

CHRIS W. GALLAGHER

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ACADEMIC POSITIONS

Northeastern University

2009-Present Professor of English

2019-2002 Vice Chancellor for Global Learning Opportunities

2018-2019 Vice Provost for Curriculum Advancement

2014-2017 Associate Dean of Teaching, Learning, and Experiential Education, College of Social Sciences and Humanities

2015-2016 Interim Chair, Department of African American Studies

2009-2014 Writing Program Director and Professor of English

University of Nebraska

2008-2009 Professor of English

2005-2009 Coordinator of Composition

2003-2008 Associate Professor of English

2001-2003 Harold and Esther Edgerton Assistant Professor (two-year University of Nebraska designation)

1998-2003 Assistant Professor of English

EDUCATION

Ph.D.

State University of New York at Albany, NY, English, 1998

Dissertation: Reflexive Inquiry: Rethinking Pedagogy and Literacy

*Winner: James Berlin Outstanding Dissertation Award,
Conference on College Composition and Communication

M.A. University of New Hampshire, Durham, NH, English, 1993

B.A. Merrimack College, N. Andover, MA, English, 1991

AWARDS AND HONORS

- 2015 **Conference on College Composition and Communication Certificate of Excellence, NU Writing Program** (with colleagues)
- 2014 **Heroic Husky Community Service Award**, 826 Boston, received on behalf of NU and the NU Writing Program
- 2008, 2006, 1998 **Certificate of Recognition for Contributions to Students**, UNL Parents Association/UNL Teaching Council
- 2006-2007 **Outstanding Contribution to Graduate Students Award**, UNL Graduate Student Association (single campus-wide award)
- 2002 **Distinguished Teaching Award**, College of Arts and Sciences, University of Nebraska-Lincoln
- 2002 **Academic Freedom Award**, Nebraska Academic Freedom Coalition
- 2001-2003 **Harold and Esther Edgerton Junior Faculty Award**, University of Nebraska System-Wide Award
- 1999 **James Berlin Memorial Outstanding Dissertation Award**, Conference on College Composition and Communication
- 1997 **Departmental Dissertation Fellowship**, Department of English, State University of New York at Albany, NY
- 1992 **Odell Academic Scholarship** (University of New Hampshire)
- 1991 **Thomas Ahearn Award** (Merrimack College; top graduating student in English)

PUBLICATIONS

Books:

- 2019 *College Made Whole: Integrative Learning for a Divided World*. Johns Hopkins UP.
- 2012 *Our Better Judgment: Writing Assessment and Teacher Leadership*. Chris W. Gallagher and Eric D. Turley. National Council of Teachers of English, 2012.
- 2008 *Teaching Writing that Matters*. Chris W. Gallagher and Amy Lee. Scholastic Publishers, 2008.

- 2007 *Reclaiming Assessment: A Better Alternative to the Accountability Agenda*. Heinemann.
- 2002 *Radical Departures: Composition and Progressive Pedagogy*. National Council of Teachers of English.

Refereed Articles:

- 2021 “Writing Transfer, Integration, and the Need for the Long View.” Kevin Smith, Kristi Girdharry, and Chris Gallagher.” Writing Transfer, Integration, and the Need for the Long View.” Kevin Smith, Kristi Girdharry, and Chris Gallagher. *College Composition and Communication*. 73.1 (2021): 4-26.
- 2019 “Symposium: Standardization, Democratization, and Writing Programs.” With Gerald Graff, Cathy Birkenstein, and Bruce Herzberg. *College Composition and Communication* 70.3 (2019): 476-507.
- 2016 “What Writers Do: Behaviors, Behaviorism, and Writing Studies.” *College Composition and Communication* 68.2 (2016): 238-265.
- 2014 “Disrupting the Game-Changer: Remembering the History of Competency-based Education.” *Change: The Magazine of Higher Learning* 46.6 (November-December 2014): 16-23.
- “Immodest Witnesses: Reliability and Writing Assessment.” *Composition Studies* 42.2 (Fall 2014): 73-95.
- “Staging Encounters: Assessing the Performance of Context in Students’ Multimodal Writing.” *Computers & Composition* Special Issue in Multimodal Assessment 31 (March 2014): 1-12.
- “Eportfolios and Audience: Teaching a Critical 21st Century Skill” (with Laurie Poklop). *International Journal of ePortfolio* 4.1 (2014): 7-20.
- 2012 “The Trouble with Outcomes: Pragmatic Inquiry and Educational Aims.” *College English* 75.1 (2012): 42-60.
- 2011 “Being There: (Re)Making the Assessment Scene.” *College Composition and Communication* 62.3 (February 2011): 450-476.
- 2010 “Assess Locally, Validate Globally: Heuristics for Validating Local Writing Assessments.” *WPA Journal* 34.1 (Fall/Winter 2010): 10-32.
- “At the Precipice of Speech: English Studies, Science, and Policy (Ir)Relevancy.” *College English* 73.1 (September 2010): 73-90.

