

# MYA POE

Northeastern University  
English Department  
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## EDUCATION

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- Ph.D. English, Composition and Rhetoric, University of Massachusetts Amherst.  
M.A. English, Specialization in Composition and Rhetoric, University of Massachusetts Amherst.  
B.A. English Literature, *cum laude*, High Honors in English Literature, University of Cincinnati. Professional Writing Certificate.

## RESEARCH INTERESTS

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- Writing Assessment
- Academic Publishing
- Diversity, Inclusion, and Justice
- Scientific Writing

## ACADEMIC APPOINTMENTS

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- 2024–present Professor of English  
2017–2024 Associate Professor of English, Northeastern University  
2018–2021 Writing Program Director  
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

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- Best Book Award, Council of Writing Program Administrators, Received for *Writing placement in two-year colleges: The pursuit of equity in postsecondary education*, 2022.  
Teaching Excellence Award, Northeastern University, 2016.  
Outstanding Teaching Award, Northeastern University, College of Social Sciences and Humanities, 2016.  
Outstanding Book Award in the Edited Collection, Conference on College Composition and Communication. Received for *Race and writing assessment*, 2014.  
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).  
Advancement of Knowledge Award, Conference on College Composition and Communication. Received for *Learning to communicate in science and engineering: Case studies from MIT*, 2012.

McGraw-Hill—Magna Publications Scholarly Work on Teaching and Learning Award. Finalist for “Innovation Across the Curriculum: Three Case Studies in Teaching Science and Engineering Communication,” 2009.

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

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

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

## **GRANTS**

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### **EXTERNAL**

Institutional transformation: Intersections of moral foundations and ethics frameworks in STEM enculturation. HSI-HUB: PHI-STEP. University of Central Florida, 2023. Advisory Board Member.

Super-diversity in context: A corpus-based study of multilingual writing outcomes with attention to disparate impact, CCCC Research Initiative grant. Co-PIs: Mya Poe, Cherice Escobar Jones, Cara Marta Messina, Northeastern University, 2020. \$5,920.

A longitudinal study of the dimensions of disciplinary culture to enhance innovation and retention among engineering students, National Science Foundation #13153801, PI: Thomas L Martin, Co-PIs: Lisa McNair and Marie Paretti, 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. PI: Martha Gray; Communications component: Mya Poe, 2006. \$450,000.

### **INTERNAL**

Writing and responding to trauma in a time of pandemic, Northeastern University Humanities Center, Pandemic Teaching Grant. Co-PIs: Laurie Edwards and Mya Poe, 2020. \$1,500.

Assessing multilingual writing: A design for outcomes and opportunity. Northeastern University College of Social Science and Humanities, Multi-generational Research Teams Pilot Program. PI: Mya Poe, 2019–2020. Award included a graduate research assistant and undergraduate workstudy for one semester

Evidencing a culture of inclusivity in the Northeastern Writing Program, Northeastern University, Faculty Innovations Grants in Diversity and Academic Excellence, Co-PIs: Neal Lerner, Ellen Cushman, and Mya Poe, 2016. \$10,054.

Social justice and the arts interdisciplinary and experiential minor, Northeastern University, CSSH Curriculum Innovation Grant, Co-PI: Elizabeth Maddock Dillon and Belinda Walzer, 2016. \$4,000.

The variables of writing assessment: A study of response processes and consequence, Penn State University, Institute for the Arts and Humanities, Individual Faculty Grant, PI: Mya Poe, 2011. \$2,000.

Integrating collaborative technologies in chemical engineering projects laboratory, Alumni Class Funds, Massachusetts Institute of Technology, PI: Clark Colton. Contributors: Lisa Dush, Jane Kokernak, Mya Poe, 2010. \$11,130.

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, PI: Mya Poe, 2010. \$1,200.

- Evaluating technologies to assist with peer review and project management in MIT School of Humanities and Social Sciences courses, Program in Writing and Humanistic Studies, Massachusetts Institute of Technology, Co-PIs: Mya Poe and Lisa Dush, 2009. \$1,000.
- 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? Research Fund Grant, Massachusetts Institute of Technology. Co-PIs: Jennifer Craig, Mya Poe, and Neal Lerner, 2009. \$7,000.
- Transnationalism and writing across the curriculum, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology. PI: Mya Poe, 2009. \$1,665.
- Theorizing racism in writing assessment, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology. PI: Mya Poe, 2009. \$1,465.
- Writing research across borders: The challenges of international collaboration, Kelly/Douglas Fund for Support of Scholarship and Teaching, Massachusetts Institute of Technology. PI: Mya Poe, 2008. \$400.
- Next generation research on science and engineering communication, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2008. \$1,027.
- 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, PI: Mya Poe, 2008. \$1,047.
- Uptake and racial stereotypes in writing assessments, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2007. \$1,625.
- Writing and speaking in science and engineering, School of Humanities and Social Sciences Research Fund Grant, Massachusetts Institute of Technology, Co-PIs: Mya Poe, Neal Lerner, and Jennifer Craig, 2007. \$9,000.
- 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, PI: Mya Poe, 2006. \$392.
- On the road to sustainable excellence: Communicating across the curriculum, Kelly/Douglas Fund for Support of Scholarship and Teaching, Massachusetts Institute of Technology. PI: Mya Poe, 2005. \$400.
- Developing a collaborative TESOL community in Liaoning: Symposium, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2005. \$390.
- Writing beyond disciplinary discourse, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2005. \$1,362.
- Disciplinary crosstalk: Research on writing at an American technical institute, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2005. \$1,549.
- Becoming "literate" in the scientific and engineering disciplines, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2004. \$1,969.
- Disciplinary crosstalk: Research on writing at a technical institute, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2004. \$790.

