

Diane O. Kelly-Riley

Vice Provost for Faculty/Professor of English

Provost's Office/Department of English
University of Idaho
875 Perimeter Drive
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EDUCATION

PhD Educational Psychology, Washington State University, Pullman, WA
Dissertation: *A Validity Inquiry into Minority Students' Performances in a Large-Scale Writing Portfolio Assessment*
MA English, Washington State University, Pullman, WA
BA English, Luther College, Decorah, IA

RESEARCH SPECIALIZATIONS

Writing assessment theory and practice; Validity theory; Fairness; Race and writing assessment; Learning outcomes; Critical thinking; Writing program administration; Writing across the disciplines; Faculty development; Writing placement practices; Digital Humanities and Public Humanities

EMPLOYMENT SUMMARY

Professor (tenured) English, University of Idaho, Moscow, ID, 2020-present
Associate Professor of English (tenured), University of Idaho, Moscow, ID, 2016-2020
Assistant Professor of English, University of Idaho, Moscow, ID, July 2013-2016
Visiting Professor, University Studies Abroad Consortium-University of Nevada-Reno, Havana, Cuba, June 2016
Co-Director, Campus Writing Program, Washington State University, 2007-2013.
Director, Writing Assessment Program, WSU, 1996-2013
Instructor, WSU, English, Educational Psychology, and Intensive American Language Center, 1994-2013
Graduate Teaching Assistant/Research Assistant, Washington State University, 1993-1995
Peace Corps Volunteer, Republic of the Marshall Islands, 1989-1991

ADMINISTRATIVE APPOINTMENTS

Vice Provost for Faculty, University of Idaho, January 2021-present
Interim Vice Provost for Faculty, University of Idaho, July 2020-December 2020
Associate Dean for Research and Faculty Affairs, College of Letters, Arts, and Social Sciences, University of Idaho, 2018-present
Associate Dean for Research, College of Letters, Arts, and Social Sciences, University of Idaho, 2017-2018
Director of Composition, University of Idaho, Moscow, 2013-2016
Co-Director, Washington State University Campus Writing Program, 2007-2013

Director, WSU Writing Assessment Program, 1996-2013
Editor, *Journal of Writing Assessment*, 2010-2022
Co-Principal Investigator and Project Director, WSU Critical Thinking Project, US
Department of Education FIPSE Comprehensive grant, 2001-2004
Interim WSU Writing Program Co-Director, 2002-2004
Project Coordinator, Critical Thinking Grant, WSU, State of Washington Higher
Education Coordinating Board grant, 2000-2001

SERVICE HIGHLIGHTS

Grand Challenges for Assessment in Higher Education: Co-Chair for Sub-Group
Using Assessment Findings to Direct Immediate Pedagogical Improvement;
Conference on College Composition and Communication: Committee member to
revise the Principles and Standards for the Teaching of Post-Secondary Writing,
Editorial Board Member; Council of Writing Program Administrators: Research
Grants Co-Chair, Nominating Committee, Research Grants Selection Committee,
Frameworks for Success in Postsecondary Writing Review Committee; State of
Washington Smarter Balanced Assessment Consortium Core to College committee
member; Accreditation reviewer for the Southern Association of Colleges and
Schools; Participant/Leader in state of Idaho General Education and First-Year
Writing committees

TEACHING

English, Graduate Level: Introduction to Digital Humanities; Fairness and the
Assessment of Writing; Composition Theory; Composition Pedagogy and Practice;
Ecocomposition; English Studies Professional Development; Administrative
Internship in the Writing Program; Teaching and Evaluating Writing for Secondary
School Teachers; Special Topics: Issues of Validity and Issues of Basic Writing
Placement. *English, Undergraduate Level:* Introduction to Academic Writing;
Intermediate Composition for ESL; Intermediate Grammar; Conversational English;
Basic Writing; Research Writing; Rhetorical Style; Business Writing, Client-based
Writing, Cuba's Cultural and Historical Influences on Ernest Hemingway; Writing for
the Web. *Educational Psychology, Graduate Level:* Test Development and
Assessment; Introduction to Program Evaluation; Advanced Program Evaluation.
Have served on several masters and doctoral committees for English and
Educational Psychology. Also was an instructor at WSU Intensive American
Language Center and College of the Marshall Islands.

Diane O. Kelly-Riley
CURRICULUM VITAE

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DEGREES HELD

PhD Educational Psychology (Dissertation: A Validity Inquiry into Minority Students' Performances in a Large-Scale Writing Portfolio Assessment), Washington State University, Pullman, WA
MA English, Washington State University, Pullman, WA
BA English, Luther College, Decorah, IA

RESEARCH SPECIALIZATIONS

Writing assessment theory and practice; Validity theory; Fairness; Race and writing assessment; Learning outcomes; Critical thinking; Writing program administration; Writing across the disciplines; Faculty development; Writing placement practices; Digital Humanities and Public Humanities

ACADEMIC POSTS

University of Idaho, Moscow, ID

Professor (tenured) English, University of Idaho, Moscow, ID, 2020-present
Associate Professor of English (tenured), University of Idaho, Moscow, ID, 2016-2020
Assistant Professor, English Department, University of Idaho, Moscow, ID, 2013-2016
Visiting Professor, University Studies Abroad Consortium-University of Nevada-Reno, Havana, Cuba, June 2016

