

Peggy O'Neill, PhD
Professor of Writing

Writing Department
Loyola University Maryland
4501 N. Charles Street
Baltimore, MD 21210
410 617-2404
poneill1@loyola.edu

EDUCATION

PhD English, Composition & Rhetoric, University of Louisville
MA English, Composition & Rhetoric, University of Maryland College Park
Teaching Certification, Secondary English, Towson University
BA English, University of Maryland Baltimore County

EMPLOYMENT HISTORY

Loyola University Maryland, 2001-present
Associate Dean of Humanities & the Core Curriculum, 2018-2022
Assistant Professor, 2001-2005; Associate Professor, 2005-2010; Professor, 2011-present
Assistant Professor, Georgia Southern University, 1998-2001
Graduate Teaching Assistant, University of Louisville, 1994-1998
Secondary English Teacher, Baltimore County Public Schools, 1990-1994

RESEARCH INTERESTS

Writing Assessment Theory and Practice; Composition Pedagogy; Writing in the Disciplines; Writing Portfolios; Responding to Student Writing; Disciplinarity of Rhetoric and Composition; Articulation between High School English and First-year Composition; Secondary-College Writing Teacher Preparation

TEACHING

Loyola University Maryland: Effective Writing; Introduction to Rhetoric; Art of the Argument; Audience and the Writer's Voices; Style; Writing Center Theory & Practice; Rhetoric of Professional Writing; Art of Prose; Senior Seminar; Designated Messina, Service-Learning and Diversity sections. *Georgia Southern University*: Composition I; Composition II; Writing in the Workplace; Teaching Writing; Grammar & Linguistics for Teachers. *University of Louisville*: Composition I; Intermediate Composition; Advanced Composition; Teaching College Writing (co-taught graduate seminar)

ADMINISTRATIVE EXPERIENCE

Associate Dean of Humanities & Core Curriculum, Loyola College of Arts & Sciences, 2018-2022
Chair, Department of Writing, Loyola University Maryland, 2012-2015
Director of Composition, Loyola University Maryland, 2001-2012
Assistant Director of Composition, University of Louisville, 1996-98
Coordinator, Portfolio Placement Pilot Project, University of Louisville, 1997
Project Coordinator, Transitional Years Project, University of Louisville, 1995-96

SERVICE HIGHLIGHTS

Chair NCTE Literacy Assessment Committee; Co-leader CWPA Workshop; Co-editor, *Journal of Writing Assessment*; Chair, *Framework for Success in Postsecondary Writing*, a NCTE, NWP and CWPA task force; National Assessment of Educational Progress (NAEP), Writing Consultant; Co-PI, "Integrating Writing into Engineering Labs"; Co-editor of *A Guide to Writing in All of the Disciplines at Loyola*; Maryland Partnership for Teaching and Learning, PreK-16, English Composition Task Force member; Founding Chair, Jesuit Conference on Rhetoric and Composition

PUBLICATIONS

Peer-Reviewed Books (authored)

Murphy, Sandra and Peggy O'Neill. *Assessing Writing to Support Learning: Turning Accountability Inside Out*. Routledge, 2023.

Adler-Kassner, Linda and Peggy O'Neill. *Reframing Writing Assessment to Improve Teaching and Learning*. Utah State University Press, 2010.

O'Neill, Peggy, Cindy Moore, and Brian Huot. *A Guide to College Writing Assessment*. Utah State University Press, 2009.

Peer-Reviewed Books (edited)

Huot, Brian, and Peggy O'Neill, eds. *Assessing Writing: A Critical Sourcebook*. Bedford St. Martin's and National Council of Teachers of English, 2009.

O'Neill, Peggy, ed. *Blurring Boundaries: Developing Writers, Researchers and Teachers. A Tribute to William L. Smith*. Hampton Press, 2007.

Moore, Cindy, and Peggy O'Neill, eds. *Practice in Context: Situating the Work of Writing Teachers*. National Council of Teachers of English, 2002.

O'Neill, Peggy, Angela Crow, and Larry Burton, eds. *A Field of Dreams: Independent Writing Programs and the Future of Composition Studies*. Utah State University Press, 2002.

Peer-Reviewed Journal Articles

O'Neill, Peggy. "Reframing Reliability in College Writing Assessment." *Journal of Writing Assessment*, vol. 4, 2011, <http://journalofwritingassessment.org/article.php?article=54>.

Huot, Brian, Peggy O'Neill, and Cindy Moore. "A Usable Past for Writing Assessment." *College English*, vol. 72, 2010, pp. 495-517.

Moore, Cindy, Peggy O'Neill and Brian Huot. "Creating a Culture of Assessment in Writing Programs and Beyond." *College Composition and Communication* vol. 61, no. 1, 2009, pp. W107-W132, <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CCC/0611-sep09/CCC0611Creating.pdf>

O'Neill, Peggy, Sandra Murphy, Brian Huot, and Michael Williamson. "What Teachers Say about Different Types of State Mandated Writing Tests." *Journal of Writing Assessment*, vol. 2, no. 2, 2005, pp. 81-108.

O'Neill, Peggy, Phyllis Dallas, Kathy Albertson, Nan Lobue, and Mary Marwitz. "Implementing Portfolios: Fulltime Faculty Speak Out." *Dialogue: A Journal for Writing Specialists* vol. 8, no. 2, 2003, pp. 24-62.