Writing assessment: How race matters, School of Humanities and Social Sciences Dean's Faculty Development Fund, Massachusetts Institute of Technology, PI: Mya Poe, 2004. \$2,000.  
Research on race and writing assessment, Kelly/Douglas Fund for Support of Scholarship and Teaching, Massachusetts Institute of Technology, PI: Mya Poe, 2004. \$400.  
Pilot assessment for first year writing courses, Dean for Undergraduate Education and the Dean for Humanities and Social Sciences, Massachusetts Institute of Technology, Co-PIs: Rebecca Faery and Mya Poe, 2004. \$18,000

## **PUBLICATIONS**

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Nastal, J., Poe, M., & Toth, C. (Eds.) (2022). *Writing placement in two-year colleges: The pursuit of equity in postsecondary education*. University Press of Colorado/WAC Clearinghouse.

DOI: 10.37514/PRA-B.2022.1565

Winner of the Council of Writing Program Administrators Best Book Award, 2022

Reviewed in *Teaching English in the Two-Year College* (March 2023); *Journal of writing assessment* (Sept. 2023).

Poe, M., Inoue, A., & Elliot, N. (Eds.). (2018). *Writing assessment, social justice, and the advancement of opportunity*. University Press of Colorado/WAC Clearinghouse. DOI: 10.37514/PER-B.2018.0155

Reviewed in *Journal of Writing Assessment* (Oct. 2018); *composition forum* (44, Summer 2020); *Across the Disciplines* (Dec. 2020); *Research Papers in Language Teaching and Learning* (11:1, 2021)

Inoue, A. & Poe, M. (Eds.). (2012). *Race and writing assessment*. 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*. MIT Press. DOI: <https://doi.org/10.7551/mitpress/7702.001.0001>

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).

## **EDITORIAL WORK**

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### **JOURNAL EDITORSHIP**

Dryer, D. & Poe, M., *Written Communication*, 2023–present.

- 5-year impact factor: 2.4
- Article downloads in previous calendar year: 72,737
- Current acceptance rate: <10%
- Current annual volume of submissions: ~200
- Dryer, D. B., Poe, M., & Graphenreed, T. (2023). Editors' Note. *Written Communication*, 40(3), 787–791. <https://doi.org/10.1177/07410883231179517>
- Dryer D., Poe, M. & Graphenreed. (in press). Editors' Note. *Written Communication*, 41(1).

## BOOK SERIES

Deans, T. & Poe, M. (Eds.). *The Oxford brief guides to writing in the disciplines*. Oxford UP.

- Rogers, L., Bottge, K., and Haefeli, S. (2021). *Writing in music: A brief guide*.
- 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*.

## JOURNAL SPECIAL ISSUES

Poe, M. and Inoue, A. B. (2016). Guest editors, Special issue on writing assessment and social justice. *College English*.

Poe, M. (2014). Guest editor, Special issue on diversity and International Writing Assessment. *Research in the Teaching of English*.

## ARTICLE AND BOOK CHAPTERS

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### ARTICLES

Runge, A., Goodwin, S. Attali, Y., Mulcaire, P., Lo, K., & LaFlair, G. (under review). A multi-stage interactive writing task for the assessment of English Language writing proficiency. Special issue of the *Journal of Language Testing* on Advancing Language Assessment for Teaching and Learning in the Era of AI Revolution: Promises and Challenges.

Runge, A., Cardwell, R., Goodwin, S. Attali, Y., Mulcaire, P., Lo, K., & LaFlair, G. (2024). Facilitating the Writing Process on the DET: The Interactive Writing Task. Whitepaper.

Randall, J., Slomp, D., Oliveri, M.E., & Poe, M. (2023). Methods for justice-oriented, antiracist validation approaches. *Educational Assessment*.  
<https://doi.org/10.1080/10627197.2023.2285047>

Randall, J., Poe, M., Slomp, D., & Oliveri, M.E. (2023). Our validity looks like justice. Does yours? *Language Testing*

Poe, M., Oliveri, M.E., & Elliot, N. (2023). The *Standards* Will Never Be Enough: A Racial Justice Extension, *Applied Measurement in Education*, 36(3), 193-215. DOI: [10.1080/08957347.2023.2214656](https://doi.org/10.1080/08957347.2023.2214656)

Messina, C. M., Jones, C. E., & Poe, M. (2023). Prompting reflection: Using computational methods to understand how we can better teach reflection. *Written Communication*, 40(2), 620–650.  
<https://doi.org/10.1177/074108832211494>

Graphenreed, T. & Poe, M. (2022). Antiracist genre systems: Creating non-violent writing classroom spaces. *Composition Studies*, 50(2), 53–76.  
<https://compositionstudiesjournal.files.wordpress.com/2022/11/graphenreed-poe.pdf>

Poe, M. (2022). Learning to unlearn the teaching and assessment of academic writing. *Discourse and Writing/Rédactologie*, 32, 161–190. <https://doi.org/10.31468/dwr.977>