- 2009 "What Do WPAs Need to Know About Assessment? An Immodest Proposal." *WPA Journal* 33.1-2 (Fall/Winter 2009): 29-45.
- "*Kairos* and Statewide System Change: Rethinking the Formative/Summative Assessment Distinction in Nebraska." *Theory into Practice* 48.1 (Winter 2009): 81-88.
- 2008 "On the Uses of Rubrics: Reframing the Great Rubric Debate" (Eric D. Turley and Chris W. Gallagher) *English Journal* 97.4 (March 2008): 87-92.
- "Democratic Policymaking and the Arts of Engagement." *Phi Delta Kappan* 89.5 (January 2008): 340-46.
- 2005 "We Compositionists: Toward Engaged Professionalism." *JAC* 25.1 (2005): 75-99.
- 2004 "Turning the Accountability Tables: Ten Progressive Lessons from One 'Backward' State." *Phi Delta Kappan* 85.5 (January 2004): 352-360.
*Reprinted in *Slate Newsletter* (NCTE), April 2004
- 2003 "Graduate Education as Education: The Pedagogical Arts of Institutional Critique." Virginia Crisco, Chris Gallagher, Deborah Minter, Katie Stahlnecker, and John Talbird. *Pedagogy* 3:3 (Fall 2003): 359-376.
- 2002 "Teacher Narratives as Interruptive: Toward Critical Collegueship" (Chris W. Gallagher, Peter M. Gray, and Shari J. Stenberg). *Symploke* 10:1-2 (Fall 2002): 32-51.
- 2001 "If This Were Not a Collage: A Collage." *Writing on the Edge* 11.2. Spring 2001. 33-42.
- 2000 "'Just Give Them What They Need': Transforming the Transformative Intellectual." *Composition Studies* 28.2 (Fall 2000): 61-83.
- "A Seat at the Table: Teachers Reclaiming Assessment through Rethinking Accountability." *Phi Delta Kappan* 81.7 (March 2000): 502-507.
- 1999 "Voices Sacred and Profane" *Writing on the Edge* 9.1 (Fall/Winter 1998/99): 69-81.
- Contributing Author:*
"Nebraskans Reach for the STARS." *Phi Delta Kappan* 82.9 (April 2001): 611-15. (Pat Roschewski with Chris Gallagher and Jody Isernhagen)

Journal Edited

- 2019 Special Issue of *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* (Duke University Press) on Resilience in the Age of Austerity, April 2019 (19.2). Co-editors Gallagher, Deborah Minter, Shari Stenberg.

Book Chapters, Non-Peer-Reviewed Articles, and Reviews:

- 2020 “The Experiential Liberal Arts: An Integrative Model for 21st Century Education at Northeastern University.” Chris W. Gallagher and Uta G. Poiger. In *Redesigning Liberal Education*. Eds. William Moner, Phillip Motley, and Rebecca Pope-Ruark. Johns Hopkins University Press, 2020. 44-57.
- 2019 “College Made Whole: Q&A.” *Inside Higher Ed* 26 September 2019.
<https://www.insidehighered.com/news/2019/09/26/professor-argues-college-must-again-be-made-whole>
- 2018 “Colleges Re-Bound?” *Inside Higher Ed* 13 June 2018.
<https://www.insidehighered.com/views/2018/06/13/alternative-credentials-create-social-and-economic-inequities-and-shouldnt-be-seen>
- “Confronting ‘Superdiversity’ in US Writing Programs.” With Neal Lerner, Jon Benda, Kristi Girdharry, Michael Dedek, and Matthew Noonan. *The Internationalization of US Writing Programs*. Eds. Shirley Rose and Irwin Weiser. Utah State UP, 2018. 79-96.
- 2017 “Becoming Global: Learning to ‘Do’ Translingualism.” Chris W. Gallagher and Matthew Noonan. *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*. Eds. Bruce Horner and Laura Tetrault. Logan: Utah State UP, 2017. 161-177.
- 2016 “Our Trojan Horse: Outcomes Assessment and the Resurrection of Competency-based Education.” In *Composition in the Age of Austerity*. Ed. Nancy Welch and Tony Scott. Utah State UP, 2016. 21-34.
- 2015 “Creating Conditions for Meaningful Teacher Assessment through Eportfolios.” (Kara Mae Brown, Chris W. Gallagher, Kim Freeman) In *Assessing the Teaching of Writing: New Trends, New Technologies*. Ed. Amy Dayton. Utah State University Press, 2015. 80-97.
- 2014 “All Writing Assessment is Local” (Review Essay). *CCC* 65.3 (February 2014): 486-505.
- 2013 “What is Policy?” In *A Rhetoric for Writing Program Administrators*. Ed. Rita Malencyk. Anderson, SC: Parlor Press, 2013. 346-356.
- “David Byrne Starts Making Sense: Why Writing Scholars and Teachers Should Read *How Music Works*.” *Writing on the Edge* 23.2 (Spring 2013): 15-22.
- 2012 “What Endures: Meaningful Assessment for the Long Haul.” Chris W. Gallagher and Douglas Christensen. In *Educational Courage: Resisting the Ambush of Public Education*. Eds. Nancy Schniedewind and Mara Sapon-Shevin, Eds. Boston: Beacon Press, 2012. 176-182.

- “No!’: The Power of Refusal.” Douglas Christensen and Chris W. Gallagher. In *Educational Courage: Resisting the Ambush of Public Education*. Eds. Nancy Schniedewind and Mara Sapon-Shevin, Eds. Boston: Beacon Press, 2012. 56-64.
- 2011 “Book Review: Adler-Kassner and O’Neill’s *Reframing Writing Assessment for Teaching and Learning*.” *Present Tense: A Journal of Rhetoric in Society*. 2.1 (2011).
<http://www.presenttensejournal.org/volume-2/book-review-reframing-writing-assessment-to-improve-teaching-and-learning/>
- 2010 “Keeping Focus, Expanding Vision, Maintaining Balance in Nebraska: Prospects and Challenges for Formative Assessment and Large-Scale Systems.” *Handbook of Formative Assessments*. Eds. Heidi Andrade and Gregory Cizek. Routledge, 2010.
- 2009 “Making Trouble Elsewhere: Second-Generation Con/fusion.” Chris W. Gallagher, Peter M. Gray, and Shari J. Stenberg. *Transforming English Studies*. Eds. Lori Ostergaard, Jeff Ludwig, and Jim Nugent. Parlor Press, 2009. 23-42.
- 2008 “From Where I Stand: A Response to Kristie S. Fleckenstein.” *JAC* 28.3/4 (2008): 689-701.
- “Educating and Organizing for the Long Haul: Nebraska’s STARS.” (Featured Article.) *The Constructivist Teacher* 19.1 (Spring 2008).
- “Wish You Were Here: Postcard from the State Ranked 51st.” *Rethinking Schools* Winter 2007-08. 26-28.
- “The Road Less Traveled,” Chris W. Gallagher and Suzanne Ratzlaff. *Educational Leadership* 65.4 (December 2007-January 2008). 48-53.
- 2007 “Believe It: NCLB-Style Accountability Extends to Higher Ed.” *FairTest Examiner Newsletter* January 2007.
- 2004 “Charting STARS: A Three-Year View.” *NCSA Today* (Nebraska Council of School Administrators), October 2004. 2, 11.
- 2001 “Once More Unto the Historiographic Breach: A Response to Rebecca Brittenham.” Response essay. *JAC* 21.4 (Fall 2001): 841-850.
- “Re-Modeling English Studies.” Review Essay. *College English* 63.6 (July 2001): 780-789.
- “Ambivalent Reflections: On Telling ‘True’ Stories of the Classroom.” Interchange response. Chris Gallagher and Peter Gray. *College Composition and Communication* 52.4 (June 2001): 651-655.