Washington State University, Pullman, WA

Instructor, English Department, 1995-2013
Instructor, Educational Psychology Department, 2006-2012
Instructor, Intensive American Language Center, 1995
Research Assistant, Writing Assessment Office, 1994
Graduate Teaching Assistant, English Department, 1994-95

College of the Marshall Islands, Majuro, Republic of the Marshall Islands

Instructor, English Department, College of the Marshall Islands, 1990-1991
Teacher Trainer, Eighth Grade Teacher, Peace Corps Volunteer, 1989-1991

ACADEMIC ADMINISTRATIVE APPOINTMENTS

Vice Provost for Faculty, University of Idaho, January 2021-present
Interim Vice Provost for Faculty, University of Idaho, July 2020-December 2020
Associate Dean for Research and Faculty Affairs, College of Letters, Arts, and

Social Sciences, University of Idaho, 2018-present
Associate Dean for Research, College of Letters, Arts, and Social Sciences,
University of Idaho, 2017-2018
Director of Composition, English Department, University of Idaho, 2013-2016
Co-Director, WSU Campus Writing Program. Washington State University, Pullman,
WA 2007-2013
Director, Writing Assessment Program, WSU, Pullman, WA 1996-2013
Editor, *Journal of Writing Assessment*, 2010-present
Co-principal investigator and Project Director, WSU Critical Thinking Project, US
Department of Education FIPSE Grant, Washington State University,
Pullman, WA 2001-2004
Interim Writing Program Co-Director, Washington State University, Pullman, WA,
2002-2004
Project coordinator, Critical Thinking Grant, Washington State University, State of
Washington Higher Education Coordinating Board grant, 2000-2001

Honors

University of Idaho Presidential Award, Pandemic Response Team, May 2021.
Regional Forester Award for Historic Roadway Project with the Nez Perce
Clearwater National Forest Service, USDA, Fall 2020.
Chief's Award for Historic Roadway Project with the Nez Perce Clearwater National
Forest Service, USDA, Fall 2020.
Undersecretary's Award for Historic Roadway Project with the Nez Perce Clearwater
National Forest Service, USDA, Fall 2020.
Presidential Mid-Career Award, University of Idaho, May 2020.
Co-Chair, Grand Challenges for Assessment in Higher Education, Using
Assessment Findings to Direct Immediate Pedagogical Improvements Sub-
Group, Association for the Assessment of Learning in Higher Education,
Appointed March 2020-present, [https://assessment.uncc.edu/excellence-
assessment/grand-challenges-assessment-project](https://assessment.uncc.edu/excellence-assessment/grand-challenges-assessment-project).
Pine Tree Award, Potlatch Historical Society, For Efforts Toward Preserving the
History of Riverside and Potlatch for Future Generations, April 2019
College of Letters, Arts, and Social Sciences Research Fellowship, AY 2018-19,
University of Idaho, March 2018.
Outstanding Scholarship on Writing Program Administration for 2014, Honorable
Mention, Council of Writing Program Administrators, "The WPA
Outcomes Statement, validation, and the pursuit of localism," published in
Assessing Writing (2014) 21, 89-103. Awarded at the 2016 CWPA annual
conference in Raleigh, North Carolina
Invited panelist, "No Test is Neutral: Writing Assessments, Equity, Ethics, and
Social Justice" a webinar produced by the National Council of Teachers of
English archived at <https://www.youtube.com/watch?v=B7gHY9BZrA4> and
covered in NCTE's *Council Chronicle*, March 2016 in "The Ethics of Writing
Assessments: Moving from Exclusion to Opportunity"
Faculty Affiliate, Learning Performance and Research Center, College of
Education, Washington State University, Pullman, WA, 2014-present

Invited to submit an application to be an Executive Board Candidate for the
Conference on College Composition and Communication, 2014
Candidate for the National Council of Teachers of English Nominating Committee,
College Section, 2013
Conference on College Composition and Communication Writing Program
Certificate of Excellence, Washington State University Writing Program,
2009
US News and World Report, Writing in the Disciplines Academic Program to Look
For List, 2002-2013
Commendation for the WSU Writing Assessment Program from the Northwest
Commission on Colleges and Universities, 1997 and 2004
Outstanding Mentor, WSU Women and Leadership Forum WSU, 2005

RESEARCH AND SCHOLARSHIP

Peer Reviewed and Refereed:

Books:

Kelly-Riley, Diane, Ti Macklin and Carl Whithaus, editors. *Considering Students, Teachers, and Writing Assessment: A Retrospective of the First Twenty Years of The Journal of Writing Assessment*. WAC Clearinghouse. Forthcoming 2023.
Kelly-Riley, Diane and Norbert Elliot, editors. *Improving Outcomes: Disciplinary Writing, Local Assessment, and the Aim of Fairness*, Research and Scholarship in Composition Series, Modern Language Association, 2021.

Special Issues Editor:

Kelly-Riley, Diane, Carl Whithaus, and Asao B. Inoue, *Special Issue on Contract Grading*, *Journal of Writing Assessment*, 13.2, November 2020,
<http://journalofwritingassessment.org/>
Kelly-Riley, Diane and Carl Whithaus, *Special Issue on Two-Year College Placement*, *Journal of Writing Assessment*, 12.1, March 2019,
<http://journalofwritingassessment.org/>
Kelly-Riley, Diane and Carl Whithaus, eds. *Special Issue, Politics of Pathways: Articulation Agreements, Graduation Requirements, and Narrowing of Curricula*, *Journal of Writing Assessment*. 10.1 December 2017. Online.
Kelly-Riley, Diane and Carl Whithaus, eds. *Special Issue on a Theory of Ethics for Writing Assessment*: *Journal of Writing Assessment*. 9.1 April 2016. Online.
Kelly-Riley, Diane and Carl Whithaus, eds. *Special Issue on the Common Core State Standards Assessments*: *Journal of Writing Assessment*. 8.1 November 2015. Online.