Randall, J., Slomp, D., Oliveri, M.E., & Poe, M. (2022). Disrupting white supremacy in assessment: Toward a justice-oriented, antiracist validity framework. *Educational Assessment*, 27(2), 170–178, DOI: 10.1080/10627197.2022.2042682

Edwards, L. & Poe, M. (2021). Writing and responding to trauma in a time of pandemic. *Prompt: A Journal of Academic Writing Assignments*, 5(2).  
<https://thepromptjournal.com/index.php/prompt/article/view/116/226>

- Randall, J., Poe, M., & Slomp, D. (2021). Ain't oughta be in the dictionary: Getting to justice by dismantling anti-Black literacy assessment practices. *Journal of Adolescent Learning and Literacy*, 48(3), 594–599. <https://doi.org/10.1002/jaal.1142>
- Poe, M. & Zhang-Wu. (2020). Super-diversity as a framework to promote social justice: Designing program assessment for multilingual writing outcomes. *composition forum*, Special issue on Promoting Social Justice for Multilingual Writers on College Campuses, 44, <https://compositionforum.com/issue/44/northeastern.php>
- Poe, M. (2019). *Research in the Teaching of English*: From alchemy and science to methodological plurality, *Journal of Writing Analytics*, 3, 317–333. <https://wac.colostate.edu/docs/jwa/vol3/poe.pdf>
- 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. [https://associationdatabase.com/aws/CWPA/asset\\_manager/get\\_file/382246?ver=17](https://associationdatabase.com/aws/CWPA/asset_manager/get_file/382246?ver=17)
- 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. <https://wac.colostate.edu/docs/jwa/vol2/poe.pdf>
- 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. <https://www.jstor.org/stable/44805913>
- 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>  
Reprinted in (2024) D. Kelly-Riley, T. Machlin, and C. Whithaus (Eds.), *Considering students, teachers and writing assessment: A retrospective of the first twenty years of the Journal of Writing Assessment*. (pp. 117-160). Boulder, CO: WAC Clearinghouse and University Press of Colorado.
- 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 CCC position statement: Scholarship in Composition: Guidelines for faculty, deans, and department chairs] 66(3), 506–511. <https://www.jstor.org/stable/43490942>
- 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. <https://www.jstor.org/stable/43490874>
- 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.
- 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.  
<https://core.ac.uk/reader/229873210>
- 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.  
<https://doi.org/10.1177/10506519103632>
- 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. doi: 10.1109/TPC.2008.2001253.  
 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.
- 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.  
 doi:10.18848/1447-9494/CGP/v12i08/48041.
- 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*.  
<https://strategy.asee.org/integrating-technical-writing-into-a-large-lecture-course.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

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- Slomp, D., Oliveri, M., & Poe, M. (forthcoming). Integrated Design and Appraisal Framework (IDAF) for culturally sustaining workplace assessment programs. *Culturally Responsive Classroom and Large-Scale Assessment Practices*. In Evans, C. & Taylor, C. (Eds.) NCME Educational Measurement and Assessment Book Series.
- Lyons, S. Oliveri, M. E., & Poe, M. (forthcoming). A framework for enacting equity aims in assessment use: A justice-oriented approach. *Culturally Responsive Classroom and Large-Scale Assessment Practices*. In Evans, C. & Taylor, C. (Eds.) NCME Educational Measurement and Assessment Book Series.
- Zhang-Wu, Q., Akbari, T., Hitchcock, M., & Poe, M. (2024). College writing teachers as co-researchers: Promoting linguistically responsive instruction through collaborative program-wide assessment. In J. Curtis & Ö Uştuk. (Eds.), *Global perspectives on building a culture of research in TESOL: Collaborations and communities*. Springer/Educational Linguistics.
- Palermo, G., Zhang-W., Q., Regan, D., & Poe, M. (2024). Writing program assessment as a site for multi-generational mentoring: Building intergenerational research trajectories and resonances for justice. In Gruwell, L. & C. N. Lesh (Eds.). *Mentorship and methodology: Reflections, praxis, and futures*. Utah State University Press.
- Oliveri, M.E., Randall, J., Beck, M. & Poe, M. (2023). Understanding social justice features in statistics writing: A corpus analysis case study. In D. W. Brown & D. Z. Wetzel (Eds.).