O'Neill, Peggy. "Moving Beyond Holistic Scoring through Validity Inquiry." *Journal of Writing Assessment*, vol. 1, no. 1, 2003, pp. 47-65.

O'Neill, Peggy, Ellen Schendel, and Brian Huot. "Defining Assessment as Research: Moving from Obligations to Opportunities." *Writing Program Administration*, vol. 26, no. ½, Fall/Winter 2002, pp. 10-26.

O'Neill, Peggy. "Reflection and Assessment: Resisting Ritualistic Discourse." *The Writing Instructor*. 2002, <http://www.writinginstructor.org/oneill-2002-04>.

Fife, Jane Mathison, and Peggy O'Neill. "Moving Beyond the Written Comment: Narrowing the Gap Between Response Practice and Research." *College Composition and Communication*, vol. 53, 2001, pp. 300-321.

Powell, Katrina, Cassandra Mach, Peggy O'Neill, and Brian Huot. "Negotiating Multiple Literacies: An Example of Collaborative Reflection." *Dialogue*, vol. 6, Spring 2000, pp. 82-110.

Schendel, Ellen, and Peggy O'Neill. "Exploring the Theories and Consequences of Self-Assessment through Ethical Inquiry." *Assessing Writing*, vol. 6, no. 1 1999, pp. 199-227.

O'Neill, Peggy and Jane Mathison Fife. "Listening to Students: Contextualizing Response to Student Writing." *Composition Studies* 27, 1999, pp. 39-52.

O'Neill, Peggy. "From the Writing Process to the Responding Sequence: Incorporating Self-Assessment in the Writing Classroom." *Teaching English in the Two-Year College*, vol. 26, 1998, pp. 61-70.

Peer-Reviewed Book Chapters

Hesse, Douglas and Peggy O'Neill. "Writing as Studied Beyond Writing Studies." *Considering What We Know*, Eds. Linda Adler-Kassner and Elizabeth Wardle. Logan: Utah State University Press, 2020.

Moore, Cindy and Peggy O'Neill. "Surviving and Thriving in the Writing Department at Loyola University Maryland." *Why We Need Allies: The Great Recession and the Future of Independent Writing Programs*. Eds. Richard Matzen and Matthew Abraham. Logan, UT: Utah State University Press, 2019.

O'Neill, Peggy and Sandra Murphy. "Postsecondary Writing Assessment." *Handbook on Measurement, Assessment, and Evaluation in Higher Education*, 2cd. ed. Edited by Charles Secolsky and D. Brian Dennison, Routledge, 2017.

O'Neill, Peggy, Linda Adler-Kassner, Cathy Fleischer, and Anne-Marie Hall. "Then and Now: Reflections on *the Framework* Five Years Out." Foreword. *Applications for the Framework for Success in Postsecondary Writing: Scholarship, Theories, and Application*, edited by Nicholas Behm, Sherry Rankins-Roberts and Duane Roene, Parlor Press, 2017, pp. ix-xix.

Moore, Cindy, Peggy O'Neill and Angela Crow. "Assessing for Learning in an Age of Comparability: Remembering the Importance of Context." *Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-Scale Assessment*, edited by Sharer, Wendy, Tracy Ann Morse, Michelle F. Eble, and William P. Banks. Utah State University Press, 2016. *Book received the Council of Writing Program Administrators 2018 Best Book Award.*

O'Neill, Peggy. "What Are Educational Standards?" *A Rhetoric for Writing Program Administrators*, 2cd. Edited by Rita Malenczyk, Parlor Press, 2016, pp. 386-95.

O'Neill, Peggy. "Threshold Concepts at the Crossroads: Writing Instruction and Assessment," *Naming What We Know*, edited by Linda Adler-Kassner and Elizabeth Wardle. Utah State University Press, 2015, pp. 157-170. *The book received the 2016 Council of Writing Program Administrators Special Award for Outstanding Scholarship.*

O'Neill, Peggy. "Assessment is an Essential Component of Learning to Write." *Naming What We Know*, edited by Linda Adler-Kassner and Elizabeth Wardle. Utah State University Press, 2015, pp. 67-68. *The book received the 2016 Council of Writing Program Administrators Special Award for Outstanding Scholarship.*

O'Neill, Peggy and Barbara Mallonee. "Reforming and Transforming Writing in the Liberal Arts Context: The Writing Department at Loyola University Maryland." *Writing Majors: Eighteen Program*

Profiles, edited by Greg Giberson, Jim Nugent, and Lori Ostergaard. Utah State UP, 2015, pp. 74-61.

O'Neill, Peggy. "What Are Educational Standards?" *A Rhetoric for Writing Program Administrators*, edited by Rita Malenczyk. Parlor Press, 2013, pp. 336-45.

O'Neill, Peggy, Sandra Murphy, and Linda Adler-Kassner. "Politics of Research and Assessment in Writing." *International Advances in Writing Research: Cultures, Places, Measures*, edited by Charles Bazerman, et al., WAC Clearinghouse and Parlor Press, 2012, pp. 133-150.