Journal Articles and Book Chapters

- Kelly-Riley, Diane. "Re-forming Our View of State Mandates: A Study of Idaho Public Colleges' and Universities' Responses to State Mandated 'Reduction of Remediation,'" *Composition Studies* Special Issue on Corequisite Writing Courses, 48.2, 35-53, 2020. Print.
- Kelly-Riley, Diane. "Considering Consequences in Writing Analytics: Humanistic Inquiry and Empirical Research in *The Journal of Writing Assessment*," *Journal of Writing Analytics*, 2019, Vol. 2. 334-350. Online.
<https://wac.colostate.edu/docs/jwa/vol3/kelly-riley.pdf>
- Kelly-Riley, Diane and Carl Whithaus, "A Comment on 'Journals in Composition Studies, Thirty-five Years After,'" *College English*, 82.2, 243-245, 2019. Print.
- Kelly-Riley, Diane. "Company Town Legacy: A Public Humanities Project Exploring Corporate Influences in Rural Idaho" part of "Public Humanities in Action," *MLA Profession*, Summer 2019, Online, 1-8, <https://profession.mla.org/public-humanities-in-action/>
- Kelly-Riley, Diane. "The Changing Landscape of Literacy Assessment and Accountability: Opportunities and Challenges," (invited chapter) in Alice Horning and Ron Sudol, editors, *Defining Literacy Standards: Essays on Assessment, Inclusion, Pedagogy, and Civic Engagement*, Peter Lang, 2019,
<https://doi.org/10.3726/b14582>
- Kelly-Riley, Diane. "A Case Study Exploring the Connections between Locally Defined Writing and Student Engagement: Toward a 'Think Little' Model for Assessment and Accountability," *WPA: Writing Program Administration*. 41.1 Fall 2017. Print.
- Kelly-Riley, Diane. "Common Core State Standards: A Policy Review for WPAs," Invited article. *WPA: Writing Program Administration*, 40.2 Spring 2017. 193-220. Print.
- Kelly-Riley, Diane, Norbert Elliot, and Alex Rudniy, "An Empirical Framework for ePortfolio Assessment." *International Journal of ePortfolio*. 6 (2016): 95-116. Print.
- Kelly-Riley, Diane. "Toward a Validational Framework Using Student Course Papers from Common Undergraduate Curricular Requirements as Viable Outcomes Evidence." *Assessing Writing* 23 (2015): 60-74. Print.
- Kelly-Riley, Diane and Norbert Elliot. "The WPA Outcomes Statement, Validation, and the Pursuit of Localism." *Assessing Writing* 21 (2014): 89-103. Print.
- Kelly-Riley, Diane. "Setting Sail with Ed White: The Possibilities of Assessment and Instruction in College Writing Assessment." *Writing Assessment in the 21st Century: Essays in Honor of Edward M. White*. Ed. Norbert Elliot and Les Perelman. New York, NY: Hampton Press, 2012. Print. *Research and Teaching in Rhetoric and Composition*.
- Kelly-Riley, Diane. "Consent Form for Critical Thinking Study." *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Second. Ed. Peggy Maki. Sterling, VA: Stylus Publishing, 2012. 326. Print.
- Kelly-Riley, Diane. "Getting Off the Boat and onto the Bank: Exploring the Validity of Shared Evaluation Methods for Students of Color in College Writing Assessment." *Race and Writing Assessment*. Ed. Asao Inoue and Mya Poe. New York: Peter Lang, 2012. 29-44. Print. *Studies in Composition and Rhetoric*, Volume 7.