- Corpora and Rhetorically Informed Text Analysis. The diverse applications of DocuScope.* John Benjamins Publishing Company. <https://doi.org/10.1075/scl.109.06oli>
- Oliveri, M.E., Poe, M., Elliot, N. (2023). Fairness. In R. J. Tierney, F. Rizvi, & E. Ercikan (Eds.), *International encyclopedia of education*, 14 (pp. 45–50). Elsevier. <https://dx.doi.org/10.1016/B978-0-12-818630-5.10006-5>
- Benda, J., Jones, C., Poe, M., & Stephens, A. (2022). Confronting super-diversity again: A multidimensional approach to teaching and researching writing at a global university. In J.R. Daniel, K. Malcolm, & C. Rai. (Eds.), *Writing across difference; Theory and intervention* (pp. 218–237). Utah State University Press.
- Poe, M. (2021). Ethical issues in scientific publishing. In C. Hanganu-Bresch, M. Zerbe, G. Cutrufello, & S. Maci (Eds.) *Routledge handbook of scientific communication* (pp. 47–57). Routledge. Winner of the 2023 Best WAC Edited Collection from Association for Writing Across the Curriculum and the WAC Clearinghouse.
- Poe, M. (2021). Is there a shared conversation in writing assessment? Analyzing frequently-used terms in an interdisciplinary field. *The expanding universe of writing studies: Higher education writing research today*. In C. Moore, C. Donahue & K. Blewett (Eds.) (pp. 77–87). Peter Lang.
- Poe, M. (2020). A matter of aim: Disciplinary writing, writing assessment, and fairness. In D. Kelly-Riley & N. Elliot, (Eds.). *Improving outcomes: Disciplinary writing, local assessment, and the aim of fairness* (pp. 17–25). 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. In L. Adler-Kassner & E. Wardle (Eds.) *(Re)Considering What We Know: Learning Thresholds in Writing, Composition, Rhetoric, and Literacy*. (pp. 15–35). Utah State University Press.
- Poe, M. (2019). Creating a conversation in the field through strategic editing. In DeVoss, D. & J. Gallagher (Eds.), *Explanation points: Publishing in rhetoric and composition* (pp. 223–228). University Press of Colorado/WAC Clearinghouse.
- Lerner, N. & Poe, M. (2014). Writing and becoming a scientist: A longitudinal, qualitative study of three science undergraduates. In M. J. Curry & D. I. Hanauer (Eds.), *Language, literacy, and learning in STEM education: Research methods and perspectives from applied linguistics* (pp. 43–64). John Benjamins Publishing Company.
- Poe, M. & Scott, M. (2014). Writing, lifelong learning and social mobility. In E. Jakobs & D. Perrin (Eds.), *Handbook of writing and text production* (pp. 333–358). Mouton de Gruyter.
- Poe, M. (2013). Making digital writing assessment fair for diverse writers. In D. DeVoss & H. McKee (Eds.), *Digital writing assessment and evaluation*. Utah State University Press (Computers and Composition Digital Press). [http://ccdigitalpress.org/dwae/01\\_poe.html](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). 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). 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). 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). IGI Global Books.



- Poe, M. & Opperman, J. (2009). Scientific writing and technological change: Teaching the new story of scientific inquiry. In A. Herrington, K. Hodgson, & C. Moran (Eds.), *Teaching the new writing: Technology, change, and assessment* (pp. 143–163). 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). 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). Cambridge Scholars Publishing.

## **BLOG ESSAYS, REVIEWS, AND FOREWORDS**

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- Hoang, H. & Poe, M. (forthcoming). Afterword. *Reconceptualizing response: Using instructor feedback to promote equity and linguistic justice in the writing classroom*.
- Poe, M. (2024). Retrospective: Toward fairness: A reflective analysis. In D. Kelly-Riley, T. Machlin, & C. Whithaus (Eds.), *Moving forward: Developments in writing assessment*. (pp. 13-28). WAC Clearinghouse and University Press of Colorado.
- Reid, G., Jones, C., & Poe, M. (2023, March 7). Leading American medical journal continues to omit Black research, reinforcing a legacy of racism in medical knowledge. *The Conversation*.  
<https://theconversation.com/leading-american-medical-journal-continues-to-omit-black-research-reinforcing-a-legacy-of-racism-in-medical-knowledge-185111>  
 Reprinted in *Yahoo News, Msn.com, Daily Kos, Retraction Watch, Flipboard, Verite News, Idaho Press, Times Union, Global Health News, SFGate.com, Race Inquiry, Mississippi Free Press, Chicago Defender, Jackson Free Press*
- Reid, G., Jones, C., & Poe, M. (2022, June 7). Citational racism: How leading medical journals reproduce segregation in American medical knowledge. *Bill of Health*.  
<https://blog.petrieflom.law.harvard.edu/2022/06/07/citational-racism-how-leading-medical-journals-reproduce-segregation-in-american-medical-knowledge/>
- Inoue, A. B. & Poe, M. (2020). How to stop harming students: An ecological guide to antiracist writing assessment. [Infographic]. *Composition Studies*, 48(3).  
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- 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>

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

## **WORK IN PROGRESS**

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- Zhang-Wu., Q., Poe, M., Lerner, N., Messina, C., & Jones, C. (under contract). *Superdiversity and multilingual students in higher education: Linguistically responsive curriculum, instruction and assessment*. Routledge.
- Oliveri, M., Douglass, K., & Poe, M. (in-progress). Culturally responsive workplace-relevant assessments for learning: An application to microelectronics and engineering education industry.
- Oliveri, M., Alvarez, J.S., & Poe, M. (in-progress). Methods and analysis to assess consequences.
- Wood, S. et al. (in-progress). University of Central Florida program profile update. *Composition forum*.
- Poe, M. (in-progress: invited). The revolution will be tested: Educational measurement and the crisis of transformative practice. *Rhetoric Society Quarterly*
- Edwards, L. & Poe, M. (in-progress; invited). TBD. *Trauma and Covid-19: Transdisciplinary Perspectives*.
- Nastal, J., Elliot, N., & Poe, M. (in-progress). Open-access publishing and activity theory: An extension of consequences. *Imagining Futures: Honoring and Extending the Contributions of Mike Palmquist*.
- Oliveri, M., Alvarez, J.S., & Poe, M. (under review). Métodos y Análisis para Valorar las Consecuencias. In A. N. Herrera, E. M. Arias, A. L. Berrio, S. L. Camargo, & A. C. Santana (Eds.), *Manual de psicometría*. Laboratorio de Psicometría de la Universidad Nacional de Colombia.

