identity in placement tests,” *4 Simposio Internacional De Estudios de Generos Textuas, (4th International Symposium on Genre Studies)*, Florianopolis, Brazil, August 15-18, 2007.
- “Representing data: Critical thinking and the construction of scientific visual arguments.” *Bridging Two Movements: International Conference on Writing as Critical Thinking Across the Disciplines*, Quinnipiac University, November 17-18, 2006.
- “A comparative study of student writing for college admission in the UK and the US.” *Tenth International Conference of the EARLI Special Interest Group on Writing*, Antwerp, Belgium, September 20-22, 2006. (With Rob Oliver).
- “Not just a test: race and power in the essay test.” *Tenth International Conference of the EARLI Special Interest Group on Writing*, Antwerp, Belgium, September 20-22, 2006.
- “Writing beyond disciplinary discourse.” *On the Road to Sustainable Excellence: Communicating Across the Curriculum*, American University in Cairo, Cairo, Egypt, November 11-12, 2005.
- “The four myths of writing: Changing science and engineering students’ preconceptions about writing and science,” *Twelfth Annual International Literacy and Education Conference*, Granada, Spain, July 11-14, 2005.
- “Race and American educational testing: Using socially situated research to understand student performance on large scale literacy tests,” *Eleventh Annual International Literacy and Education Conference*, Havana, Cuba, July 27-30, 2004.

NATIONAL

- “A Conversation about Statewide Writing Placement Reform,” *TYCA*, Milwaukee, WI, March 24, 2020. (Conference cancelled)
- “Reexamining WAC theory for inclusion, diversity, and equity: Administration, programming, and epistemology,” respondent, *Conference on College Composition and Communication*, Milwaukee, WI, March 25-28, 2020. (Conference cancelled)

- “Improving outcomes: Promoting fairness across diverse institutional sites and with diverse student populations through disciplinary writing and local assessment,” respondent, *Conference on College Composition and Communication*, Milwaukee, WI, March 25-28, 2020. (Conference cancelled)
- “Reexamining data commonplaces in writing research: What are we doing in a world of data scraping, demographic change, and discordant methodologies?” *Conference on College Composition and Communication*, Milwaukee, WI, March 25-28, 2020. (Conference cancelled)
- “*Research in the Teaching of English*: From alchemy vs. science to methodological plurality.” MLA, Chicago, IL, January 5, 2019. Presidential Theme.
- “What writing analytics can tell us about broader success outcomes,” *National Council on Measurement in Education*, New York, NY, April 14, 2018.
- “Editing as a means to create inclusive scholarly conversations.” *Conference on College Composition and Communication*, Kansas City, MO, March 14-17, 2018.
- “Research methods in graduate coursework and beyond: Challenges, strategies, and opportunities for curriculum and pedagogy.” *Conference on College Composition and Communication*, Kansas City, MO, March 14-17, 2018. (respondent)
- “Writing across the curriculum when the curriculum is the English Department.” MLA, New York, NY, January 4-7, 2018. (With Dominic DelliCarpini, John Schilb, and Patricia Bizzell). [paper presented in absentia].
- “Time to take stock: What we can (and can’t) learn from Current CHAT methodology in writing studies research,” respondent, *Conference on College Composition and Communication*, Houston, TX, April 6-9, 2016.
- “The possibilities of social justice theory for writing assessment practice,” *Conference on College Composition and Communication*, Houston, TX, April 6-9, 2016.
- “Civil rights and writing assessment: Societal action as validation,” *Conference on College Composition and Communication*, Tampa, FL, March 18-21, 2015.
- “A dialogue about literacy practice and research in the teaching of English(es): Emerging directions and possibilities,” NCTE, November 20-25, 2014 (With Chris Gallagher).
- “A woman’s place is in the lab: Mobility, gender, and text production in the biomedical lab,” *International Writing Across the Curriculum*, Minneapolis, MN, June 12-14, 2014.
- “Legal and philosophical frameworks for empirical analysis: Validation of use in writing assessment,” *Conference on College Composition and Communication*, Las Vegas, NV, March 13-16, 2013.
- “Writing development in biomedical engineering: The case of a multilingual graduate Student,” *Eleventh International Writing Across the Curriculum*, Savannah, GA, June 7-9, 2012.
- “Addressing racial formations through faculty workshops,” *Conference on College Composition and Communication*, Atlanta, GA, April 11-14, 2011.
- “The development of writing abilities in biomedical engineering graduate students,” *Writing Research Across Borders Conference*, George Mason University, February 18-20, 2011.
- “The ethics of research methodologies using race in writing assessments: MIT’s WAC program assessment,” *Conference on College Composition and Communication*, Louisville, KY, March 17-20, 2010.
- “Theorizing racism in writing assessment,” *Conference on College Composition and Communication*, San Francisco, CA, March 11-14, 2009.
- “Race and educational assessment: Who are we counting and why?” *Re-Envisioning Writing Assessment: Relevance, Diversity, and Achievement*, Southbridge, MA, November 1, 2008.
- “CxC/Science + Engineering = Next generation research on science and engineering communication,” *Ninth Biennial International Writing Across the Curriculum*, Austin, TX, May 28-30, 2008. (With Jennifer Craig and Neal Lerner).
- “Stereotypes in the air: Meta-genres and the racialized regulation of test performance,” *Conference on College Composition and Communication*, New Orleans, LA, April 3-5, 2008.