- Ernest, Anne, Patrick Johnson, and Diane Kelly-Riley. "Assessing Rhetorically: Evidence of Student Progress in Small Group Writing Tutorials." *Learning Assistance Review* 16.2 (2011): 23. Print.
- Kelly-Riley, Diane. "Unfamiliar Territory: Charting the Way to Improved Instructional Practices to Promote Critical Thinking." *Improving Writing and Critical Thinking through Assessment*. Ed. Teresa Flateby. Information Age Press, 2011. 165–178. Print.
- Kelly-Riley, Diane. "Validity Inquiry of Race and Shared Evaluation Practices in a Large-scale University-wide Writing Portfolio Assessment." *Journal of Writing Assessment* 4.1 (2011): 1–18. Online.
- Kelly-Riley, Diane. "Washington State University Critical Thinking Project: Improving Student Learning Outcomes through Faculty Practice." *Assessing Student Achievement in General Education*. Ed. Trudy Banta. San Francisco: Jossey-Bass, 2007. 35–42. Print. Assessment Update Collections.
- Allen, Michael, and Diane Kelly-Riley. "Promoting Undergraduate Critical Thinking in Astro 101 Lab Exercises." *Astronomy Education Review* 4.2 (2005): 1–10. Online.
- Condon, William, and Diane Kelly-Riley. "Assessing and Teaching What We Value: The Relationship (?) Between College-level Critical Thinking and Writing Abilities." *Assessing Writing* 9.1 (2004): 56–75. Print.
- Kelly-Riley, Diane. "Consent Form for Critical Thinking Study." *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. first. Ed. Peggy Maki. Sterling, VA: Stylus Publishing, 2004. 326. Print.
- Kelly-Riley, Diane. "Washington State University Critical Thinking Project: Improving Student Learning through Faculty Practice." *Assessment Update* 15.4 (2003): 5; 14. Print.
- Kelly-Riley, Diane, Lisa Johnson-Shull, and William Condon. "Opportunities for Consilience: Toward a Networked-based Model for Writing Program Administration." *The Writing Program Administrator as Theorist: Making Knowledge Work*. Ed. Shirley Rose and Irwin Weiser. Portsmouth, NH: Boynton/Cook, 2002. Print.
- Condon, William, Fiona Glade, Richard H. Haswell, Lisa Johnson-Shull, Diane Kelly-Riley, Galen Leonhardy, Jennie Nelson, Susan McLeod, Susan Wyche. "Whither? Some Questions, Some Answers." *Beyond Outcomes: Assessment and Instruction Within a University Writing Program*. Ed. Richard H. Haswell. Westport, CT: Ablex Publishing, 2001. 191–205. Print. Perspectives on Writing, Theory, Research, Practice Volume 5.
- Glade, Fiona, Diane Kelly-Riley, Susan McLeod and Bill Condon. "Faculty Opinion of and Experience with the Writing Portfolio." *Beyond Outcomes: Assessment and Instruction Within a University Writing Program*. Ed. Richard H. Haswell. Westport, CT: Ablex Publishing, 2001. 161–168. Print. Perspectives on Writing, Theory, Research, Practice Volume 5.
- Johnson-Shull, Lisa, and Diane Kelly-Riley. "Writes of Passage: Theorizing Writing Center and Writing Assessment Practice." *Beyond Outcomes: Assessment and Instruction Within a University Writing Program*. Ed. Richard H. Haswell. Westport, CT: Ablex Publishing, 2001. 83–92. Print. Perspectives on Writing, Theory, Research, Practice Volume 5.

Nelson, Jennie, and Diane Kelly-Riley. "Maintaining a Responsive Assessment: Students as Stakeholders in a Large-scale Writing Assessment Program." *Beyond Outcomes: Assessment and Instruction Within a University Writing Program*. Ed. Richard H Haswell. Westport, CT: Ablex Publishing, 2001. 143–160. Print. Perspectives on Writing, Theory, Research, Practice Volume 5.

Public and Digital Humanities Projects:

Kelly-Riley, Diane. Company Town Legacy. An on-going digital humanities and public humanities project exploring what happens to the company town when the company leaves. <https://companytownlegacy.github.io/>.

Conference Presentations

Kelly-Riley, Diane, Beth Buyserie, Ti Macklin, and Julia Williams. "Improving Outcomes Through Humanities Situated Practice." AACU Conference on Diversity, Equity and Student Success, New Orleans, 2022.

Kelly-Riley, Diane. "Improving Outcomes: Promoting Fairness across Diverse Institutional Sites with Diverse Student Populations through Disciplinary Writing and Local Assessment." CCCC Annual Meeting, April 2021. Virtual Conference.

Kelly-Riley, Diane. "Humanities Research and the Path to Fairness through ePortfolios," AACU Annual Meeting, January 2021. Virtual Conference.

Kelly-Riley, Diane. "What We Still Need to Know about Student Writing," Invited panelist, MLA Publications Committee Featured Session, MLA, Toronto, Canada, January 2021. Virtual Conference.

Kelly-Riley, Diane. "Grand Challenges Project: Emerging Plans for Action," IUPUI Assessment Institute, Virtual Conference, October 2020.

Kelly-Riley, Diane. "Call to Action: The Grand Challenges in Higher Education and What We Need to Do Regarding the Use of Assessment Findings to Direct Immediate Pedagogical Improvements," Grand Challenges Roundtable Session, Virtual AALHE Conference, June 2020.

Kelly-Riley, Diane. "Improving Outcomes: Promoting Fairness across Diverse Institutional Sites and with Diverse Student Populations through Disciplinary Writing and Local Assessment," CCCC, Milwaukee, WI, March 2020. **COVID-19 Cancelled conference.

Kelly-Riley, Diane. "What If Laboratory Research Were Commonplace?: Envisioning the Methodological, Instructional, and Apprenticeship Outcomes of Increased Laboratory Research in Composition" CCCC, Milwaukee, WI, March 2020. **COVID-19 Cancelled conference.

Kelly-Riley, Diane, "Opening Pathways: Public Engagement and Digital Humanities as Part of Undergraduate and Graduate Programs in English at the University of Idaho, Modern Language Association Annual Meeting, MLA 2020 Innovation Series, Seattle, WA, January 2020.

Kelly-Riley, Diane, Ellen Cushman, Anne Gere, Norbert Elliot, and Mya Poe, "Textual Transactions: A Review of the Empirical Tradition in Writing Studies Research," Modern Language Association, Presidential Theme Session, Chicago, IL, January 2019.