## **ACTIVE IRB-APPROVED PROJECTS**

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- Protocol ID: 17–05–19, A Study of Student Reflection in the Northeastern Writing Program
- Protocol ID: 12–08–21, An Investigation of the Literacy Experiences of Multilingual Undergraduates
- Protocol ID: 21–01–09, Analyzing the Effects of the 2020 English Challenge Exam on Writing Development
- Protocol ID: 22–01–17, (Un)Intended Consequences: Understanding the Long-Term Effects of Assessment

## **INTERVIEWS AND MEDIA**

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- Wood, S. (Host). (2021, October). A Conversation on *Race and Writing Assessment* with Asao B. Inoue and Mya Poe. *Composition Studies*. <https://compositionforum.com/issue/48/asao-inoue-mya-poe-interview.php>
- Rajesh, P. (2021, July 5). Laurie Edwards and Mya Poe talk about writing and responding to trauma in a time of pandemic. Northeastern University College of Social Sciences and Humanities.
- Allen, N. (Host). (2016). The ethics of writing assessments: Moving from exclusion to opportunity. *The Council Chronicle*, 25(3), 6-9.  
<http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0253->

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- Kornwiz, J. (2013, September 6). The future of college writing. *news@Northeastern*. <http://www.northeastern.edu/news/2013/09/thefutureofcollegewriting/>
- Broad, B., Elliot, N., Poe, M. & Slomp, D. (2015, November 2). No test is neutral: Writing assessments, equity, ethics, and social justice. [NCTE Webinar]. <https://www.youtube.com/watch?v=B7gHY9BZrA4>
- Boss, C., Colby, R., George, J., Mullins, E., & Poe, M. (2015, November 2). Evidence for equity: How can we use large-scale assessment to ensure powerful literacy learning for all students? [NCTE Webinar]. <https://www.youtube.com/watch?v=zevGgrkP5x8>
- 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

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### 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 MECESUP: Mejoramiento de la calidad y la equidad en la educación terciaria. (The Higher Education Quality Improvement Program), MIT, Cambridge, MA, April 17, 2009. (With Neal Lerner & Jennifer Craig).
- *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. (With Neal Lerner).
- *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 & 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

- *Assessing writing while thinking like a rhetorician: Justice-oriented possibilities*, University of Wisconsin, Madison, WI, March 7, 2024.
- *Justice-oriented program assessment practices*, University of Alabama, Birmingham, AL, September 27, 2023.
- *Justice-oriented Assessment: Collective responsibility requires your individual action*, BRAWN, Boston, MA, June 3, 2023.
- *Justice-oriented assessment research: A framework for interrogating and disrupting inequity*, Duolingo, Pittsburgh, PA, January 13, 2023.
- *The changing world of scientific communication today*, November 17, 2022, Michigan State University series on Writers Across the Curriculum: Connecting WAC Work and Writing Centers.
- *Languaging myths and realities: Rethinking superdiversity and multilingual international student support in classrooms and programs*, May 10, 2022. Lewis University (With Qianqian Zhang-Wu).
- *Languaging myths and realities in your classrooms: Rethinking superdiversity and multilingual international student support*, April 26, 2022. Lewis University (With Qianqian Zhang-Wu).
- *It's not enough to change your grading practices: Critical language awareness in assignment design and justice-oriented assessment*, March 17, 2022. Lewis University (With Qianqian Zhang-Wu).
- *Making WPA Work Work*, UMass Amherst Comp Share, February 25, 2022.
- *Working toward justice in programs: From mapping injustice to responsibility for justice*, Huckin Distinguished Lecture, University of Utah, April 30, 2021.
- *Working toward justice through ecological program design: Naming a future we want to know*, UMass Boston, April 17, 2021.
- *Working toward justice in program assessment: Naming a future we want to know*, College of Arts and Sciences at the University of Rhode Island, March 23, 2021.
- *Antiracist teacher research: Asking generous questions to rethink what and how we know as teachers and students*, UCONN, February 19, 2021.
- *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.

- *Fairness, diversity, and writing assessment: Key questions for teachers*, University of Wisconsin-Milwaukee, April 9, 2018.
- *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

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### INTERNATIONAL

- *Integrated Design and Appraisal Framework for culturally responsive assessment programs*. American Educational Research Association (AERA), Philadelphia, PA, April 12, 2024 (With Maria Elena Oliveri, Anson Green, David Slomp, David Daidoo-Anu, and Hua Deng).
- *Assessment validation frameworks for culturally responsive assessment programs*. National Council on Measurement in Education Annual Meeting. Philadelphia, PA, April 14, 2024 (With David Slomp and Maria Elena Oliveri).
- *A framework for enacting equity aims in assessment use: A justice-oriented approach*. National Council on Measurement in Education Annual Meeting. Philadelphia, PA, April 14, 2024 (With Susan Lyons and Maria Elena Oliveri).