- “Writing research across borders: The challenges of international collaboration,” *Writing Research Across Borders Conference*, Santa Barbara, California, February 22-25, 2008. (With Chris M. Anson, Tiane Donahue, Rob Oliver, Mary Scott, and Claire Woods).
- “Charting the transition from academic to professional identities in science and engineering: New approaches to familiar waters,” *University of New Hampshire Composition Conference*, October 12-13, 2007 (With Jennifer Craig and Neal Lerner).
- “What’s the achievement gap got to do with genre?” *Conference on College Composition and Communication*, New York, NY, March 15-18, 2007.
- “The rhetoric of the achievement gap: How students’ understand racially-ordered stereotypes,” *Race and Pedagogy Conference*, University of Puget Sound, September 14-16, 2006.
- “Online essay assessments (graded by humans): Uses, benefits, and designs,” *Conference on Writing, Teaching, and Technology*, University of Massachusetts Amherst, April 6-7, 2006. (With Les Perelman).
- “Assessing the synthesis of problem-based learning and writing instruction in a biomedical engineering course,” *Biomedical Engineering Society of America*, poster presentation, Baltimore, MD, September 28-October 1, 2005.
 - Poster also presented at *Harvard Medical Education Day*, Harvard Medical School, Cambridge, MA, November 14, 2005.
 - Poster also presented at *VaNTH-ERC NSF Site Visit*, Vanderbilt University, June 15, 2005.
- “Disciplinary cross-talk: Research on writing and learning at a technical institute,” *Conference on College Composition and Communication*, Qualitative Research Forum, San Francisco, CA, March 24-27, 2005.
- “Interrogating merit: What writing assessment research tells us about the myth of racially-ordered performance,” *Composing Cultures: Diversity and the Teaching of Writing*, University of New Hampshire, Durham, NH, October 15-16, 2004.
- “Research on race and writing assessment,” *Thomas R. Watson Conference on Rhetoric and Composition*, University of Louisville, Louisville, KY, October 7-9, 2004.
- “Integrating technical writing into a large lecture course,” poster presentation, *American Society of Engineering Education*, Salt Lake City, UT, June 20-23, 2004.
 - Poster also presented at *Harvard Medical Education Day*, Harvard University, Cambridge, MA, November 10, 2004. (Project selected for outstanding merit by selection committee.)
 - Poster also presented at *Harvard-MIT Health Sciences Technology 35th Anniversary*, Cambridge, MA, September 23-25, 2005.
 - Poster also presented at *VaNTH-ERC NSF Site Visit*, Nashville, TN, June 15, 2004.
- “Scientific discourse and the process of making meaning in biomedical research,” *Writing Across the Curriculum Conference*, University of Missouri-Columbia, Columbia, MO, May 20-22, 2004.
- “Assessing writing, assessing identity: Using socially situated research to understand the significance of racial identity in writing assessment,” *‘Freestylin’ or Lookin’ for a Style That’s Free: The Futures of Composition and Cultural Rhetoric*, Syracuse University, NY, April 16, 2004.
- “‘But as it was an Indian Face . . .’: William Apess and American Indian identity borders,” *The Society for the Study of Multi-Ethnic Literature of the United States*, Boca Raton, FL, April 11-13, 2003.
- “Race and writing assessment: Constructions of identity in a freshman placement exam,” *Conference on College Composition and Communication*, San Antonio, TX, March 24-27, 2003.
- “Using critical assessment to change student misperceptions in the ethnic literature classroom,” *The Society for the Study of Multi-Ethnic Literature of the United States*, Seattle, WA, April 13-15, 2002.
- “The American health crisis of illiteracy,” *Conference on College Composition and Communication*, Minneapolis, MN, April 2-5, 2000.