- 2000 "Risking Complexity: Nebraska Teachers as Agents of Reform." *Nebraska English Journal* 45.1 (Spring 2000). 9-20.
- 1997 "Placing the School-to-Work Debate in Context." *Council Chronicle* 6.4 (April 1997).

Reports:

- 2013 *The Effects of Eportfolios on Audience Considerations in First-Year Writing Courses.* (Gallagher and Poklop, International Coalition for Electronic Portfolio Research.) Spring 2013.
- 2011 *The Effects of the Building Quality Performance Assessments Initiative on Participating Teachers' Assessment Literacy and School Assessment Processes.* (Evaluation report for Center for Collaborative Education) Summer 2011.
- 2009 *Assessing Student Learning: Year One Report and Recommendations of the University of Nebraska-Lincoln's ACE I Pilot Assessment Project* (Gallagher and Stenberg). Spring 2009.
- 2007 *Writing Into the University.* Final Report, Writing at the Transition Research Project. (UNL Program of Excellence Seed Grant, 2006-2007). Fall 2007
- 2004 *Charting STARS: New Conversations.* Year Three Report, Research Study and Comprehensive Evaluation of Nebraska's School-based, Teacher-led Assessment and Reporting System. August 2004.
<http://www.education.ne.gov/stars/STARSTechnicalReports.htm>
- 2004 *Nebraska Educators and the Nebraska Portfolio Review Process,* group interview report. August 2004.
- 2003 *Charting STARS: Sustainability as Challenge and Opportunity.* Year Two Report, Research Study and Comprehensive Evaluation of Nebraska's School-based, Teacher-led Assessment and Reporting System. August 2003.
- 2002 *Charting STARS: The State of Assessment in the State of Nebraska.* Year One Report, Research Study and Comprehensive Evaluation of Nebraska's School-based, Teacher-Led Assessment and Reporting System. August 2002.
- Creating Learners: A Shared Responsibility.* Nebraska PreK-16 Language Arts/English Task Force. (Co-Chair)

GRANTS

Northeastern University Research Institute for Experiential Learning Sciences,
2018, \$11,936.70 for CSSH Student Interview Project

Northeastern University Research Institute for Experiential Learning Sciences, 2017, \$12,877 for CSSH Student Interview Project

Northeastern University Humanities Center, 2014, \$1000 for the 4th Annual Boston Rhetoric and Writing Summer Institute for Teachers of Writing. (Neal Lerner and Gallagher)

Cabot Family Charitable Trust, 2013, \$25,000 to develop Writers' Room in O'Bryant High School in cooperation with 826 Boston (Gallagher and Neal Lerner)

Northeastern Humanities Center, 2013, \$2600 for the 3rd Annual Boston Rhetoric and Writing Summer Institute for Teachers of Writing. (Neal Lerner and Gallagher)

Spencer-Teagle Grant for Systematic Improvement of Undergraduate Education, 2008-2011, \$50,000 (matching funds from UNL Chancellor) for developing assessment process for writing outcome in new General Education program (Gallagher, Project Coordinator)

University of Nebraska Program of Excellence Grant, 2006-2011, \$527,000, for Faculty Leadership for Writing Initiative (Composition and Rhetoric Faculty; Gallagher, Principal Investigator)

Initiative for Teaching and Learning Excellence Grant, 2006-2007, \$20,000, for programmatic assessment of Composition Program

Research Council Visiting Speakers Grants, 2005-2008 (5, total: \$4000)

University of Nebraska Program of Excellence Seed Grant, 2005-2006, \$25,000 for "Writing at the Transition" research study (Composition and Rhetoric Faculty; Gallagher, Principal Investigator)

Faculty Development Leave, Spring 2005, College of Arts and Sciences, to write book on K-12 assessment and accountability

STARS Assessment Research Grants, 2003-2004, Nebraska Department of Education, \$78,000, with additional project funding from Teachers College \$7,637. Total funding for year: \$85,637

Enhancing Teaching and Learning at UNL Seed Grant, 2003, "Enhancing the Teaching of First-Year Writing at UNL," \$10,000 (Evaluator; Professor Deborah Minter, Principal Investigator)

STARS Assessment Research Grants, 2002-2003, Nebraska Department of Education, \$33,991, with additional project funding from Teachers College \$22,005, and College of Arts and Sciences, \$15,000. Total funding for year: \$70,996

STARS Assessment Research Grants, 2001-2002, Nebraska Department of Education, \$22,992, with additional project funding from Teachers College Institute, \$46,732. Total funding for year: \$69,724

Summer 2000 Faculty Research Grant, Research Council, University of Nebraska-Lincoln, \$6500

Goals 2000 Nebraska Department of Education Grant for development of local assessment models in eight Nebraska school districts, 1999, \$155,858 (Primary grant writer)

KEYNOTE ADDRESSES

“A Living and a Life: Integrating Liberal Learning and Professional Learning.”
University of Nebraska Work-based Learning Symposium, 2020

“The Public Work of BRAWN: A Provocation.” Boston Rhetoric and Writing Network
Summer Institution, 2013

“Taking Time, Making Space for Writing in the Age of Testing” University of North
Carolina Charlotte Writing Project Spring Conference (keynote and workshop),
Charlotte, 2010

“Keeping the Focus, Expanding the Vision, Finding the Balance” Leadership for
Classroom Assessment Conference, Omaha, NE, 2008

“Assessment, Accountability, and Higher Education” UNL Inaugural Teaching and
Learning Exposition, Spring 2007

“Charting STARS (by Birch Tree)” Leadership for Classroom Assessment
Conference, Omaha, NE, 2005

“Turning the Accountability Tables: Ten Progressive Lessons from One ‘Backward’
State” Western Pennsylvania Writing Project Fall Conference, 2002.