- *The Standards will never be enough: A racial justice extension.* Racial Justice in Educational Assessment. American Educational Research Association. Chicago, IL, April 13–16, 2023. (With by Maria Elena Oliveri and Norbert Elliot).
- *Everyday Writing Innovation for the Design of 21st Century Digital Writing Assessments.* AAAL Symposium Series: Language Assessment for the 21st Century. Portland, OR, March 18, 2023.
- *Innovations in writing assessment in the service of equity and justice.* Writing Research Across Borders, Norwegian University of Science and Technology, February 18–22, 2023 (With David Slomp, Tieanna Graphenreed, Sian Alsop, & Kathryn Kwok).
- *Multilingual students' linguistic identities and languaging practices: A mixed methods exploration.* TESOL 2022 International conference. Pittsburgh and Virtual, March 22–25, 2022. (With Qianqian Zhang-Wu, Cherice Escobar Jones, Cara Marta Messina, & Devon Regan).
- *Locating multilingual writers in program assessment: What do you do when there is no institutional data for disaggregation?* Writing Analytics Virtual Symposium, May 25, 2021. (With Qianqian Zhang-Wu, Cherice Escobar Jones, Cara Marta Messina, & Devon Regan).
- *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, (4<sup>th</sup> 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. (With Shariann Lewit)
- *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

- *Best intentions aren't enough: Using student perspectives as validity evidence in assessment design*, Conference on College Composition and Communication, Chicago, IL, March 10–12, 2022. (on-demand presentation) (With Tieanna Graphenreed, Srishti Kundu, Charles N. Lesh, and Cherice Escobar Jones).
- *Black Lives Matter in educational measurement*, National Council on Measurement in Education. Baltimore, MD, June 9, 2021 (virtual presentation). (with Jennifer Randall, Kristen Huff, Kyndra Middleton, and Kerrita Mayfield).
- *Foundational concepts in fairness in assessment*, National Council on Measurement in Education. Baltimore, MD, June 9, 2021 (virtual presentation). (With Maria Elena Oliveri and Norbert Elliot).
- *Other people's identities: Using race in assessment research*, Conference on College Composition and Communication, Spokane, WA, April 7–10, 2021. (on-demand presentation).
- *Improving outcomes: Promoting fairness across diverse institutional sites and with diverse student populations through disciplinary writing and local assessment*, Conference on College Composition and Communication, (respondent). Spokane, WA, April 7–10, 2021. (on-demand presentation).
- *A Conversation about Statewide Writing Placement Reform*, TYCA, Milwaukee, WI, March 24, 2020. (Conference canceled)
- *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 canceled due to COVID-19)
- *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 canceled due to COVID-19)
- *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 canceled due to COVID-19)
- *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.
  - *Cx/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 crosstalk: 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 35<sup>th</sup> 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.

## LOCAL

- *Justice-oriented program assessment: Multilingual writers’ linguistic identities and languaging practices*. Center for Teasing, Assessment, and Learning, Conference for Advancing Evidence-Based Learning (CAEBL), Northeastern University, May 3, 2022. (With Qianqian Zhang-Wu).

## WORKSHOPS CONDUCTED AND CLASS VISITS

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### INTERNATIONAL

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

### NATIONAL

- *Using antiracist genre systems to create safe writing classroom spaces*. WPA/Writing Director Workshop: Well-being in First-Year Composition. October 25, 2022. (with Tieanna Graphenreed).
- *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

- *Demystifying publishing: A multidisciplinary approach to writing for justice and equity*. Women in Measurement, [zoom], March 26, 2024.
- *Justice-oriented classroom assessment: Beyond the additive approach in writing courses*, University of Alabama, Birmingham, AL, September 27, 2023.
- *Making safe spaces for learning: Non-violent approaches to student response and other possibilities on college campuses*, Prairie State College, August 19, 2021 (With Tieanna Graphenreed).
- *Teaching writing in a (post) pandemic time: Trauma, justice, response*, MESH Conference, Des Moines Area Community College, August 8, 2021.
- *Writing assessment: Trauma and response*, The Art of Teaching Writing, University of California, Berkeley, June 1, 2021.
- *Writing program assessment: A justice and fairness approach*, University of Central Florida, May 14, 2021 (with Norbert Elliot).
- *How can we prepare students for a changing world of science*, Butte College, April 23, 2021 (with Cheric Escobar Jones).
- *Writing assessment: Trauma, response, justice*, 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

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*Department of English* (\*\*\*) indicates new course that I have developed)

#### *Undergraduate*

1410: Introduction to Writing Studies\*\*\*

Spring 2021, Spring 2020, Fall 2018, Spring 017, Spring 2016, Spring 2015:  
75 students

2710: Style and Editing (online)

Fall 2022, Fall 2023: 38 students

2760: Writing in Global Contexts\*\*\*

Fall 2016, Fall 2018: 27 students

3307: Advanced Scientific Writing

Spring 2023, Spring 2014, Spring 2014: 56 students

3315: Interdisciplinary Advanced Writing in the Disciplines

Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014: 91 students

3381: Teaching of Writing

Fall 2023: 18 students

4410: Research in Rhetoric and Writing\*\*\*

Fall 2018: 6 students

4720: Capstone

Fall 2019: 1 student

#### *Graduate*

7392: Writing and the Teaching of Writing

Spring 2019, Fall 2019, Fall 2020: 32 students

7395: Literacy in Crisis: The Politics and Practices of Writing\*\*\*

Fall 2013: 15 students

7395: Genres and Identities in Action\*\*\*

Spring 2017, Fall 2014: 23 students

7395: What is Good Writing? \*\*\*

Fall 2015: 12 students

7395: Justice-Oriented Writing Assessment\*\*\*

Fall 2023: 7 students

7976: Directed Self-Study

Spring 2014: 6 students

7990: Thesis

Spring 2015, Fall 2014: 2 students

8407: Teaching Practicum  
Spring 2016: 1 student

9986: Research  
Summer 2019, Spring 2021, Summer 2021, Fall 2021, Spring 2022, Fall 2022,  
Summer 2022, Spring 2023: 10 students