Kelly, Riley, Diane, Beth Buyserie, and Carl Whithaus, Scholarly and Theoretical Contributions of Writing Programs and Language Studies to Evolving

- Conceptions of Learning Outcomes and Fairness, Council of Writing Program Administrators, July 2018, Sacramento, CA.
- Kelly-Riley, Diane. "Diversifying Perspectives: Complexities of Editorial Practices and Authorial Representations in Writing Scholarship," Conference on College Composition and Communication, March 2018, Kansas City, MO.
- Kelly-Riley, Diane, Robert Mislevy, Rhonda Maneval, Frances Ward, Anne Ruggles Gere, and Norbert Elliot, "Insecurity and Contingency: Writing Studies, Outcomes, and the Solidarity of Opportunity to Learn," Modern Language Association, Presidential Theme Session. New York, NY, January 2018.
- Kelly-Riley, Diane, Bob Broad, Chris Gallagher, and Christine Farris, Kelly-Riley, "Learning First: Creating Sustainable Change through K-12/University Writing and Assessment Partnerships," CCCC, Accepted presentation, March 2017.
- Kelly-Riley, Diane, and Tialitha Macklin, Brad Jacobson, Sherry Rankins-Robertson, Duane Roen, and Carl Whithaus, "Impacts and Implications of the Common Core State Standards Assessments for WPAs, Writing Faculty, and Postsecondary Writing Instruction," Raleigh, NC: Council of Writing Program Administrators, July 2016.
- Kelly-Riley, Diane. "Reference Pages and Citation Practices as Instances of Assessment: A Case Study of Fairness Exploring Representations of Race and Sex in a Writing Studies Journal," Conference on College Composition and Communication, Houston, TX, April 2016.
- Kelly-Riley, Diane and Norbert Elliot, Alex Rudniy, "ePortfolio and Digital Learning Research: Fairness and Assessment," AACU ePortfolio Forum, Washington DC, January 2016.
- Kelly-Riley, Diane. "Re-forming Our View of State Mandates: How Complete College America/Idaho Kick Started a Progressive First-year Composition Collaboration across the Two- and Four-year Public System in Idaho," Pacific Northwest Writing Center Association and Pacific Northwest Two-Year College Association conference proposal for individual presentation, Spokane, WA, October 2015.
- Kelly-Riley, Diane, Lauren Connolly, and Erin Davis, "Sustaining a State-Wide Network of WPAs at two- and four-year institutions in response to state accountability mandates." Boise, Idaho: Council of Writing Program Administrators, July 2015.
- Kelly-Riley, Diane. "Risks and Rewards for Whom? A Study of Idaho Public Colleges' and Universities' Responses to State Mandated 'Reduction of Remediation.'" Tampa, FL: Conference on College Composition and Communication, March 2015.
- . and Mary Ann Judge, and Barbara Kirchmeier, "'Poof' and Developmental Writers Don't Disappear: Exploring the Implications of Engaging Writing Centers to Meet State-mandated Efforts to Eliminate Remediation." Orlando, FL: International Writing Centers Association/National Conference on Peer Tutoring in Writing, October 2014.
- Kelly-Riley, Diane. "Using ELI Review as a Tool to Facilitate a Year-Long Teaching Assistant Faculty Development Workshop." Part of the Panel "Toward a Model of 'Friendly Neighbors with Fenceless Backyards: Exploring the Connections of Creative Writing and Composition Studies through the Work of Teaching Assistants in a First-Year Writing Program." Normal, IL: Council of Writing Program Administrators, July 2014.

- . "A Counter Approach to Academically Adrift: An Exploratory Study Examining Undergraduate Writing Abilities through College Writing Requirements." Minneapolis, MN: International Writing Across the Curriculum Conference, June 2014.
- . "An Exploratory Study Examining Undergraduate Writing Abilities through College Writing Requirements." Poster. Paris, France: Writing Research Across Borders III, February 2014. Kelly-Riley, Diane. "WPA Outcomes Statement, Validation, and the Pursuit of Localism," Las Vegas, NV: Conference on College Composition and Communication, 2013.
- . "Harnessing Locally-developed Writing Assessment Data to Support Multi-level WAC/WID Efforts." Savannah, GA: International Writing Across the Curriculum Conference, 2012.
- . "The Graduate Course in Writing Program Administration: Lessons and Prospects: Testing the Waters of WPA Work: The Importance of Hands-on Administrative Experience." Albuquerque, NM: Council of Writing Program Administrators, 2012.
- . "Thinking Outside the Box While Jumping into the Fire: The Role and Opportunities for Online Journals in an Era of Accountability and Assessment." St. Louis, MO: Conference on College Composition and Communication, 2012.
- Respondent to panel, "Technologies of Assessment: Common Outcomes, Distinct Campuses, and Multi-Institution Online Assessment" St. Louis, MO: CCCC, March 2012.
- "On-going Issues of Curriculum and Writing Placement Validity: Adapting an ESL First-Year Composition Program to a Multi-Lingual Campus" Baton Rouge, LA: July 2011, Council of Writing Program Administrators.
- and Anne Ritter and Pat Johnson, "Assessing Rhetorically: Evidence of progress in small group tutorials." Poster presentation. Pullman, WA: WSU Showcase, 2010.
- . "The Legacy of Edward M. White," Louisville, KY: CCCC, March 2010.
- and Lisa Johnson-Shull. "Writing Program Abundance in a Climate of Higher Education Scarcity (Or How to Run an Award-Winning Writing Program on \$1,500 a Day)," Minneapolis, MN: Council of Writing Program Administrators, July 2009.
- and Jared Anthony and Lisa Johnson Shull. "Alignity: Evolving Practices in Writing in the Disciplines programs," San Francisco, CA: Conference on College Composition and Communication, March 2009.
- . "An exploration of the relationship between university-wide writing assessment student learning outcomes and the National Survey of Student Engagement (NSSE)," Denver, CO: Council of Writing Program Administrators, July 2008.
- . "The Tip of the Iceberg: Findings from a validity inquiry into students of color's experiences in a large-scale writing portfolio assessment," New Orleans, LA: Conference on College Composition and Communication, April 2008.
- . "An Expanded Validity Inquiry into Minority Students' Experiences with a Large Scale Writing Portfolio Assessment," Chicago, IL: American Educational Research Association, April 2007.