CONFERENCE PRESENTATIONS

National/International

“Twilight of our Expertise,” CCCC, Pittsburgh, 2019

“Methodology and Mentorship,” CCCC, Pittsburgh, 2019

“Learning Theories and Writing Behaviors in Teacher Development Spaces,” CCCC,
Kansas City, 2018 (presented in absentia)

“The Perils and Possibilities of Competency-based Education,” CCCC, Think Tank
Special Session, Portland, 2017

- “Learning on Three Legs: A Model for Sustainable K-12/University/Community Partnerships,” CCCC, Portland, 2017
- “Communicating the Value and Values of the Liberal Arts in the 21st Century” (with Uta Poiger), AAC&U, San Francisco, 2017
- “*E pluribus unum*: CBE as (A)Rhetorical Education,” Rhetoric Society of America, Atlanta, 2016
- “Standardization and Democratization in and of Writing Programs,” CCCC, Houston, 2016
- “The Benefits of a Three-Pronged Partnership,” roundtable presentation, 826 National Staff Development Conference, Boston, 2015
- “The Dismissal of Experience in Competency-based Education” CCCC, Tampa, 2015
- “Writing Assessment and Diversity” (with Mya Poe), NCTE, *Research in the Teaching of English* roundtable, Washington DC, 2014
- “Approaching Translingualism in a ‘Global’ University” (with Matt Noonan), CCCC, Indianapolis, 2014
- “Our Better Judgment” (author strand presentation), NCTE, Boston, 2013
- “ePortfolio as a (Still) Emergent Genre” Association for Authentic, Experiential, and Evidence-based Learning Conference, Boston, 2013
- “Academic Expertise and Antiracist Engagement” CCCC, Las Vegas, 2013
- “Our Better Judgment” (author strand presentation), NCTE, Las Vegas, 2012
- “Response: What is Professionalism *For*?” CCCC, St. Louis, 2012
- “From Outcomes Assessment to Consequential Assessment.” CCCC, Atlanta, 2011
- “Shifting Chronotopes and Multiple Lenses: Situating Assessment within Programmatic Cultures,” WPA Conference, Philadelphia, 2010
- “Reviving Inquiry: Eportfolios as an Opportunity for Thoughtful Conversation.” Association for Authentic, Experiential, and Evidence-Based Learning Conference, Boston, 2010
- “Rethinking Reliability Across the Disciplines,” CCCC, Louisville, 2010

“Response: Historicizing Early 20th Century Progressive Education in High Schools,” CCCC, Louisville, 2010

“The Next Assessment Wave: When Compositionists ‘Sit with Statisticians,” CCCC, San Francisco, 2009

“Claiming Writing in an Age of Testing” (with Amy Lee), NCTE, San Antonio, 2008

“Turning Assessment Inside Out: Learning from Nebraska’s STARS.” CCCC, New Orleans, 2008

“Multiliteracies and the Challenge of Assessment.” NCTE, New York, 2007

“Response.” Panel on state assessment, NCTE, New York, 2007

“Student-Involved Classroom Assessment in Nebraska.” Pacific Educational Conference, Honolulu, HI, 2007

“Accounting for Accountability: Why the Education World is Not Flat, How NCLB is Making it Less So, and What Progressives Can Do about It.” Teachers Union Reform Network Conference, Toronto, ON, 2007

“Teacher Leadership for Classroom Assessment: The Curious Case of Rubrics.” NCTE, Nashville, 2006

“A STARS Symphony (In D Major).” Leadership for Classroom Assessment Conference, Omaha, NE, 2006.

“Nebraska’s PreK-16 Experiment: Toward Cross-Institutional Collegueship” CCCC, Chicago, 2006

“Response.” Activist Literacies Panel. CCCC, Chicago, 2006.

“Nebraska’s PreK-16 Initiative: Or, Lost in Thirdspace.” NCTE, Pittsburgh, 2005.

“High Stakes Accountability in Traditionally Local-Control States,” CCSSO Large-Scale Assessment Conference, Boston, 2004

“Composition Theory as Shared Social Practice,” CCCC, San Antonio, 2004

“Curriculum as Artspace and Workplace,” NCTE, San Francisco, 2003.

“Critical Collegueship and the Teaching of Teaching.” CCCC, Chicago, 2002

“Entering Into Critical Collegueship.” NCTE, Baltimore, 2001 (with Katie Stahlnecker)

“From Top-Down to Inside-Out Assessment: Forming Alliances Between Secondary and College Teachers.” CCCC, Denver, 2001

“Using Representations of Teaching to Clarify and Revise Professional Commitments.” CCCC, Denver, 2001 (workshop)

“Creating Context When ‘It’s All Theory.’” NCTE, Milwaukee, 2000 (with Trinity Paskevic)

“Rethinking the English Major around Situated Student Reflection,” CCCC, Minneapolis, 2000

“Composing Critical Pedagogies” NCTE, Denver, 1999 (with Amy Lee)

“The ‘Subject’ of First-Year Composition,” CCCC, 1999

"Putting Poetic Texts in Context," CCCC, Chicago, 1998 (with Peter Gray)

"Cultural Differences and Authority in the Classroom," CCCC, Phoenix, 1997

"Traitorous Identities: Feminism, Fear, and Loathing," CCCC, Phoenix, 1997 (workshop)

"Pedagogy, Power, and Ways of Reading," Modern Language Association, Washington, DC, 1996. (with Ann Green)

"Tutor Training: The Creation of a Writing Center Handbook," National Conference on Peer Tutoring in Writing, Penn State University, 1990.