O'Neill, Peggy. "How Does Writing Assessment Frame College Writing Programs?" *Writing Assessment in the 21st Century: Essays in Honor of Edward M. White*, edited by Norbert Elliot and Les Perelman. Hampton Press, 2012, pp. 439-56.

O'Neill, Peggy and Sandra Murphy. "Postsecondary Writing Assessment." *Handbook on Measurement, Assessment, and Evaluation in Higher Education*, edited by Charles Secolsky and D. Brian Dennison, Routledge, 2011, pp. 405-422.

Hester, Vicki, Peggy O'Neill, Michael Neal, Anthony Edgington, and Brian Huot. "Adding Portfolios to the Placement Process." *Blurring Boundaries: Developing Writers, Researchers, and Teachers*, edited by Peggy O'Neill, Hampton Press, 2007, pp. 61-90.

O'Neill, Peggy, Ellen Schendel, Brian Huot, and Michael Williamson. "Assessment as Labor and the Labor of Assessment." *Labor, Writing Technology, and the Shaping of Composition in the Academy*, edited by Pamela Takayoshi and Patricia Sullivan. Hampton Press, 2006, pp. 77-95.

Moore, Cindy and Peggy O'Neill. "Creating Successful Research Projects through Collaboration." *Research Writing: A Sourcebook for Teachers*, edited by Pavel Zemliansky and Wendy Bishop, Heinemann, 2004, pp. 143-56.

O'Neill, Peggy. "Constructed Confessions: Creating a Teaching Self in the Job Search Portfolio." *Composition, Pedagogy, and the Scholarship of Teaching*, edited by Amy Goodburn and Deborah Minter, Boynton/Cook Heinemann, 2002, pp. 33-42.

O'Neill, Peggy, and Ellen Schendel. "Locating Writing Programs in Research Universities." *A Field of Dreams: Independent Writing Programs and the Future of Composition Studies*, edited by Peggy O'Neill, Angela Crow and Larry Burton, Utah State University Press, 2002, pp. 186-212.

Powell, Katrina, Peggy O'Neill, Cassandra Mach, and Brian Huot. "Negotiating Change: One Composition Program's Struggle Not to 'Convert.'" *Preparing College Teachers of Writing: Histories, Theories, Practices, and Programs*, edited by Betty P. Pytlik and Sarah Liggett, Oxford University Press, 2001, pp. 121-132.

Editor-Reviewed Publications

Ways to Change the Conversation about Literacy Assessment, National Council of Teachers of English Literacy Assessment Committee Blog Series, various entries 8/2018-9-2020.

Linda Adler-Kassner, Anicca Cox, M. Melissa Elston, Genevieve García de Müeller, Ashanka Kumari, Susan Miller-Cochran, Vyshali Manivannan, Karen-Elizabeth Moroski, Peggy O'Neill, Mandy Olejnik, Mya Poe, Annette Powell, Shelley Reid, and Sherita V. Roundtree "Symposium: Building a 21st Century Feminist Ethos: Three Dialogs for WPAs." *Journal of Writing Program Administration*, vol. 42 no. 2, 2019.

O'Neill, Peggy. "U-Turns, Pivots, and Gradual Arrivals: Navigating Midlife and Mid-Career in

Academe's Changing Landscape." *WPA: Writing Program Administration*, vol. 40 no. 2, 2017, pp. 174-179.

O'Neill, Peggy. "Response to 'Reframing Readiness—Minding the Gap.'" *English Journal* vol. 106, no. 1, 2016, p. 82.

O'Neill, Peggy, Linda Adler-Kassner, Cathy Fleischer, and Anne-Marie Hall. "Creating the *Framework for Success in Postsecondary Writing*." Symposium: On the Framework for Success in Postsecondary Writing. *College English* 74, 2012, pp. 520-524.

O'Neill, Peggy, and Cindy Moore. "What Writing Teachers Value and Why It Matters." *Assessment in Writing*. Assessment in the Disciplines Series, vol. 4, edited by Marie Parette and Katrina Powell. Association of Institutional Research, 2009, pp. 35-47.

"Writing Assessment: An Annotated Bibliography." *Journal of Writing Assessment*. (continuing feature of the journal co-authored with others including Anthony Edgington, Richard Haswell, Brian Huot, Michael Neal, and Ellen Schendel)

"History of Writing Assessment," vol. 1, no. 1, 2003, pp. 73-78.

"Validity and Reliability: Part I," vol. 1, no. 2, 2004, pp. 153-156.

"Validity and Reliability: Part II," vol. 2, no. 1, 2005, pp. 65-70.

"Teachers' Written Responses to Student Writing: A Selective Annotated Bibliography," vol. 3, no. 1, 2007, pp. 61-72.

"Minority Issues in Writing Assessment: An Annotated Bibliography," vol. 3, no. 2 2008, pp. 145-152.

"Machine Scoring and Evaluation of Essay-length Student Writing."

O'Neill, Peggy. "Unpacking Assumptions, Providing Context: A Response to Marc Bousquet." *JAC*, vol. 224, 2002, pp. 906-17.

"Peggy O'Neill's Classroom Context." Classroom Materials. *The Practice of Response: Approaches to Commenting on Student Writing*, edited by Richard Straub, Hampton Press, 2000, pp. 147-162.