- . "Who and What Counts: A Validity Inquiry into Minority Students' Performances in a Large-Scale Writing Portfolio Assessment," New York, NY: Conference on College Composition and Communication, March 2007.
- . "Distilling Benchmarks of Strength: What Makes a WAC Program Viable?" Clemson, SC: International Writing Across the Curriculum International Conference, May 2006.
- and Bill Condon and Jason Johnstone Yellin. "Promoting Critical Thinking K-20" Denver, CO: American Association of Higher Education, June 2004.
- "Accounting, Assessment, and Improvement: The Good News and the Bad News," San Antonio, TX: Conference on College Composition and Communication, March 2004.
- . "WSU Critical Thinking Project Update." Denver, CO: FIPSE Project Directors' Meeting, December 2003.
- . "WSU Critical Thinking Project and Freshman Seminar," Vancouver, BC: First Year Experience Conference, July 2003.
- . "An Exploratory Study of College-level Critical Thinking and Writing Abilities-- Thinking or Writing or Social Reform or all or None of the Above: What's up in the composition classroom." New York, NY: Conference on College Composition and Communication, March 2002.
- and Bill Condon. "An Exploratory Study of College-level Critical Thinking and Writing Abilities," Poster Presentation. New York, NY: CCCC-WPA Breakfast, March 2002.
- . "Communicating our expectations to students: Critical thinking in the classroom," Park City, UT: Council of Writing Program Administrators, July 2002.
- and Paul Smith, Karen Weathermon, and Kim Anderson, "Articulating Expectations for Student Critical Thinking: Addressing Needs for Student Learning, Faculty Teaching Reform, and Statewide Accountability," Boston, MA: American Association for Higher Education, June 2002.
- . "Fostering Student Critical Thinking within a University-wide General Education Curriculum: Student Access, Teaching Excellence, and Institutional Reform" Honolulu, Hawaii: Pacific Planning, Assessment & Institutional Research Conference, May 2002.
- . "Fostering Student Critical Thinking and Writing Across the Disciplines: Student Access, Teaching Excellence, and Institutional Reform," Vancouver BC: Rocky Mountain MLA, October 2001.
- and Shelley L Chambers, Janet Schmittgen, Nicholas R. Blanchard, Lisa J. Woodard. "Formative Assessment of Critical Thinking in the PharmD Curriculum" Poster Presentation. Toronto, Canada: Conference for American Journal of Pharmaceutical Education, July 2001.
- and Bill Condon and Lisa Johnson-Shull. "Articulating Expectations for Student Critical Thinking: Fostering Campus-Wide Student Learning and Teaching Reform," Denver, CO: American Association of Higher Education, June 2001.
- . "An Exploratory Study of Problematic Writing in a Campus-Wide, Rising-Junior Writing Portfolio Requirement," Denver, CO: Conference on College Composition and Communication, March 2001.

- . "Fostering Student Critical Thinking: Student Access, Teaching Excellence, and Institutional Reform," Sea-Tac, WA: Washington Center's Conference, February 2001.
- . "Fostering Diverse Connections: Integrating Expert Peer-Facilitated Groups into Disciplinary-Specific Courses," Salt Lake City, UT: Western States Composition Conference, October 2000.
- . "Critical Thinking," Vancouver, WA: Washington Assessment Group Conference, May 2000.
- . "Trouble-Shooting Issues of Writing Assessment in Higher Education," Minneapolis, MN: Conference on College Composition and Communication, April 2000.
- . "Trouble-Shooting Issues of Writing Assessment in Higher Education." Tempe, AZ: Western States Composition Conference, October 1999.
- . "Building Before the Blueprints: Writing Programs' Roles in Renovating Undergraduate Education," Atlanta, GA: Conference on College Composition and Communication, March 1999.
- . "Down Stage (Writing) Center", Park City, UT: National Writing Centers Association Conference, September 1997.
- . "Strange Attractors: Assessment and ESL/Composition Instruction Serving and Enhancing Each Other," Laramie, WY: Conference on English, June 1997.
- . "Assessing the Assessment: Faculty and Students' Perceptions of the WSU Rising-Junior Writing Portfolio," Spokane, WA: Higher Education Assessment Conference, May 1997.
- . "WSU's Writing Portfolio: A Reading Session," Pullman, WA: Mini-Conference on Assessment, September, 1996.
- . "Coming to Terms With Self-Empathy: Some Considerations for Ecofeminism," Pullman, WA: GRESCO Interdisciplinary Conference, February 1995.
- . "The Canterbury Tales and Male Dis-Ease," Pullman, WA: New Approaches to Medieval and Renaissance Texts Interdisciplinary Conference, April 1994.