- “On writing instruction and a short tango lesson: Connecting ways of thinking about academic prose and the everyday world,” *Writing Across the Curriculum Conference*, Cornell University, Ithaca, NY, June 3-5, 1999.
- “Using ethnography of communication to map American public discourse on literacy,” *Ethnographic and Qualitative Research in Education*, Columbia University, New York, NY, March 23, 1999.
 - Paper also presented at Qualitative Research Network, *Conference on College Composition and Communication*, Atlanta, GA, June 24-27, 1999.
- “Identity through education: First year students in the writing classroom,” *Ethnographic and Qualitative Research in Education*, University of Massachusetts, Amherst, MA, June 16, 1998.
- “Using writing-to-learn exercises in the engineering classroom,” *Writing in Engineering*, University of South Carolina, Columbia, SC, July 27, 1996.

WORKSHOPS CONDUCTED AND CLASS VISITS

INTERNATIONAL

- “Arguing with data: Teaching students to think rhetorically about research findings,” *Programa MECE/SUP: Mejoramiento de la calidad y la equidad en la educación terciaria. (The Higher Education Quality Improvement Program)*, Cambridge, MA, April 17, 2009.

NATIONAL

- “Race, writing, and identity,” *826 National Staff Development Conference*, Boston, MA June 25, 2015.
- “Analyzing assessment,” *Qualitative Research Network*. Indianapolis, IN, March 19, 2014. (Roundtable respondent with Bob Broad and David Slomp).
- “Race and writing assessment: What questions should we be asking of writing assessment,” *Council of Writing Program Administrators Institute*. Savannah, GA, July 17-21, 2013. (With Asao Inoue and Bill Condon).
- “Innovating writing intensive courses,” *Faculty Institute on Teaching and Learning*, Rochester Institute of Technology, Rochester, NY, May 30-31, 2012.
- “Rhetoric and composition pedagogy and scholarship in the context of globalization: Emerging globally networked learning environments as new gateways for theory, research, and pedagogy,” *Conference on College Composition and Communication*, St. Louis, MO, March 21-24, 2012. (With Jennifer Craig).
- “Diversity and writing assessment: Gateways to assessing and reporting student performance,” *Conference on College Composition and Communication*, St. Louis, MO, March 21-24, 2012. (With Asao Inoue).

LOCAL

- “Writing, trauma, and responding,” *The Art of Teaching Writing*, University of California, Berkeley, June 4, 2020.
- “It’s not enough to change your grading practices: Connecting classroom practice and assessment to address inequality,” *Boston Rhetoric and Writing Network (BRAWN) Summer Institute*, Boston, MA, June 8, 2019.
- “Writing assessment: With theory, love, and justice.” *The Art of Teaching Writing*, University of California, Berkeley, May 23, 2019.
- “Writing, diversity, and consequence: Key questions for writing teachers,” *MATSOL Third Annual Community College ESL Conference*, Quinsigamond Community College, Worcester, MA, Friday, October 26, 2018.
- “Social Justice and Writing Assessment: Key Questions for Teachers,” *The Art of Teaching Writing*, University of California, Berkeley, June 4, 2018.
- “Fairness, diversity, and writing assessment: Key questions for teachers,” *Boston Rhetoric and Writing Network (BRAWN) Summer Institute*, Boston, MA, May 25, 2018.
- “Fairness, diversity, and writing assessment: Key questions for teachers,” UW-Milwaukee, Milwaukee, WI, April 9, 2018.