O'Neill, Peggy, Nan Stevens LoBue, Margaret McLaughlin, Angela Crow, and Kathy Albertson "Comment on 'Rhetoric as a Course of Study.'" *College English*, vol. 62, 1999, pp. 274-75.

O'Neill, Peggy, and Jane Mathison Fife. "Re-Seeing Research on Response." *College Composition and Communication* vol. 48, no. 2, 1997, pp. 274-77.

Book Reviews

O'Neill, Peggy. Review of *Very Like a Whale: The Assessment of Writing Programs*, by Edward M. White, Norbert Elliot and Irvin Peckham (Utah State University Press). *Journal of Writing Assessment Reading List*, Nov. 2015. <http://jwareadinglist.blogspot.com/2015/11/a-review-of-white-elliott-and-peckhams.html>

O'Neill, Peggy. Review of *What We Are Becoming: Development in Undergraduate Writing Majors*, by Greg A. Giberson and Thomas Moriarity, eds. (Utah State University Press). *Journal of Teaching Writing*, vol. 26, no. 1, 2011, pp. 141-151.

O'Neill, Peggy. Review of *Reflection in the Writing Classroom*, by Kathleen Blake Yancey (Utah State University Press). *Teaching English in the Two-Year College* vol. 26, 1998, pp. 187-189.

O'Neill, Peggy. Review of *Situating Portfolios*, edited by Kathleen Blake Yancey and Irwin Weiser (Utah State University Press.) *Composition Chronicle*, vol. 11, no. 1, 1998, pp. 7-9.

GRANTS & AWARDS

External

“Collaborative Research: Research Initiation: Defining Engineering Quantitative Literacy.” National Science Foundation, July 1, 2022-June 30, 2024. (Co-PI). \$124,904.

“Integrating Writing into Engineering Labs: Developing Curriculum, Supporting Faculty, and Creating Writing Fellows Program.” Engineering Information Foundation. 2017-18. (Co-PI). \$22,687.

“Impact of Assessment on the Preparation of Students for College Writing.” NCTE. 2000-2001. (Co-PI) \$6,250.

Institutional

Center for Humanities, Summer Workshop grant for Applied Humanities (co-leader) \$19,000

Student Choice AFFIRM Award for mentoring and building relationships with students, Loyola University Maryland, 2015. The award is determined by students and administered by the Green and Grey Society.

Messina, Loyola First-Year Experience Grant Awards: Integrated Teaching 2020-21; NetVue Vocational Discernment, 2022-23.

Senior Sabbaticals, Loyola: AY 2007-2008, 2015-16, 2022-23.

Summer Research Grants, Loyola: 2002, 2004, 2007, 2008, 2010.

“Beyond Evergreen: Writing Our Way into the City,” Loyola Year of the City Grant, 2006-07.

Distinction in Scholarship, College of Liberal Arts & Social Sciences. Georgia Southern University. 2001.

“Impact of Assessment on the Preparation of Students for College Writing in Georgia.” Crossing Borders Grant, Georgia Southern University, College of Education and College of Liberal Arts and Social Sciences. Spring 2001. (Co-recipient)

CONFERENCE PRESENTATIONS

“Lighting the Way for Students’ Transition to College Writing through Assessment.” National Council of Teachers of English. Anaheim, CA. November 17-20, 2022 (Roundtable).

“Teachers as Assessment Leaders in Literacy Assessment: Alternatives to Rubrics.” National Council of Teachers of English. Baltimore, November 21-24, 2019 (Roundtable).

“Integrating Writing into Engineering Labs: Developing Curriculum and Creating a Writing Fellows Program.” American Society for Engineering Education conference, Tampa, June 16-19, 2019, (Peer-reviewed poster with Raenita Fenner).

“Playing the Field/Playing in the Dark.” Conference on College Composition and Communication, Pittsburgh, March 13-16, 2019. (Peer-reviewed, Roundtable).

“Rethinking the Transition to FYW by Reconsidering Behavior(ism).” Conference on College Composition and Communication, Kansas City, MO, March 14-17, 2018 (Peer reviewed).

“Preparing Students for First-year College Assessments: Transition to College.” National Council of Teachers of English. St. Louis, November 16-19, 2017 (Roundtable).

“Using Feminist Repurposing to Shape Writing Program Leaders.” Conference on College Composition and Communication, Portland, OR, March 15-18, 2017 (Peer-reviewed, Roundtable).

“Strategies for Equitable, Sustainable Literacy Assessment.” National Council of Teachers of English. Atlanta, November 17-20, 2016 (Roundtable).

“Finding Meaning in the Midst of Academe’s Identity Crisis Losing Your Way or Exploring New Territory?” Conference on College Composition and Communication, Houston, April 6-9, 2016 (Peer reviewed).

“Using the Assessment Story Project to Advocate for Students and Teachers.” Conference on College Composition and Communication, Houston, April 6-9, 2016 (Peer reviewed).

“NCTE Assessment Story Project: What We Learned from College Teachers.” Annual Convention, National Council of Teachers of English, Minneapolis. Nov. 19-22, 2015. (Peer reviewed).

“Writing Beyond the Classroom: Supporting Community Engagement across the Writing Department.” Conference on Community Writing University of Colorado, Boulder. October 15-17, 2015 (Peer reviewed).