"Reaching Out from the Center: Writing Centers and Community," National Conference on Peer Tutoring in Writing, Youngstown State University, 1989.

State/Regional/Local

“Reconsidering Pedagogy through Eportfolios.” Teaching 2.0 Conference, Northeastern University, Fall 2010

“(Still) Guided by STARS: An Education and Literacy Agenda for the 21st Century.” Featured Presentation. Midsouth Reading and Writing Institute, Birmingham, AL, 2008.

“Expectations for College Writing: National, State, and Local Perspectives.” Administrator Days Conference, Kearney, NE, Summer 2007

“Five Years On: Charting STARS (By Birch Tree).” Educational Service Unit 4 Mid-Year Conference (two presentations at professional development day for 700 Southeast Nebraska Teachers) Spring 2006

“STARS: Where Are We Now?” Greater Nebraska Superintendents Conference, Grand Island, NE, Fall 2004

“Evaluating Process and Product,” UNL English Department Pedagogy Conference, Fall 2004

“Pre-K-16 Language Arts/English Articulation.” Nebraska P-16 Statewide Conference, Summer 2004

“Writing at the High School-College Transition.” Omaha Postsecondary Writing Summit, Fall 2003

“Inquiry: Beyond the Research Paper.” UNL English Department Pedagogy Conference, Fall 2003.

“Creating Learners: A Shared Responsibility.” Nebraska PreK-16 Statewide Conference. Spring 2003.

“Just Give Them What They Need’: Critical Teaching in Two-Year Colleges.” Northeast Modern Language Association, Philadelphia, 1997

INVITED LECTURES

“A Better Way to Assess—The Nebraska Story.” Less Testing More Teaching meeting, Boston, MA, Spring 2016

“Back to the Future of Writing Assessment: The Curious Case of Electronic Portfolios.” University of New Hampshire, Fall 2012

“Language Arts Standards: A College Perspective.” Nebraska Language Arts Standards Revision Task Force, Lincoln, NE, Fall 2007

“STARS: A Three-Year View.” Nebraska Department of Education STARS Advisory Committee, Fall 2004

“Year Three Report: STARS Comprehensive Evaluation.” Nebraska State Board of Education, Fall 2004

“STARS and Leadership for Learning.” UNL Assessment Leadership Cohort, College of Education and Human Sciences, Summer 2004

“P-16 and Goals for Writers.” Nebraska Writing Project Summer Institute, Lincoln, Summer 2004

“PreK-16 Language Arts in Nebraska: What’s Next?” Southeast Nebraska Regional PreK-16 Council, Spring 2004

“Evaluating Nebraska’s Accountability System: What Have We Learned?” Council of Chief School Officers Accountability Meeting, Minneapolis, 2004

“Preparing the Job Talk.” UNL Graduate Studies Forum, Spring 2004

“Year Two Report: STARS Comprehensive Evaluation.” Nebraska State Board of Education. Fall 2003.

“The Nebraska PreK-16 Language Arts/English Task Force.” P-16 Steering Committee. Spring 2003.

“Year One Report: STARS Comprehensive Evaluation.” State Board of Education. Fall 2002.

“Assessing Writing Assessment: Leave No (Writing) Teacher Behind.” University of Pittsburgh Literacy Research Forum, 2002

WORKSHOPS

“The Possibilities and Perils of Outcomes Assessment.” Sweetland Seminar, University of Michigan, 2015.

“Quality Control and Diversity in Writing Programs.” Boston Writing and Rhetoric Network Summer Institute, Boston, 2015

“Assessment from a Commitment Perspective.” Half-day workshop, University of Virginia, 2014

“Teaching Writing Intensive Courses,” 2.5-day workshop for faculty across the disciplines (with Neal Lerner), 2013

“Portfolios and Eportfolios: The State of the Art,” University of Massachusetts-Boston, Spring 2013

“Writing Assessment: The State of the Art” (series of three workshops) Martha’s Vineyard Regional High School, Summer 2012

“Portfolios and Eportfolios: Where are We Now?” Boston Rhetoric and Writing Network Summer Institute, Boston University, Summer 2012

“Developing Writing Program Outcomes,” Bentley College, Waltham, MA, Summer 2010

“Putting the Pieces Together for Classroom Assessment.” Workshop, University of Hawaii, Manoa, 2007

TEACHING

Courses at Northeastern University, Boston, MA

Writing and The Teaching of Writing (ENGL 7392): graduate seminar on teaching writing. Spring 2017.

Topics in Writing: How Do We Study Writing and Writers? (ENGL7395): graduate seminar in research methods. Spring 2014

College Writing (ENGL1111): required first-year writing course; organized around “writing across” audiences, genres, media, and modalities. Fall 2013, Spring 2011

Topics in Writing: Writing and Community Engagement (ENGL7395): graduate seminar for students specializing in Rhetoric and Composition. Fall 2012

Topics in Experiential Education: Writing Boston (ENGL4694): upper-level writing course; organized around writing with, about, and in the city of Boston. Spring 2012

Topics in Writing: Globalization and the Geopolitics of Writing (ENGL7395): graduate seminar for students specializing in Rhetoric and Composition. Fall 2011

Topics in Writing: Composing into the 21st Century (Eng 7395): graduate seminar for students specializing in Rhetoric and Composition. Fall 2010

Advanced Writing in Education (Eng 3313): advanced writing course for students planning on or interested in a career in education. Spring 2010

Key Concepts in Rhetoric and Composition (Eng 5102): graduate-level introduction to the field of Rhetoric and Composition. Fall 2009

Courses at University of Nebraska, Lincoln, NE

Rhetorical Theory (Engl 275): introductory course focused on various approaches to rhetoric, particularly classical and feminist. Fall 2008, Fall 2007

Seminar in Literacy Studies: Institutional Literacy (Engl 973): graduate seminar focused on institutional literacy in community and university contexts. Spring 2008

Rhetoric: Argument and Society (Engl 376): advanced course focused on historical and contemporary conceptions of rhetoric and how it functions in society. Spring 2007, Spring 2004, Spring 2001

Writing: Rhetoric as Argument (Engl 151): first-year writing course focused on argument. Fall 2006.