- Invited class speaker for graduate seminar on writing program administration and assessment, University of Tennessee, September 22, 2017. (Jeff Ringer)
- “Navigating the Tenure Process and Mentoring,” Northeastern University, New Faculty Orientation, Boston, MA, August 30, 2017.
- Invited class speaker for graduate seminar on writing program administration and assessment, University of Michigan, November 17, 2016. (Anne Gere)
- “Innovating writing instruction in the disciplines,” *Hostos Community College annual end of semester workshop*, New York, NY, May 27, 2015.
- “What is fair writing assessment?” *Boston University Writing Program biannual meeting*, Boston, MA, January 29, 2015.
- “Writing assessment and diversity: What do we know? What should we know? What should we be doing when we assess writing?” Northeastern University, *Boston Rhetoric and Writing Network (BRAWN) Summer Institute*, Boston, MA, May 31, 2014.
- “Writing assessment and diversity: What do we know? What should we know? What should we be doing when we assess writing?” *Faculty Workshop*, University of Cincinnati, Cincinnati, OH, April 4, 2014.
- “Designing innovative assessments for diverse writers: A workshop for faculty across the disciplines,” *Third Annual Paul Charles Krueger Symposium for Teachers of International and Second-Language Writers*, Northeastern University, September 3, 2013. (With Asao Inoue).
- “‘Politics and the English Language’: Mr. Orwell and the rhetoric of the Common Core State Standards,” *Camp Rhetoric, Arnold-Ebbitt Interdisciplinary Rhetoricians*, Penn State University, State College, PA, February 16, 2013. (With Laura Brown).
- “Writing and race in the U.S. today: A conversation about standards, stereotypes, and strategies in teaching and assessing writing,” *Writing Program Faculty Workshop*, Barnard College, New York, NY, April 14, 2011.
- “Race and writing in first year composition,” *Workshop for First Year Writing Instructors*, Columbia University, New York, NY, April 2, 2010.
- “Students’ experiences of race and writing across the curriculum,” *Workshop for Writing Instructors Across the Curriculum*, Columbia University, New York, NY, April 2, 2010.
- “Writing with technology,” *Faculty Workshop*, University of Connecticut, Storrs, CT, February 22, 2010 (With Lisa Dush).
- “Writing with numbers,” *Faculty Workshop*, Smith College, May 10, 2009.
- “Arguing with data,” *Faculty Workshop*, Wellesley College, January 7, 2009.
- “Assessing problem-based learning and writing instruction in a biomedical engineering course,” *Writing Across the Curriculum Meeting*, MIT, Cambridge, MA, October 9, 2005. (With Susan Ruff).
- “Please post by midnight: A discussion of distance education and teaching literature online,” *English Department Colloquium*, University of Massachusetts, Amherst, MA, May 12, 2002. (With Heidi McKee).
- “Thinking creatively about assessment,” *Professionalization Workshop—English Department*, University of Massachusetts Office of Academic Planning and Assessment, University of Massachusetts, Amherst, MA, November 9, 2001. (With Martha Stassen).
- “Strategies for effective grading: Articulating assessment criteria,” *Workshop for the Teaching Assistant Orientation*, University of Massachusetts Office of Academic Planning and Assessment, University of Massachusetts, Amherst, MA, August 31, 2001. (With Martha Stassen).
- “Pat Carini’s deep reading method,” *Workshop for University of Massachusetts Writing Program*, University of Massachusetts, Amherst, MA, 1998, 1999.
- “Evaluating web sources,” *Workshop for University of Massachusetts Writing Program*, University of Massachusetts, Amherst, MA, 1998.

UNIVERSITY TEACHING

NORTHEASTERN UNIVERSITY

Department of English

Undergraduate

- 1410: Introduction to Writing Studies (5 sections/63 students)
- 2760: Writing in Global Contexts (2 sections/ 27 students)
- 3307: Advanced Scientific Writing (2 sections/37 students)
- 3315: Interdisciplinary Advanced Writing in the Disciplines (5 sections/91 students)
- 4410: Research in Rhetoric and Writing (1 section/6 students)

Graduate

- 7392: Writing and the Teaching of Writing (2 sections/17 students)
- 7395: Literacy in Crisis: The Politics and Practices of Writing (1 section/15 students)
- 7395: Genres and Identities in Action (2 section/23 students)
- 7395: What is Good Writing? (1 section/12 students)
- 7976: Directed Self-Study (3 students)