“Beyond Service: Sustaining the Role of Writing and Rhetoric in Contemporary Jesuit Education.” Conference of the Council of Writing Program Administrators, July 17, 2015 (Peer reviewed).

“Risks and Rewards in Writing Majors, A Roundtable Discussion: Loyola University Maryland.” Conference on College Composition and Communication Convention. Tampa. March 20, 2015. (Peer reviewed).

“The Rhetoric and Reality of Writing Assessment.” Conference on College Composition and Communication Convention. Las Vegas. March 15, 2013 (Peer reviewed).

“Assessing the Assessments with the *Framework for Success in Postsecondary Writing*.” Council of Writing Program Administrators. Albuquerque. July 21, 2012 (Peer reviewed).

“Framing the Common Core: Using the *Framework for Success in Postsecondary Writing* to Approach the Common Core State Standards.” Our Mutual Estate: Annual Symposium of New York City Association of Assistant Principals and Supervisors of English. Long Island University, Brooklyn, NY. May 15, 2012. Keynote Speaker (Invited).

“Introducing *the Framework for Success in Postsecondary Writing*: Not Just One More Curricular Document.” National Council of Teachers of English. Chicago. November 19, 2011 (Peer reviewed).

“On the Map: The *Framework for Success in Postsecondary Writing*.” Conference on College Composition and Communication Convention. Atlanta. April 10, 2011 (Peer reviewed).

“The Challenges of the Research to Policy Connection: Writing about Research for Public Audiences.” Writing Research Across Borders II International Conference. Washington, D.C. February 19, 2011 (Peer reviewed).

“The Framework for Success in Postsecondary Writing: Defining Our Terms.” Association of American Colleges & Universities Annual Meeting. San Francisco. January 29, 2011.

“Be Careful What You Wish For: Complications of Staffing with Fulltime Faculty.” Annual Conference of the Council of Writing Program Administrators. Philadelphia. July 19, 2010 (Peer reviewed).

“Why Reframing Our Stories about Assessment Matters.” Conference on College Composition and Communication. Louisville, KY. March 18, 2010 (Peer reviewed).

“Framing National Position Statements for the Local Context.” Annual Conference of the Council of Writing Program Administrators. Minneapolis. July 17, 2009 (Peer reviewed).

“Reframing Writing Assessment: Challenges in Working across Institutions.” Conference on College Composition and Communication. San Francisco. March 12, 2009 (Peer reviewed).

“Principles and Practices of Effective Writing Assessment.” Association of American Colleges & Universities General Education, Assessment, and the Learning Students Need.” Baltimore. February 27, 2009.

“Writing Assessment: Shaping Realities for Students, Teachers, and Programs.” Conference on College Composition and Communication. New Orleans. April 4, 2008 (Peer reviewed).

“Improving Teaching and Learning through Writing Assessment.” Association of American Colleges & Universities Integrative Designs for General Education and Assessment Conference. Boston. February 22, 2008.

“The History, Theory and Practice of Good Program Assessments.” Annual Conference of the Council of Writing Program Administrators. Phoenix. July 2007(Peer reviewed).

“From Writing Program Administrator to Writing Program Assessor: Strategies for Making the Transition.” Annual Conference of the Council of Writing Program Administrators. Phoenix. July 2007 (Peer reviewed).

“The Role of Reliability in Direct Writing Assessment.” Conference on College Composition and Communication. New York. March 2007 (Peer reviewed).

“What First-Year College Students Say about Their Preparation in Writing.” National Council of Teachers of English Annual Convention. Nashville. November 2006 (Peer reviewed).

“After Declarations of Independence: All Writing Is Creative, Right?” Annual Conference of the Council of Writing Program Administrators. Chattanooga, TN. July 2006 (Peer reviewed).

“What Do WPAs Need to Know about Writing Assessment Theory?” Annual Conference of Council of Writing Program Administrators. Chattanooga, TN. July 2006 (Peer reviewed).

“Histories, Theories, Contexts of Assessment: What All WPAs Need to Know.” Conference on College Composition and Communication. Chicago. March 2006 (Peer reviewed).

“The Consequences of Secondary Writing Assessments for College Students, Teachers, and Curricula.” Conference on College Composition and Communication. San Francisco. March 2005 (Peer reviewed).

“Changing the Context of Our Disciplinary Conversations: What’s In a Name?” Thomas R. Watson Conference in Rhetoric and Composition. Louisville, KY. October 8, 2004 (Peer reviewed).

“WPA Roles in Different Institutions: A Roundtable Discussion.” Annual Conference of Council of Writing Program Administrators. Newark, DE. July 2004 (Peer reviewed).

“A Study of the Impact of State-Mandated, High-States Secondary Writing Assessments.” Conference on College Composition and Communication. San Antonio. March 2004 (Peer reviewed).

“Perceptions of the Georgia High School Graduation Test from Teachers, Professors and Students.” National Council of Teachers of English. San Francisco. November 2003 (Peer reviewed).

“Writing Assessment and the Teaching of Writing.” Keynote Speaker, TYCA West Conference. Rock Springs, WY. October 2003 (Invited).

“The Consequences of Georgia’s High School Graduation Test in Writing.” Conference on College Composition and Communication. New York. March 2003 (Peer reviewed).