9990: Dissertation  
Fall 2016, Spring 2019, Fall 2019, Fall 2022, Summer 2023: 5 students

9991: Dissertation Term 2  
Fall 2022, Spring 2023: 2 students

9996: Dissertation Completion  
Spring 2018, Summer 2018, Fall 2019, Spring 202, Spring 2021, Fall 2023,  
Summer 2023: 7 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

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### NORTHEASTERN UNIVERSITY

*Dissertation Directed*

Tieanna Graphenreed, "Playing Tag: (Meta)Data, Mapping, Child Authors, and Other Lessons from *The Brownies' Book*," in-progress  
Cherice Escobar Jones, "Healing Words: The Relationship between Rhetorical Action and Health Justice," in-progress  
Cara Messina, "The Critical Fan Toolkit: Fanfiction Genres, Ideologies, and Pedagogies," March 2021, *Assistant Professor of English, Jacksonville State University*  
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*

Kyle Oddis, "Thinking Out of the Box: The Value(s) of a Public Digital Writing Program Archive in the Age of Analytics."  
Rachel Molko, "Visualizing Feminist Rhetorical Citizenship: Iconic Articulations of Solidarity, Self-Awareness, and Subversion"  
Palermo, Gregory, "Re-Landscaping Digital Scholarship: A Computational Analysis of Citations in Digital Humanities and Writing Studies," August 2022.  
Hitchcock, Matthew, "Commemorative Objects: Tracing Memory, Meaning Making, and Uptakes Through Family Photographs," May 2021.

- Jonathan Osborne, "Difference Within Difference: A Study of Modern Black Conservative Rhetoric," March 2020.
- Laura Proszak, "Embodying, Producing, and Materializing Citizenship: A Rhetorical Education for Children of Immigrants at North Bennet Street Industrial School, 1880-1910," March 2019.
- Kevin Smith, "Designing XML in the Composition Classroom," April 2018.
- Heather Falconer, "Triple-binds and unintended consequences: Exploring scientific discursive identity development with three women of color," April 2018.
- 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.
- Kristi Girdharry, "Composing Digital Community Spaces: Design and Literacy Practices in/of the Archive," August 2016.
- Michael Dedek, "Practicing Change: Curricular Innovative and Change in Writing Programs," April 2016.
- Charlie Lesh, "Writing Spaces and Places: A GeoEthnography of Graffiti Writing in Boston," April 2016.

*Comprehensive Exam Committee, Department of English*

- Noah Smith, 2024
- Roshny Roy, 2024
- Cherice Jones, 2022
- Tieanna Graphenreed, 2022
- Kyle Oddis, 2021
- Rachel Molko, 2020
- Matthew Hitchcock, 2020
- Greg Palermo, 2019
- Abbie Levesque, 2019
- Cara Messina, 2018
- Dania Dwyer, 2016
- Heather Falconer, 2016
- Rachel Lewis, 2016
- Laura Proszak, 2016
- Kevin Smith, 2015
- Kristi Girdharry, 2014
- Dana Horton, 2014
- Charles Lesh, 2014

*Masters Theses Directed, Department of English*

- Leah Lapszynski, English, "Three Case Studies on Digital Technology Implementation in Museums for Disabled Patrons," May 2015
- Rebecca McLaughlin, English, "Designing an Effective Introduction to Writing Studies Course: Guiding Students Through the Field of Rhetoric and Composition," May 2015
- Vijeta Pai, English, "(Un)defining Genre: Studying a Student's Writing Experience with Technical Project Reports in India and the United States," August 2015

*Masters Theses Reader, Department of English*

Javier Rosario, “Decolonizing Migrancy: Jesuit Schooling at the Gateway to Latin America,” April 2023.

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  
*Undergraduate Directed Self-Study, Department of English*

Lily Weber, “A Community in Crisis: r/premed,” 2021 (PEAK Basecamp Award),  
 Lily Weber, “A Community in Crisis: r/premed,” 2021 (PEAK Basecamp Award); Publication in Queen City Writers, 2021, <https://qc-writers.com/2021/12/23/1798/>

Nadia Halder, “Analyzing the Role of Harm Reduction Language in Housing Advocacy,” 2021 (PEAK Award); RISE presentation, April 8, 2021

Devon Regan, “Multilingual Writing Assessment Project,” 2020 (PEAK Basecamp Award)

*Graduate Advisor, Department of English*

James Christy  
 Heather Falconer  
 Tieanna Graphenreed  
 Cherice Escobar Jones  
 Frances Kwa  
 Leah Lapszynski  
 Rachel Lewis  
 Cara Marta Messina  
 Rebecca McLaughlin  
 Greg Palermo  
 Laura Proszak  
 Peter Roby  
 Alexandra Solari  
 Zach Ulrich

## **PENN STATE UNIVERSITY**

### *Dissertation Committee*

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

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

### *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.



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

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

*Undergraduate Honors Thesis Directed*

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

## **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.

## **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.

## **UNIVERSITY OF ARKANSAS**

*Dissertation Committee External Reader*

Jennifer Mallette, Department of English, “You Write Like a Girl: Women and  
Writing for Engineering,” April 2015.