PENN STATE UNIVERSITY

Department of English

Undergraduate

- 202D (online): Business Writing (2 sections/36 students)
- 202D: Business Writing (2 sections/47 students)
- 418: Advanced Technical Writing: Rhetoric of Science (2 sections/31 students)
- 470: Writing in a Nation of Testing (1 section/16 students)
- 474: Rhetorical Theory and Practice (1 section/27 students)

Graduate

- 584: The Politics and Practices of Writing (1 section/12 students)
- 602: Teaching Business Writing (3 sections/31 students)

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Program in Writing and Humanistic Studies

Undergraduate

- 21W.747: Rhetoric of Science (5 sections/76 students)
- 21W.783: Scientific and Engineering Writing (1 section/20 students)
- 21W.803: Practicum in Science and Engineering Writing (2 sections/43 students)
- 21W.797: Cambridge-MIT Exchange (5 sections/110 students)

Department of Electrical Engineering and Computer Science

Undergraduate

- 6.021J: Quantitative Physiology: Cells and Tissues (10 sections)
- 6.033: Computer Systems Engineering (4 sections)
- 6.152J: Microelectronics Processing Technology (2 sections)

Department of Biological Engineering

Undergraduate

- 20.109: Laboratory Fundamentals in Biological Engineering (1 section)
- 20.380: Biological Engineering Design (4 sections)

Department of Mechanical Engineering

Undergraduate

- 2.671: Measurement and Instrumentation (5 sections)
- 2.672: Measurement and Instrumentation Project Lab (3 sections)

Harvard-MIT Health Sciences and Technology Program (HST)

Undergraduate

BioOptics Summer Institute (5 sections)

Bioinformatics and Genomics (i2b2) Summer Program (3 sections)

Graduate

HST 199: MD Research Institute (3 sections)

HST 521: Tissue Engineering (guest lecturer)

HST 500: Frontiers in Biomedical Engineering (5 sections)

HST 590: Biomedical Eng. Sem.: Professional Communication (2 sections)

UNIVERSITY OF MASSACHUSETTS

First Year Writing Program

Undergraduate

ENG 111: Basic Writing (2 sections/31 students)

ENG 112: First Year Writing (2 section/32 students)

ENG 113: First Year Writing (electronic classroom) (4 sections/69 students)

Department of English

Undergraduate

ENG 204: Introduction to American Studies (1 section/15 students)

ENG 132: Man and Woman in Literature (1 section/12 students)

Bachelor's Degree with Individual Concentration

Undergraduate

BDIC 496c: Junior Year Writing in Interdisciplinary Studies (1 section/67 students)

BDIC 496y: Junior Year Writing in Interdisciplinary Studies (4 sections)

MENTORING AND SUPERVISION

NORTHEASTERN UNIVERSITY

Dissertation Directed

Cara Messina, "The Critical Fan Toolkit: Fanfiction Genres, Ideologies, and Pedagogies."

Dania Dwyer, "Writing Genre, Writing Resistance: Uptake, Action, and the Making of Resistance in Anglophone Caribbean Poetry," August 2018, *Assistant Professor of English, Austin Community College*

Dissertation Committee, Department of English

Abbie Levesque

Gregory Palermo, "Re-Landscaping Digital Scholarship: A Computational Analysis of Citations in Digital Humanities and Writing Studies"

Matthew Hitchcock, "Commemorative Objects: Rhetorical Genre Studies, Annotation, and the Family Photograph"

Jonathan Osborne, "Difference Within Difference: A Study of Modern Black Conservative Rhetoric," 2020, *Assistant Professor of English, LSU*

Laura Proszak, "Embodying, Producing, and Materializing Citizenship: A Rhetorical Education for Children of Immigrants at North Bennet Street Industrial School, 1880-1910," March 2019, *Assistant Professor of English, Mercy College*

Kevin Smith, "Designing XML in the Composition Classroom," April 2018, *Assistant Professor of English, University of Virginia*

Michael Turner, "Getting from Here to There: Emotionally-Inflected Tutor Reflexivity and Its Effect on Tutoring Practices, Collaboration, and Community," *Writing Center Director, SUNY Cortland*