Teaching Workshop: one-week workshop for new UNL Teaching Assistants. Co-facilitated with Associate Coordinators of Composition. Summer 2008, 2007, 2006, 2005

Seminar in Rhetorical Theory: Rhetoric and Education (Engl 976): graduate seminar focused on classical rhetoric as educational theory as well as contemporary uses of and responses to that tradition in the field of Composition and Rhetoric. Spring 2006

Nebraska Writing Project Summer Institute (Engl 957B): six-credit institute for Nebraska teachers. Lincoln, NE. Summer 2005, Summer 1999.

Writing: Uses of Literacy (Engl 354): advanced writing course focusing on literacy in schools, families, and communities. Fall 2005

Writing: Rhetoric as Inquiry (Engl 150): first-year writing course focused on inquiry. Fall 2004, Spring 1999

Composition Theory and Practice (Engl 957): required course for Teaching Assistants in the English Department, focusing on approaches to teaching college writing. Fall 2004, Fall 2003, Fall 2002

Approaches to Rhetorical and Composition Theory (Engl 857A): survey of the historical and theoretical foundations of work in the field of Composition and Rhetoric, emphasizing the relationship between theory and practice. Spring 2003

English Capstone (Engl 487): required course for graduating senior English majors, focusing on revisiting, synthesizing, and using prior learning in English Studies. Spring 2002

Introduction to Literary Scholarship (Engl 990): required introduction to English Studies for MA students. Fall 2001.

Nebraska Writing Project Rural Institute (Engl 857B): three-credit, three-week institute for Nebraska teachers with a focus on writing and place-based education. Cedar Bluffs, NE. Summer 2001.

Seminar: Models of English Studies (Engl 976): graduate seminar exploring “intradisciplinary” models of English Studies and their disciplinary, curricular, and pedagogical implications. Spring 2001.

Introduction to English Studies (Engl 200): required introduction to the discipline for all English majors. Spring 2000; Fall 2000.

Literacy and Community Issues (Engl 4/882): undergraduate/graduate course introducing students to the study of literacy as it functions in multiple contexts, including school, home, workplace, and community. Spring 2000.

Composition Theory and Practice (Engl 4/857): preprofessional course for students enrolled in UNL’s Teachers College English Secondary and Middle Education program. Fall 2000; Fall 1999.

Advanced Composition (Eng354): upper-level course in the study and practice of primarily nonfiction prose. Spring 1999, Fall 1998.

Honors Composition (Engl 150H): honors section of UNL's first-year writing course. Fall 1999; Fall 1998.

Other Courses Taught:

University at Albany/SUNY (Teaching Assistant/Instructor of Record)

Expository Writing, Summer 1998, Fall 1996

Writing Workshop: Rhetoric and Poetics, Fall 1997, Spring 1997

The Short Story, Spring 1996

Reading Literature, Fall 1995

Merrimack College, N. Andover, MA (Instructor)

Introduction to Literary Studies, Summer 1995, Fall 1994, Fall 1993

Composition Studies, Spring 1995

Major American Authors, Spring 1994

Lasell College, Newton, MA (Instructor)

Writing I, Fall 1994, Spring 1994, Fall 1993 [two]

Writing II (Writing about Literature), Spring 1995 [two], Spring 1994

Massachusetts School of Law, N. Andover, MA (Instructor)

Writing for Lawyers, Spring 1995, Fall 1994 [two], Fall 1993 [two]

Landmark School, Beverly, MA (Instructor)

Language Arts, Summer 1994

Language Tutorials, Summer 1994, Summer 1993

University of New Hampshire, Durham, NH (Teaching Assistant)

Freshman English/Composition, Spring 1993

Mentorship and Supervision:

Undergraduate: several undergraduate research projects (NU, UNL), McNair Scholar (UNL), college newspaper advisor (Lasell)

Graduate: Numerous PhD and MA exam, thesis, and dissertation committees; directed studies; independent studies; research assistants (NU, UNL)

Completed Dissertations Directed:

NU: Charles Lesh (*Honorable mention, 2016 James Berlin Outstanding Dissertation Award*, Auburn University), Kristi Girdharry (Johnson and Wales University), Michael Dedek (Northeastern University), Steven Kapica (Kueka College)

UNL: Eric Turley (*winner, 2009 James Berlin Outstanding Dissertation Award, Kirkwood High School*), Michael Kelly (Champlain College), Heather Camp (Minnesota State University-Mankado), Virginia Crisco (California State University-Fresno), Katie Stahlnecker (Metropolitan Community College), Luis Rivas (Metropolitan State University-Denver)

SERVICE

Northeastern

University:

Academic Board, New College of the Humanities, 2019-present

Co-chair, Global Safety and Security Assessment Committee, 2019-2022

Member, Educational Programs Committee, 2020-2022

Chair, Global Experiences Faculty Advisory Board, 2019-2022

Chair, University Undergraduate Curriculum Committee, 2018-2019

Chair, Co-op Transformational Design Task Force, 2018-2019

Member, University Undergraduate Curriculum Committee, 2014-2017

Member, Associate Deans of Undergraduate Education Committee, 2014-2017

Member, NUin Pilot Programs Committee 2015-2016

Member, Hodgkinson Award Committee, 2016, 2015

Member, Huntington 100 Award Committee, 2016, 2015

Co-Organizer, Writing-Intensive Initiative (with Neal Lerner), 2013-2015

Writing Program Director, Fall 2009-Summer 2014

International Student Success Task Force, 2012-2013

Member, Senate Committee on Enrollment and Admissions Policy, 2012-2013

Convener, Paul Krueger Symposium for International and Second-Language Writers, 2013, 2012, 2011