## **VIRIGINA TECH**

*Dissertation Committee External Reader*

Kelly Cross, Department of Engineering Education, “African-American Students  
Experiences on Multiracial Student Engineering Teams,” May 2015.

## **SERVICE**

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### **NORTHEASTERN UNIVERSITY**

*Community*

New England Future Faculty Workshop, July 28–29, 2021

*University*

Faculty Senate, 2020–2022

Assessment Leadership Team, 2020–present

English Challenge Exam Developer, 2020, 2021

Strategic Planning, Global University Team, 2020–2021

University Teaching Award Selection Committee, 2018–2020

*College of Social Sciences and Humanities*

CSSH Graduate Academic Advisory Committee, 2024–2026

Experiential Masters Working Group, 2016–2017

CSSH Teaching Award Committee, 2016

Undergraduate Program Committee, 2018–2021

Chair’s Council, 2018–2021

*English Department*

Composition/Rhetoric Faculty Search Committee, 2014–2015  
Graduate Studies Committee, 2014–2017, (MA working group, 2015–2016), 2022–present.  
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, 2018–2021  
Undergraduate Studies Committee, 2018–2021

*Writing Program*

Director, 2018–2021  
Writing Program Committee, 2013–2015, 2018–2021  
Assessment Committee, 2013–2021 (Student Work subcommittee, 2013–2014, 2015–2021)  
Hiring Committee, 2019, 2021  
Lecturer Search Committee, 2015  
Merit Review Committee, 2014, 2016, 2018–2021

**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*

*Written Communication*, 2021–2022

*Journal of Writing Assessment*, 2019–2022

*Journal of Writing Analytics*, 2016–2022

*Assessing Writing*, 2014–present

*Research in the Teaching of English*, 2014–2018, 2019–2022

*The WAC Journal*, 2012–2019

*Journal of Writing Research*, 2006–2022

*Ad hoc reviewer*

*Applied Linguistics*, 2022

*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

*Composition Studies*, 2022

Educational Testing Services, 2017

*International Journal of Learning*, 2004, 2005

*Journal of Basic Writing*, 2022

*Journal of Business and Technical Communication*, 2021

Oxford University Press, 2011, 2012

Pearson, 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, 2021

University of Chicago, 2022–2023

WAC Clearinghouse, 2019, 2022

*WAC Journal*, 2023

*The Writing Center Journal*, 2007

*WPA: Writing Program Administration*, 2015

*Written Communication*, 2017, 2020

## PROFESSIONAL SERVICE

### *External Evaluator*

Social Sciences and Humanities Research Council of Canada, 2023

### *National Council on Measurement in Education*

NCME task force on the Role of Educational Measurement in the Protection and Advancement of Civil Rights, 2024-present

### *Association of Writing Across the Curriculum*

AAC&U Working Group, 2021-present

Research Committee, 2019-present

Working with historically marginalized groups grant review, 2022

Best WAC Article or Chapter Focused on Research, Chair, 2020–2021

### *College Composition and Communication*

CCCC Emergent Researcher

Award mentor, 2022

Proposal reviewer, 2022

CCCC Executive Committee, 2021–present

CCCC Exemplar Award Selection Committee, 2021–2022

CCCC Research Grant Initiative Selection Committee, chair, 2021

CCCC Research Impact Book Award Selection Committee, chair, 2020, 2023

CCCC Task Force on Establishing a Cs Teaching Training Service, 2018–2019

CCCC Statement on War Crimes, 2022

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

Assessment Special Interest Group, Conference on College Composition and Communication, 2023–present

EngiComm Special Interest Group, Conference on College Composition and Communication, 2010–2015

Writing and STEM Standing Group, 2016–2019, chair, 2018–2019

Assessment SIG, 2020–present

### *Consortium for Democratizing Academic Publishing and Knowledge*

Mentor, 2022

### *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, 2017–2022

Chair, 2021–2022

### *National Council of Teachers of English*

NCTE conference reviewer, 2013–2021

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 Michigan Sweetland Center, 2023

University of Chicago Writing Program, 2015

Siemens Westinghouse Science Competition, Lead Judge, 2006–2009

## **PROMOTION REVIEW**

University of Arkansas, external reviewer for promotion to associate professor, 2023

Philadelphia University, external reviewer for promotion to associate professor, 2023

University of Rhode Island, external reviewer for promotion to associate professor, 2023

Georgia Tech, external reviewer for promotion to Principal Academic Professional, 2023

University of Washington Bothell, external reviewer for promotion to Principal Lecturer 2020

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**

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Duolingo, Consultant, 2022-present

Curriculum Associates, Consultant, 2020-present

University of Central Florida, Department of Writing and Rhetoric. Outcomes: Mission, Vision. Values, 2021-2022

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**

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American Educational Research Association (AERA)

Association of Applied Linguistics (AAAL)

Association of Writing Across the Curriculum (AWAC)

Conference on College Composition and Communication (CCCC)

Council of Writing Program Administrators (CWPA)

National Council of Teachers of English (NCTE)

American Educational Research Association (AERA)

Modern Language Association (MLA)

International Society for the Advancement of Writing Research (ISAWR)