Heather Falconer, "Triple-binds and unintended consequences: Exploring scientific discursive identity development with three women of color," April 2018, *Assistant Professor of English, Curry College*

Dana Horton, "'Picture Black Sayin' 'Oh, Yes a Master!': Challenging the Neo-Slave Narrative through Fictional Representations of Women Slave-owners in Contemporary American Literature, Film, and Music," May 2017, *Assistant Professor of English, Mercy College*

Kristi Girdharry, "Composing Digital Community Spaces: Design and Literacy Practices in/of the Archive," August 2016, *Director of the Writing Center, Babson College*

Michael Dedek, "Practicing Change: Curricular Innovative and Change in Writing Programs," April 2016, *Part-time Lecturer, Northeastern Writing Program*

Charlie Lesh, "Writing Spaces and Places: A GeoEthnography of Graffiti Writing in Boston," April 2016, *Assistant Professor of English, Auburn University*

Comprehensive Exam Committee, Department of English

Dania Dwyer, 2016

Heather Falconer, 2016

Tieanna Graphenreed, in-progress

Kristi Girdharry, 2014

Matthew Hitchcock, 2020

Dana Horton, 2014

Cherice Jones, in-progress

Charlie Lesh, 2014

Abbie Levesque, 2019

Rachel Lewis, 2016

Cara Messina, 2018

Rachel Molko, in-progress

Kyle Oddis, in-progress

Greg Palermo, 2019

Laura Prozak, 2016

Kevin Smith, 2015

Masters Theses Directed, Department of English

Leah Lapszynski, English, "Three Case Studies on Digital Technology Implementation in Museums for Disabled Patrons," May 2015

Academic Program Specialist, Department of English, Florida State University

Rebecca McLaughlin, English, "Designing an Effective Introduction to Writing Studies Course: Guiding Students Through the Field of Rhetoric and Composition," May 2015

PhD candidate in Composition and Rhetoric, University of Massachusetts

Vijeta Pai, English, "(Un)defining Genre: Studying a Student's Writing Experience with Technical Project Reports in India and the United States," August 2015

Project Manager, Akamai Technologies

Masters Theses Reader, Department of English

Kayla Allen, "Literacy, Young Adult Fantasy, and Performance," May 2017

Kelcy Dolan, "'You Are More': An Exploration into Popular and Problematic Trafficking Discourses," April 2018

Alexander Slotkin, "A Pedagogical Thesis: Teaching First Year Writing," 2019

Undergraduate Capstone Projects Directed, Department of English

Alissa Lederer, 2019

Hamza Maane, in progress

Graduate Advisor, Department of English

Heather Falconer
Cherice Jones
Leah Lapszynski
Rachel Lewis
Cara Messina
Rebecca McLaughlin
Greg Palermo
Laura Proszak
Peter Roby
Alexandra Solari

PENN STATE UNIVERSITY

Dissertation Committee

Kris Lotier, English, “Words and Work: An Economic History of Composition, 1960–Present,” April 2014

Assistant Professor, Hofstra University

Sarah Summers, English, “Graduate Writing Centers: Programs, Practices, Possibilities,” December 2013

Assistant Professor, Rose-Hulman University

Comprehensive Exam Committee

John Belk, English
Alissa Hartig, Applied Linguistics
Alexandria Lockett, English
Kris Lotier, English

Masters Theses Directed, Department of English

Sergeant Major David McConnell, “Transmitting Cultural Capital: The Role of *Los Lectores* in Florida’s Cigar Factories in Key West and Ybor City,” May 2013

Senior Human Resources Officer at United States Military Academy at West Point

Melissa Slocum, “Stolen Literacies: Dislocation in Indian Boarding Schools,” May 2013

Visiting Assistant Professor of English, UNLV

Molly Lehman, “‘Class Divisions of the Mind’: The Literacies of Remedial English in Community Colleges and Four-Year Universities,” May 2013