Grants and Contracts Awarded

- Diane Kelly-Riley, "Phase 2: Modern Mosaics: Company Town Memorialization and Redevelopment in Potlatch, ID," Idaho Humanities Council, October 2018, \$2500.
- Diane Kelly-Riley, Gary Strong, Karen Rohn, "Lager with Loggers: Company Town Legacy," Latah County Community Foundation, May 2018, \$1000.
- Diane Kelly-Riley, University of Idaho College of Letters, Arts, and Social Sciences Faculty Research Fellowship, April 2018, \$20,127.
- Diane Kelly-Riley, "Modern Mosaics: Company Town Memorialization and Redevelopment in Potlatch, ID," Idaho Humanities Council, February 2018, \$1000.
- Barrie Robison, Terrence Soule, Diane Kelly-Riley, Jodie Nicotra, Brian Cleveley, Cassidy Hall, George Tanner, Denise Bennett, "Polymorphic Games—An Interdisciplinary Game Design Studio for Vandals," Vandal Idea Project, April 2016, \$65,000.
- Diane Kelly-Riley and Heidi Estrem, "ENACT: Educators Networking about College-Composition Transitions," A State-wide collaboration of secondary and post-

- secondary teachers and faculty to plan and collaborate about the changes in expectations between secondary and post-secondary writing expectations, State of Idaho Office of the State Board of Education, \$21,800. April 2016.
- Diane Kelly-Riley, "A Study of the Accountability and Reform Efforts in Idaho to Improve Post-Secondary, First-Year Writing Courses, and the Effects on Curriculum and Students," Idaho State Board of Education State Longitudinal Data System Research Grant on Student Achievement, July 2015, \$5495.
- Diane Kelly-Riley, "A Study of the Rhetoric of Accountability and Reform Efforts in Idaho to Improve Post-Secondary, First-year Writing Courses, and the Effects on Students," 2016 University of Idaho Seed Grant, \$8024.
- Diane Kelly-Riley, CLASS Summer Travel Grant, Research on Idaho Writing Program responses to eliminate remedial course offerings, \$1788.
- Diane Kelly-Riley and Gary Williams, Fact-finding trip/Reduce Remediation, State Board of Education, AY 2013-14, \$4600.
- Diane Prorak, Rodney Frey, Andrew Brewick and Diane Kelly-Riley, "Retaining First Year Students: The Impact of Information Literacy Instruction at the University of Idaho," Part of the nationwide study, "Assessment in Action: Academic Libraries and Student Success" conducted by the Association of College and Research Libraries, 2013.
- Diane Kelly-Riley, "An exploration of the relationship between university-wide writing assessment learning outcomes and the National Survey of Student Engagement, Council of WPA Research Initiative Grant, 2008, \$1500.
- . Travel money to attend American Educational Research Association, WSU Faculty Travel Grant, 2006, \$750.
 - . "An Expanded Validity Inquiry into Minority Students' Experiences with Large-Scale Writing Portfolio Assessment," Conference on College Composition and Communication Research Initiative Grant, 2006, \$7544.
 - . "Exploring high school and college-level writing expectations with Kennewick and Yakima High Schools," CO-TEACH mini-grant, 2003, \$2500.
 - and Bill Condon, Lisa Johnson-Shull and Randal Leek. "ESL Tutor Training Module," WSU Teaching Improvement Grant 2003, \$25,000.
 - and Bill Condon. "An Exploratory Study into the Relationship between College-Level Critical Thinking and Writing Expectations," Council of Writing Program Administrators Research Grant, 2002, \$1300.
- Bill Condon, Diane Kelly-Riley, Richard Law and Gary Brown. "Fostering Critical Thinking and Faculty Practice in a Large, Public University," U.S. Department of Education, FIPSE Comprehensive Grant, 2001, \$380,000.
- Diane Kelly-Riley and Bill Condon. "An Exploratory Study of Problematic Writing in a Rising-Junior Writing Portfolio," Council of Writing Program Administrators Research Grant, 2000, \$1024.
- Diane Kelly-Riley, "Integrating service-learning in the English 101 classroom." Weyerhaeuser Environmental Education Grant, 1997, \$1000.
- . Unitarian Universalist Historical Society Grant, Judith Sargent Murray Research Grant, Awarded to travel to Jackson, Mississippi to review Murray's manuscripts, 1995, \$1000.
 - . WSU Graduate School Grant, Washington State University, Judith Sargent Murray Project, \$1000, 1995.

—. Jerard Fund Grant, English Department, Washington State University, Judith Sargent Murray Project, 1994, \$500.

College-level Funding Secured

Transformational Research and Investment Partnership with the Office of Research and Economic Development, \$30,000 supporting six faculty research projects, 2017.

CDIL, CLASS, ORED, OUR, and COGS continued funding for the Center for Digital Inquiry and Learning, 2018-19, \$30,000.

Invited Consultations or Presentations

“Think Little: Toward a Campus-Community Model Focused on People and Place,” University of Idaho-Washington State University, Keynote Speaker, Moscow, ID, April 2020, **COVID-19 Cancelled.

“Public Communication in Public Humanities Projects,” Invited lecture, NextGen NEH Doctoral Fellows Program at Washington State University, November 2019.

“Company Town Legacy: Using Oral Histories and Digital Humanities Projects to Engage in Community Conversation,” Malcolm Renfrew Interdisciplinary Colloquium, October 2019.

“Company Town Legacy: Potlatch at the Crossroads,” Invited Lecture, Part of the Smithsonian’s Crossroads: Change in Rural America Series, Moscow, Idaho, August 2019.

“New Oral Histories in the Company Town Legacy Project,” Pre-Riverside Music Festival Rally, Public Humanities Project, Potlatch, ID, August 2019.