College:

Associate Dean of Teaching, Learning, and Experiential Education, 2014-2017

Interim Chair, Department of African American Studies, 2015-2016

Chair, Search Committee, Director of the World Languages Center, 2015

Tier One Proposal Reviewer, 2014

Member, College of Social Sciences and Humanities Full Professor Committee (elected 2010; re-elected 2011), 2010-2013

Chair, College of Social Sciences and Humanities Full Professor Committee, 2013

Department (English):

Judge, Graduate Essay Contest, 2016, 2018

Member, Undergraduate Studies Committee (elected), 2012-2014

Member, Rhetoric and Composition Search Committee, 2012-2013

Chair, Lecturer Search Committee (5 hires), 2013

Member, Merit Committee, 2013

Member, Merit Process Committee, 2012 (elected)

Member, Merit Process Committee, 2012 (appointed)

Member, Graduate Studies Committee (elected), 2010-2012

Chair, Rhetoric and Composition Search Committee, 2010-2011

Chair, Full-Time Lecturer Search Committee, 2011

Member, Tenure and Promotion Teaching Subcommittee, 2010

Member, Tenure and Promotion Scholarship Subcommittee, 2010

Chair, Full-Time Lecturer Search Committee, 2010

Member, Tenure and Promotion Document Revision Subcommittee, 2010

Member, Tenure and Promotion Scholarship Subcommittee, 2009

University of Nebraska-Lincoln

Coordinator of Composition, UNL, 2005-2009

Project Leader, General Education Writing Outcome Assessment Committee, 2008-2009

Chair, Critical and Literary Theory Search Committee, 2008-2009

Chair, English Department Assessment Committee, 2005-2008

Member, College of Arts and Sciences Subcommittee on Distribution Requirements, 2008

Member, Writing Specialist Search Committee, UNL TRIO Program, 2008

Principal Investigator, Faculty Leadership for Writing Initiative (PoE), 2006-2007

Facilitator, UNL Writing Summit, 2007

Facilitator, K-12 Writing Summit, 2007

Chair, Composition and Rhetoric Search Committee (2 Positions), 2006-2007

Principal Investigator, Writing at the Transition (two-year, PoE-funded project), 2005-2007

Member, English Education Search Committee, Department of Teaching, Learning, and Teacher Education, 2006-2007

Member, College of Arts and Sciences Ad Hoc Advisory Statement Committee (statement appended to College faculty vote on General Education program), 2006-2007

Reader, Gaffney and Robinson Prizes, Department of English, 2006

Chair, Composition and Rhetoric Recruitment Committee, 2005

Member, Faculty Development Leave Committee, 2005

Member, Chair's Advisory Committee, 2003-2004 (Elected)

Chair, Composition and Rhetoric Search Committee (Target of Opportunity), 2004

Chair, Composition and Rhetoric Search Committee (Target of Opportunity), 2004

Elected member, University of Nebraska-Lincoln Academic Senate, 2003-2004

Member, College Assessment Committee, 2002-2005

Chair, Composition and Rhetoric Search Committee (Target of Opportunity), 2003

Graduate Committee, 2003

Reader, English Department Graduate Vreeland Award, 2003

Member, MA in English Revision Committee, 2001-2002

Member, English Major Assessment Committee, 2000-2002

Respondent and Discussion Facilitator, Association of American Colleges and Universities Regional Symposium on Integrative Learning, UNL, 2002

Participant, Teachers College Rural Teacher Education Conference, 2002

Participant, Peer Review of Teaching Project (university-wide), 2000-2001

Facilitator, "Assessing (and) Diversity" session at "Writing Diversity into Your Teaching" Workshop, 2001

Facilitator, "Putting Together Your Ph.D. Committee," English Graduate Student Association panel, 2001

Organizer, "K-16 Connections," Roundtable Discussion among English Department, Nebraska Department of Education, and Teachers College, 2000

Member, English Department Retreat Committee, 2000 (retreat facilitator)

Member, Secondary English Education Program Admissions Committee, 2000

Facilitator (with Deborah Minter), "Representing Teaching on the Job Market" workshop for UNL graduate students, 2000

Member, Committee to Reduce First-Year Writing, 1999

Member, English 200 (Introduction to English Studies) subcommittee, 1998

Developer (with Joy Ritchie), English 4/857A Approaches to Composition and Rhetorical Theory, 1998

Participant, job workshop for UNL graduate students, 1998

Facilitator (with Hyoejin Yoon), "Soliciting, Engaging, and Assessing Student Writing" pedagogy workshop series, SUNY/Albany, 1997

Participant, English Department Graduate Student Orientation, SUNY/Albany, 1997

Compiler and Editor, SUNY/Albany's inaugural Teaching Assistant Handbook, 1997

Facilitator (with Deanna DiCarlo), "Student Silence, Resistance and Antiracist Pedagogies" workshop, SUNY/Albany, 1997

Facilitator (with Deanna DiCarlo), "Antiracist Pedagogy in the Writing Center" workshop, SUNY/Albany, 1996

Participant, English Department Graduate Student Orientation, SUNY/Albany, 1996

Facilitator (with Marjorie Pryse and Hyoejin Yoon), "Teaching Race (and Anti-Racism): Pedagogy in Theory" colloquium, SUNY/Albany, 1996

Chair, panel at *Translation: Negotiating Boundaries (Race, Pedagogy, Theory, and Writing)* Conference, SUNY/Albany, 1996

English Graduate Student Organization Executive Committee, SUNY/Albany (Elected), 1996-97

English Graduate Student Representative, Diversity Committee (helped develop series of university-wide colloquia on anti-racist pedagogy), SUNY/Albany (Elected), 1995-96

COMMUNITY/STATE OUTREACH

Co-organizer, College Essay Day (tutoring service, campus tours, and meet-and-greet with admissions officers for Boston-area high school students), Northeastern University (826 Boston, co-organizer), 2017 2016, 2015, 2014, 2013, 2012, 2011, 2010