“The Impact of State-Mandated Writing Assessment on High School Curriculum, Teachers, and Students’ Preparation for First-Year College Writing.” National Council of Teachers of English Annual Convention. Atlanta. November 2002 (Peer reviewed).

“Competing Agendas: High School Writing Assessments and College Composition.” Annual Conference of Council of Writing Program Administrators. Park City, UT. July 2002 (Peer reviewed).

“Intersections of Ethics and Editing.” Conference on College Composition and Communication. Chicago. March, 2002 (Peer reviewed).

“College Snapshots: Perspectives on Preparedness from First-year Students and Teachers.” NCTE Annual Convention. Baltimore. November 2001.

“Conflicts and Contradictions in the Discourse of Writing Assessment.” Conference on College Composition and Communication. Denver. March 2001 (Peer reviewed).

“Labor and Technology: Heuristics for Talking about Writing Assessment.” Thomas R. Watson Conference on Rhetoric and Composition. University of Louisville. October 2000. (Peer reviewed).

“Reporting on the Results and Implications of a Five-Year Pilot Program Using Portfolios to Place Students in First-Year Composition.” Annual Meeting of the American Education Research Association. New Orleans. April 2000 (Peer reviewed, Roundtable).

“So What? Implications of Writing Assessment.” Conference on College Composition and Communication. Minneapolis. April 2000 (Peer reviewed).

“Listening to Our Students: What I Wish I Learned in High School.” Student Success in First-Year Composition. Georgia Southern University. Statesboro, GA. February 11, 2000.

“Reimagining the Bureaucracy of Writing Assessment as a Disciplinary Defining Activity.” National Council of Teachers of English Annual Convention. Denver. November 1999 (Peer reviewed).

“The Current State of Writing Assessment: Opportunities for Social Change.” Conference on College Composition and Communication. Atlanta. March 1999 (Peer reviewed).

“Responding to Writers, Responding to Writing.” Student Success in First-Year Composition Conference. Georgia Southern University. Statesboro, GA. February 1999.

“Validating a Portfolio Placement Program: Procedures.” Conference on College Composition and Communication. Chicago. April 1998 (Peer reviewed).

“Bakhtinian Binaries and Contemporary American Poetry: Exploring Language Writing and the

Workshop Lyric.” Twentieth Century Literature Conference. University of Louisville. February 1998 (Peer reviewed).

“Using Required Reflection in the Assessment of Writing: Resisting Ritualistic Discourse.” National Council of Teachers of English Portfolio Conference. Montreal. June 1997 (Peer reviewed).

“Analyzing Trends in Writing Assessment: Portfolio as Panopticon, Reflection as Confession.” Conference on College Composition and Communication. Phoenix. March 1997 (Peer reviewed).

“Using KIRIS Portfolios for Placement in College Composition.” Kentucky Council of Teachers of English Conference. February 1997.

“Surveillance or Assessment: The Potential (Ab)Uses of Portfolios.” National Council of Teachers of English Portfolio Conference. New Orleans. January 1997 (Peer reviewed).

“Teaching Students to Be Independent Writers: Negotiating Assessment in the Portfolio Classroom.” National Council of Teachers of English. Albuquerque. June 1996 (Peer reviewed).

“The Rhetoric of *The Bell Curve*: Herrnstein and Murray’s Construction of Audience.” 16th Discourse Analysis Conference. Temple University. Philadelphia. April 1995 (Peer reviewed).

FACULTY WORKSHOP PRESENTATIONS & CONSULTATIONS

Defining ‘Good Writing’ Across the Disciplines.” National Seminars for Faculty Development. Maynooth University, Ireland. June 14, 2016. (Invited)

“Self-Assessment & Peer Review.” National Seminars for Faculty Development. Althone Institute of Technology, Althone, Ireland. June 17, 2016. (Invited.)

“More Than Warm Bodies Needed: Who Is Qualified to Teach Writing and How Do We Know?” Conference on College Composition and Communication Workshop. Houston, April 6, 2016. (Peer Reviewed.)

Writing Program Administrators Workshop. Council of Writing Program Administrators. Boise, ID. July 12-15, 2015 & Raleigh, NC, July 10-14, 2016. Co-Leader. (Invited.)

“Open(ing) Conversation: What Are the Threshold Concepts of Composition?” Conference on College Composition and Communication. Indianapolis. March 19, 2014. (Peer Reviewed.)

“Politics of Writing Assessment: Building Alliances and Telling Your Story.” Seminar and workshop leader. Writing Assessment Symposium. Kent State University, July 8, 2013. (Invited.)

“Writing Assessment and Learning Outcomes.” University of Maryland College Park Writing Programs. College Park, MD. January 16, 2013. (Invited.)

“Portfolio Workshop: First-year Seminar Program.” Presentation and workshop. Hood College, Frederick, MD. September 21, 2012. (Invited.)

“CWPA Assessment Institute: From Principles to Practice.” Council of Writing Program Administrators. Albuquerque. July 19, 2012. Co-Leader. (Invited.)

“What Is College-level Writing?” Miami-Dade College Composition Faculty Retreat. Workshop Leader. Miami, FL. February 24, 2012. (Invited.)

“The Potential of Public Policy to Frame Writing Assessment.” Seminar and workshop leader. Writing Assessment Symposium. Kent State University, June 22, 2010. (Invited.)