Renewable-Term Faculty, University of Oklahoma

Undergraduate Honors Thesis Directed

Dulce-Marie Flecha, English, “The Social Classroom,” May 2013

MA, Teachers College, Columbia University

ARIZONA STATE UNIVERSITY

Dissertation Committee External Reader

Melissa Slocum, Department of English, “Haudenosaunee Good Mind: Tribalographies Recognizing the Erasure Process Leading to American Indian Genocide and Restoring Balance in Literature Classrooms by Shifting Literary Criticism and Educational Curricula,” April 2017, *Visiting Assistant Professor of English, UNLV*

SUNY BINGHAMTON

Dissertation Committee External Reader

Aerik Beuchamp, Department of English, “Sociohistoric Approaches to the Conventions and Parameters of Academic Disciplines: A History and Micro Study of the Academic Identities of Dissertation Writers,” June 2016, *Assistant Professor, Arkansas State University*

UNIVERSITY OF ARKANSAS

Dissertation Committee External Reader

Jennifer Mallette, Department of English, "You Write Like a Girl: Women and Writing for Engineering," April 2015, *Assistant Professor, Boise State University*

VIRIGINA TECH

Dissertation Committee External Reader

Kelly Cross, Department of Engineering Education, "African-American Students Experiences on Multiracial Student Engineering Teams," May 2015, *Post-doc, University of Illinois-Urbana*

SERVICE

NORTHEASTERN UNIVERSITY

English Department

Composition/Rhetoric faculty search committee, 2014-2015
Graduate Studies Committee, 2014-present, MA working group, 2015-2016
Ad hoc committee on assessing faculty productivity, 2013
Workload committee, 2017-2018
Writing Minor Faculty Advisor, 2018-present
Tenure and Promotion committee, 2017-present
Executive Committee, 2018-present
Undergraduate Studies Committee, 2018-present

Writing Program

Writing Program Committee, 2013-2015, 2018-present
Assessment Committee, 2013-present (Student Work subcommittee, 2013-2014, 2015-present)
Hiring Committee, 2019
Lecturer Search Committee, 2015
Merit Review Committee, 2014, 2016, 2019

College of Social Sciences and Humanities

Experiential Masters Working Group, 2016-2017
CSSH Teaching Award committee, 2016
Undergraduate Program Committee, 2018-present
Chair's Council, 2018-present
Undergraduate Program Directors Assessment Committee, 2019-present

University

Faculty Senate, 2020-present
University Teaching Award Selection Committee, 2018-2020

PENN STATE UNIVERSITY

University

Advisory Board, Center for Democratic Deliberation, Penn State University, 2012-2013
Judge, Kenneth Burke Award, 2012, 2013

English Department

Faculty coordinator, Business Writing, 2010-2013
Ad hoc committee on promoting the major, 2013
Search Committee, Visiting Assistant Professor in Business Writing, 2013

Program in Writing and Rhetoric Committee, 2012-2013

Composition Program Committee, 2011-2012

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Institute

Guest, Subcommittee on the Communication Requirement, 2005-2007, 2009, 2010

Member, Subcommittee on the Communication Requirement, Learning Goals Working Group, 2006

Table Leader, Freshman Evaluation Exam, 2001-2003

Evaluator, Freshman Evaluation Exam, 2000-2003

Respondent, Freshman Evaluation Exam, 2000-2002

Program in Writing and Humanistic Studies

Judge, Ilona Karmel Writing Competition, Robert A. Boit Writing Prize, 2007-2010

Judge, Ilona Karmel Writing Competition, Ellen King Prize for Freshman Writing, 2008-2010

Member, WAC Council, 2007-2010

Member, Writing Council, 2005-2010

Search Committee, Writing Across the Curriculum Lecturer Search, 2005, 2006, 2007

Search Committee, Writing Across the Curriculum Assistant Director Search, 2005, 2008