Steering Committee Member and Data Team Member, Boston Busing/Desegregation Project, 2011-2016

Organizer and Steering Committee Chair, Boston Rhetoric and Writing Network (www.bostonrhetoricandwriting.org), 2011-2015

Advisory Board, Quality Performance Assessments Initiative, Center for Collaborative Education, Boston, MA, 2012-2013

Evaluator, Building Quality Performance Assessments Initiative, Center for Collaborative Education, Boston, MA, 2010-2011

Member, Annual National Leadership for Classroom-based Assessment Conference Planning Committee, 2004 -2008

Co-Facilitator, Statewide Assessment and Accountability Design Team (revised Nebraska state standards, assessment, and reporting in light of 2007 state law), 2007

Facilitator, Alliance for Public Education Nebraska Study Tour, 2007 (organized agenda for representatives of Forum for Education and Democracy, Coalition for Essential Schools, NY Performance Standards Consortium, *Education Week*, and others)

Facilitator, STARS National Advisory Council, Nebraska Department of Education, 2006-2007

Member, Commissioner's STARS Advisory Committee, 2001-2007

Coordinator, Comprehensive Evaluation of Nebraska State Standards and Assessment, 2001-2006 (Principal Investigator, 2001-2004)

Co-Facilitator, On-Site Assessment Quality Review Task Force, Nebraska Department of Education, 2006

Informal Presentation to United States Department of Education Assessment and Accountability Peer Review Team, Omaha, 2006

Co-Facilitator, Commissioner's STARS Advisory Committee, Nebraska Department of Education, 2006

Classroom-based Assessment Resource Task Force, Nebraska Department of Education, 2004-2005

Co-Chair, Language Arts Task Force, Nebraska PreK-16 Initiative. 2001-2005

Facilitator, State Assessment Quality Review Committee, Nebraska Department of Education, 2005

Inservice Presenter, "Building a Writing Program: Lessons from the Statewide Writing Experience." Pius X, Lincoln, NE, 2005

Facilitator, Commissioner's STARS Advisory Committee, 2005

Designer and Facilitator, "Putting the Pieces Together: Utilizing Classroom-Based Assessments for Improved Student Learning"
(Web resource for educators: <http://www.nde.state.ne.us/cba>), 2005

Principal Investigator, Comprehensive Evaluation of Nebraska State Standards and Assessment, 2001-2004

Assessment Leadership Endorsement Ad Hoc Committee, Nebraska Council on Teacher Education. 2002

Committee for Model Assessments, Nebraska Department of Education, 2000-2001

Task Force on Statewide Writing Assessment, Nebraska Department of Education, 2000-2001

Presentation: "Local Control Means Local Responsibility." NAACP Community Forum on Testing, Lincoln, NE, October 18, 2001

Organizer, "Who Controls Public Education?" Conference, Sponsored by School at the Center and Students, Educators, and Activists Coalition, Lincoln, NE. 2001

Assistant Director, Nebraska Writing Project, 1999-2000

Principal Facilitator, Goals 2000 local assessment project involving eight Nebraska school districts. Primary grant writer, facilitator, and workshop/conference organizer. 1999-2001

Literacy Tutor, Lincoln Literacy Center, 2000- 2001. (Certified as Laubach literacy tutor 2000)

NATIONAL PROFESSIONAL SERVICE

Lead Evaluator, University of Virginia Quality Enhancement Plan, The Southern Association of Colleges and Schools Commission on Colleges, 2017

Program Proposal Reviewer, Conference on College Composition and Communication, 2019, 2018, 2017, 2016, 2015, 2013, 2012

Member, CCCC Taking Action Workshop Planning Group, 2015-16

Chair, Nominating Committee, National Council of Teachers of English, 2011

Member, Writing Workgroup, Council of Chief State School Officers, 2009-2010

Manuscript Reader:

College Composition and Communication, 2021, 2018, 2014, 2013, 2012, 2010

Composition Studies, 2021, 2013 (twice)

MIT Press Books, 2020

Modern Language Association Books, 2020

Southern Illinois University Press Books, 2020, 2019

National Council of Teachers of English College Books, 2020, 2018, 2008, 2004

Research in the Teaching of English, 2018, 2013, 2012

Journal of Writing Assessment, 2018, 2015 (twice), 2012

Literacy in Composition Studies, 2018, 2016, 2015, 2013

Composition Forum, 2018, 2012

WAC Clearinghouse Perspectives on Writing Series (chapter for collection), 2018

Utah State University Press, 2016, 2015

Modern Language Studies, 2016

Enculturation, 2016

WPA Journal, 2016, 2015, 2014

College English, 2015, 2011, 2005, 2004, 2002, 2001

Pedagogy, 2014

Open Words, 2014 (twice), 2012, 2011, 2010, 2007, 2006, 2005 (twice)
Journal of Advanced Composition, 2012, 2010, 2007, 2004, 2002
Great Plains Quarterly, 2008
Writing Center Journal, 2006
NCTE/SIUP Studies in Writing and Rhetoric Monograph Series, 2002

Tenure and Promotion Reviews:

University of Virginia, 2021 (Promotion to Associate, General Faculty)
University of Washington Tacoma, 2016 (Promotion to Full)
University of Virginia, 2013 (Tenure and Promotion to Full)
University of South Carolina, 2013 (Promotion to Full)
University of Massachusetts Boston, 2012 (Tenure)
Syracuse University, 2012 (T&P)
University of Connecticut-Hartford, 2010 (T&P)
University of Miami-Florida, 2009 (Promotion to Full)
University of Minnesota-Twin Cities, 2004 (T&P)

Editorial Board: *Literacy in Composition Studies* (online peer-reviewed journal), 2019;
Open Words (journal on English Studies in open admissions institutions), 2005-2015

Editorial Associate: *Literacy in Composition Studies* (online peer-reviewed journal),
2012-2019

PROFESSIONAL MEMBERSHIPS

Conference on College Composition and Communication
National Council of Teachers of English
NAFSA: Association of International Educators