“Changing Stories through Public Assessment, Research, and Teaching: The WPA-NMA Workshop,” Facilitator. Conference on College Composition and Communication. San Francisco. March 11, 2009. (Peer Reviewed.)

“Reflection Workshop” and “Portfolio Assessment Workshop.” Leader and Consultant. Boise State University. Boise. October 16, 2008. (Invited.)

“English Placement Task Force Workshop.” Co-Leader and Consultant. Idaho State Colleges & Universities, Boise State University. Boise. October 17-18, 2008. (Invited.)

“Using the CCCC Position Statement on Writing Assessment to Guide Assessment Practices: An Individualized Consultation Workshop.” Consultant. Conference on College Composition and Communication. New Orleans. April 2, 2008. (Peer Reviewed.)

“Collaborative WPA Writing Session: NMA Website Development Work Session.” National Council of Writing Program Administrators. University of Alaska, Anchorage. July 2006.

“Teaching Rhetoric and Composition in the Jesuit Tradition,” Rhetoric Society of America’s Bi-annual Institute on Rhetoric Workshop, May 27-29, 2005. (Proposed and facilitated this weekend long workshop with Cinthia Gannett for other Jesuit writing program faculty and administrators.) (Peer Reviewed.)

“Working with the Media.” (Co-chair). Conference on College Composition and Communication. San Francisco. March 2005. (Peer Reviewed.)

“Writing Outcomes for First-year Composition.” Workshop for University of Tennessee Chattanooga Writing Program. October 2003. (Invited.)

“Consulting for Writing Assessment: Evaluating Teaching.” Conference on College Composition and Communication. New York. March 2003.

“Consulting for Writing Assessment: Portfolios and Validation Procedures.” Conference on College Composition and Communication. Chicago. March 2002. (Peer Reviewed.)

“Consulting for Writing Assessment: Experience with Portfolio Placement and Validation Procedures.” Conference on College Composition and Communication. Denver. March 2001. (Peer Reviewed.)

“Student Portfolios.” Center for Excellence in Teaching. Georgia Southern University. April 25, March 28, October 25, and November 29, 2000. (Invited.)

“Initiating Portfolios for First-Year Composition.” Abraham Baldwin Agricultural College. Tifton, GA. January 1999. (Invited.)

SERVICE

Professional

Expert Reviewer, National Assessment for Educational Progress (NAEP) Writing Assessment Framework, Spring 2023.

Chair, NCTE Literacy Assessment Standing Committee. Fall 2016-2019; Member 2019-2022.

Participant, NCTE Advocacy Day, Washington, DC, 2015, 2016, 2018

Member, National Assessment of Educational Progress (NAEP) Writing Standing Committee, 2018.

Member, NCTE Task Force on Assessment, Spring 2014-Fall 2016.

Co-editor, *Journal of Writing Assessment*, January 2011-December 2014
 Member, NCTE Task Force on Machine Scoring of Essays, Spring 2013.
 Member, Maryland State Department of Education P-20 PARCC/Common Core English Committee, June, 2012-2013.
 Expert Panel Member. Writing Alignment Study. National Assessment of Educational Progress and Common Core State Standards. American Institutes for Research, Washington, DC, October 25-27, 2012.
College Composition and Communication, Poster Selection Committee, S2011.
 Chair, Framework for Success in Postsecondary Writing, Ad hoc NCTE-CWPA-NWP National Task Force, April 2010-January 2011.
 Program Reviewer, Rhetoric Program, Hampden-Sydney College, F2010.
 Consultant, Common Core State Standards, Maryland State Department of Education, August 2009.
 Reader, Common Core State Standards Initiative, College and Career Readiness, July 2009.
 Co-editor, *Research and Teaching in Rhetoric and Composition*, Hampton Press peer-reviewed scholarly book series 2005-08.
 Member, Maryland State Department of Education/P-20 Leadership Council English Composition Alignment Committee, 2007-08.
 Member, NCTE-WPA Task Force on Writing Assessment, 2008.
 Reviewer, National Assessment of Educational Progress 2011 Writing Framework, 2007.
 Founding Chair, Jesuit Conference on Rhetoric and Composition, 2005-07.
 Member, Maryland Partnership for Teaching and Learning English Composition Task Force, 2006-07.
 Member, Network for Media Action, National Council of Writing Program Administrators, 2004-09.
 Member, Public Policy Committee, CCCC, 2003-06.
 Member, National Task Force on Plagiarism, National Council of Writing Program Administrators, 2002.
 Co-Chair, CEE Commission on High Stakes Testing, NCTE, 2001-02.
 Editorial Board Member/Reviewer *Journal of Writing Assessment*. 2002-2011.
 Advisory and Editorial Board Member/Reviewer *Composition Studies*. 2001-present.
 Editorial Board Member/Reviewer *Journal of Writing Program Administrator*, 2004-12.
 Reader, ETS Advanced Placement English Exam, 2001, 2002, 2004; SAT II, 2003.
 Contributor, *Bedford Bibliography of Basic Writing*. Eds Greg Glau and Linda Adler-Kassner, (Bedford/St. Martin, 2002, 2004).
 Reviewer, Utah State University Press, 2002-present.
 Reviewer, CCCC/Southern Illinois University Studies in Writing and Rhetoric series, 2013.
 Reviewer, *College Composition and Communication*, 2010-present.
 Reviewer, *English Education*, 2005.
 Reviewer *College English*, 2002, 2011.
 Reviewer, *Assessing Writing*, 1998-2004.
 Reviewer, *Written Communication*, 2000-01.
 Guest Editor, *Assessing Writing* 7.2 (Winter 2000). Topic: Response to Student Writing.
 Assistant Editor, *Assessing Writing*, 1995-98.
 Textbook Reviewer for companies (e.g., McGraw Hill, Prentice Hall), ongoing.