Committee on Writing Across the Curriculum Program Goals and Objectives, 2003-04

Harvard-MIT Health Science Technology

Judge, Forum, Gray Prize Committee, Biomedical Devices panel, 2008, 2009

Member, HST 590 Planning Committee, 2006

Guest, Graduate Committee, 2005, 2006

Guest, Faculty Committee, 2008

Guest, MD Curriculum Committee, 2009

UNIVERSITY OF MASSACHUSETTS

Writing Program

Reader, Freshman Placement Exam, 1999

EDITORIAL AND REVIEW BOARDS

Editorial or Review Board Member

Journal of Writing Assessment, 2019-present

Journal of Writing Analytics, 2016-present

Assessing Writing, 2014-present

Research in the Teaching of English, 2014-2018, 2019-2020

The WAC Journal, 2012-2019

Journal of Writing Research, 2006-present

Ad hoc reviewer

Argumentation and Advocacy, 2016

Across the Disciplines, 2011, 2012, 2013, 2019

Assessing Writing, 2012

Bedford St. Martins, 2016

Caribbean Journal of Education, 2008

College Composition and Communication, 2010, 2012, 2014, 2016, 2017, 2018, 2019

Composition Forum, 2016

Educational Testing Services, 2017

International Journal of Learning, 2004, 2005

Oxford University Press, review of *Communicating for Results*, 2011, 2012

Pearson, review of *Business Communication: Polishing Your Professional Presence*, 2013
Quality Education Forum Journal, 2010
Research in the Teaching of English, 2000, 2011, 2013
Royal Society of Chemistry, 2017
Routledge, 2010
Southern Illinois University Press, 2018
Technical Communication Quarterly, 2011, 2013
Utah State University Press, 2015, 2019
WAC Clearinghouse, 2019
The Writing Center Journal, 2007
WPA: Writing Program Administration, 2015
Written Communication, 2017, 2020

PROFESSIONAL SERVICE

Association for the Assessment of Learning in Higher Education
Using Assessment Findings to Direct Immediate Pedagogical Improvements
Grand Challenges project, 2020-present

Association of Writing Across the Curriculum
Research Committee, 2019-present
Best WAC Article or Chapter Focused on Research, Chair, 2020-present

College Composition and Communication
CCCC Task Force to review CCCC Writing Assessment Principles, 2020
Research Impact Book Award Selection Committee, chair, 2020
CCCC Task Force on Establishing a Cs Teaching Training Service, 2018-2019
Stage 2 Reviewer, 2011
Stage 1 Reviewer, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019
Nominating Committee, 2010
Outstanding Book Award Selection Committee, 2009; chair, 2016
Diversity Committee, 2008-2009
Facilitator, EngiComm Special Interest Group, Conference on College Composition and
Communication, 2010-2015
Facilitator, Writing and STEM SIG, 2016-present
NEED OFFICES
Assessment SIG, 2020-present

Council of Writing Program Administrators
Dartmouth Summer Research Institute, ad hoc committee, 2010-present
Dartmouth Summer Research Institute, respondent, 2012, 2013, 2014, 2015, 2016

International Writing Across the Curriculum
Conference proposal reviewer, 2012, 2013

IEEE International Professional Communication
Conference proposal reviewer, 2011, 2012, 2013, 2014

Ivy Plus Writing Consortium
Secretary, Steering Committee, 2006-2009, Member, 2005-2010

Modern Language Association
RCWS Literacy Studies, 2017-present

National Council of Teachers of English
NCTE conference reviewer, 2013-present
NCTE Policy Analyst, 2016- 2018

College Section Steering Committee, 2013-2017

MLA Liaison, 2015-2017

Sub-committee member to draft the CCCC Statement of Best Practices in Faculty Hiring for Tenure-Track and Non-Tenure-Track Positions in Rhetoric and Composition/Writing Studies, 2014-2016

Ohmann Award for outstanding article in *College English*, Chair, 2013-2015

External reviewer

University of Chicago Writing Program, 2015

Siemens Westinghouse Science Competition, Lead Judge, 2006-2009

PROMOTION REVIEW

University of Arizona, external reviewer for promotion to Associate Professor, 2018.

MIT, external reviewer for promotion to Lecturer 2, 2010.

Northwestern University, external reviewer for promotion to Professor of Instruction, 2009.

INDUSTRY EXPERIENCE AND CONSULTING

ETS, Writing Mentor Consultant, 2017-2019

Experience as medical/technical writer and consultant for AT&T, Ethicon Endo-Surgery, Massachusetts General Hospital, University of South Carolina, and Cincinnati Museum of Natural History, 1992-1997

PROFESSIONAL MEMBERSHIPS

Conference on College Composition and Communication (CCCC)

Council of Writing Program Administrators (CWPA)

National Council of Teachers of English (NCTE)

Modern Language Association (MLA)