Institutional

Loyola University Maryland

College & University

Team Leader, AAC&U Curriculum-to-Career Institute, Fall 2022.
 Member, Search Committee for Vice President for Advancement, 2022.
 Member, Search Committee for Dean of International Programs, 2022.
 Member, Faculty Advisory Board, 2017.
 Member, Economics Hiring Committee, 2017-18.
 K-12 Council, School of Education, Spring 2016-2018.
 Coordinator, Critical Thinking & Writing Pilot Assessment Project, Spring 2015.
 Internal Reviewer, Speech/Language Audiology Department Program Review, Spring 2015.
 Messina Living-Learning Instructor & Core Advisor, 2012-present.

Member, Center for Humanities Steering Committee, 2012-2015.
 Member, McGuire Scholars Committee, 2012-2015.
 Member, Board of Rank and Tenure, July 2011-July 2013. Co-chair, July 2012-13
 Mentor, Teaching and Academic Portfolio Workshop, June 2011, 2012, 2013.
 Member, Vice President of Student Development/ Dean of Students Search Committee, S2011.
 Member, Middle States Accreditation Self-Study Working Group, 2009-10.
 Member, Living Learning Task Force, 2008-2010.
 Alpha Program Instructor, 2006, 2008, 2009.
 Core Advisor, 2006-2011, 2013-2015, 2018-2019.
 Member, School of Education Literacy Search Committee, 2009-10.
 Member, Writing-across-the-Curriculum Advisory Committee, 2005-08.
 Member, Undergraduate Curriculum Committee, S2004-S2006.
 Subcommittee on Diversity Requirement (Chair AY 2005-06).
 Member, Dean of First-Year Students Advisory Council, 2003-2010.
 Member, Common Text Committee, 2005.
 Presenter, Educational Assessment Symposium, May 2011.
 Presenter, Multicultural Infusion Workshop, May 2003, May 2004.
 Presenter, Affiliate Faculty Teaching Workshop, Spring 2004, 2005.
 First-year Orientation Presenter, Summer, 2003, 2004, 2008.
 Presenter, Annual Teaching Enhancement Workshop, August, 2002-05, 2008, January 2003.
 Presenter, First-year Orientation, Fall 2002, 2004, 2006, 2008.
 Group Leader, First-year Common Text, September 2002, 2004-06, 2008.

Writing Department

Department Chair, 2012-15.
 Director of Composition, 2001-12.
 Department Senator, Academic Senate, 2009-10; 2014-15.
 Interim Chair, Modern Masters Reading Series, 2014-15
 Chair, Planning & Assessment Committee, 2008-2014; 2016-2017.
 Chair, Faculty Search Committees (2008-09; 2009-10; 2013-14; 2014-15).
 Faculty Advisor, *Pi Epsilon Pi*, 2010-2013; S2015, 2017-18.
 Co-editor of *Guide to Writing in All of the Disciplines at Loyola*, a custom version of *A Writer's Reference* (Bedford/St. Martin's, 2007).
 Co-chair, Beyond Evergreen: Writing Our Way into the City Project, 2006-07.
 Chair, Student Development Committee, 2006-08.
 Member, Department Program Review Committee, 2005-06.
 Editor, *Writing Matters*, Department Newsletter, 2005-07.
 Chair, Travel Policy Task Force, 2006.
 Chair, Committee to Revise Student Ratings of Instructors, 2003-04.
 Co-author, Program Evaluation of Summer Professional Semester in Cagli, Italy, 2003.
 Chair, Committee to Draft Promotion & Tenure Guidelines for WPAs, 2002-03.
 Chair, Committee on Adjunct Review Process, 2002-04.
 Member, Grading Committee, 2002-03.
 Interviewer, Visiting Writer Wendy Bishop for WLOY *Conversations*, Sept. 30, 2002.
 Member, Writing Center Director Search Committee, 2001-02.
 Member, Curriculum Committee, 2001-02.
 Member, Task Force on Adjunct Labor, 2002.

Georgia Southern University

Founding Editor, *The Chronicle*. Departmental Newsletter. 1999-2001.
 Chair, Department Program Review Committee. 2000-01.
 Chair, Ad hoc Committee on Student Evaluations. 2000-01.
 Co-chair, Search Committee. 2000-01.
 Composition Committee Member. 1999-00.

Graduate Committee Member. 1999-2000.

Coordinator, Portfolio Pilot Project. 1999-2000.

Dissertation Committee for Belinda Winters. College of Education. Defended July 2000.

PROFESSIONAL AFFILIATIONS

National Council of Teachers of English (NCTE)

Conference on College Composition and Communication (CCCC)

Updated March 2023