“Showcasing Riverside Oral Histories,” Lager with Loggers, Public Humanities Project, Potlatch, ID, April 2019.

“Answering Good Questions with Programmatic Research: A Research-Methods Bootcamp for Writing Program Administrators,” Invited Institute Leader, Council of Writing Program Administrators, Sacramento, CA, July 2018.

“Things Every Writing Instructor Should Know about Writing Assessment and How to Use it to Improve Student Writing,” Invited address, Phorum, Iowa State University, October 11, 2017.

“Opportunities and Challenges of Using Threshold Concepts in First-Year Writing,” Salt Lake Community College, Invited workshop and consultation, February 2017.

Panelist, “Promoting Writing Across the Disciplines: A Roundtable Discussion,” Teaching Excellence Brown Bag, University of Idaho, November 2016.

Reviewer, ReVision System, Educational Testing Services, September 2016.

“Leveraging Campus Resources for Grant Writing,” Panelist. Washington State University Center for Civic Engagement, 2016 WSU-UI Campus Community Forum, Moscow, Idaho, May 2016.

Harvard University Extension School, Review of the HES Test of Critical Reading and Writing Skills, Served as a consultant to review and make recommendations for the improvement of the exam. April 2016.

“Facilitating Better and Deeper Learning Across the Disciplines: Using Threshold Concepts to Design Writing Assignments,” Teaching Excellence Brown Bag, University of Idaho, November 2015.

Council of Writing Program Administrators, Program Assessment Institute Leader, "CWPA Assessment Institute and Resource Festival: Valid Assessment=Human Judgments Made in Local Contexts" with Bob Broad.

ACT Writing Design Panel, April 2014, Iowa City, Iowa. Participated as a panelist to redesign the writing portion of the ACT test.

"Exploring the relationship between university-wide student learning outcomes for writing and the National Survey of Student Engagement," Invited lecture, Boise State University, October 2013

McGraw-Hill, Southern California Outcomes Research in English and Writing Situations Study, worked with several public universities and colleges in southern California to use Connect Composition Plus as a way to assess student learning outcomes for writing across multiple institution types, June and December 2011

Council of Writing Program Administrators, Assessment Institute with Bob Broad and Michele Eodice, Program Assessment for WPAs: A Day Long Workshop and Resource Festival, Baton Rouge, LA, July 2011

Virginia State University, "Writing and Critical Thinking: Putting our values in action in the classroom," A workshop for faculty involved in VSU's Quality Enhancement Plan, Petersburg, VA, May 2011

Virginia State University, "Promoting Writing and Critical Thinking in the Classroom," three, two-day faculty workshops connected to VSU's launch of their Quality Enhancement Plan, Petersburg, VA, May and June 2009

Idaho State Board of Education, "Toward a state-wide English placement system for Idaho Colleges and Universities," Facilitated a workshop with Idaho Writing Program Administrators and SBOE personnel to identify coherent and meaningful statewide writing placement practices, October 2008.

Whitman College, "Faculty assessment institute to promote critical thinking and writing," Walla Walla, WA, June 2008.

Summer Institutes, "Promoting critical thinking in the k-12 classroom," Spokane, WA, June 2006.

St. Mary's University, "Exploring possibilities for writing portfolios," Facilitated a discussion between faculty and administrators at St. Mary's University about the feasibility of a university-wide portfolio assessment, Winona, MN, June, 2005.

Northern Nevada Assessment Conference, Workshop Leader for two sessions, University of Nevada Reno, 2005

University of Nevada Reno, "Assessing and teaching what we value: A workshop for the core curriculum," University of Nevada Reno, 2005

CO-TEACH (US Department of Education Grant), "Critical Thinking K-20," A follow-up workshop with educators around the state of Washington to promote coherency for critical thinking expectations, Leavenworth, WA, January 2005.

CO-TEACH (US Department of Education Grant), "From Sandbox to Mortarboard: Promoting Critical Thinking K-20," Three day workshop with educators around the state of Washington to promote critical thinking, Leavenworth, WA, October 2004.

Spelman College, Two-day faculty development workshop on critical thinking, Atlanta, GA, June 2004.

University of Nevada-Reno, Two day workshop on critical thinking for Core General Education faculty, Reno, NV, October 2004.
University of Idaho, Promoting critical thinking expectations within the Idaho Core of Discovery, Moscow, ID, October 2003.
CO-TEACH, Critical thinking workshop, Kickoff event, Leavenworth, WA, June 2003
Wenatchee Valley College, Articulating expectations for student critical thinking," Faculty development workshop, Wenatchee, WA, December 2002.
Bellevue Community College, Reconciling Expectation with Practice: Thinking Critically about Student Critical Thinking," Keynote address and workshop leader for a faculty development institute, Bellevue, WA, December 2000

Professional Workshops Led

Answering Good Questions with Programmatic Research: A Research-Methods Bootcamp for Writing Program Administrators, Invited Institute Leader, Council of Writing Program Administrators, Sacramento, CA, July 2018.
Idaho ENACT Institute, Institute Planner and Leader, Idaho Educators Networking about College-composition Transitions. Idaho State Board of Education Funded Project to bring high school faculty and college-level first-year writing faculty to improve student transitions to post-secondary settings. McCall, Idaho, April 2016.
Publication workshop WSU faculty, Washington State University, 2009
Pre-Tenure Faculty Writing Workshop, College of Education, Washington State University, September 2008
Pre-Tenure Faculty Writing Workshop, College of Education, Washington State University, September 2007
Diane Kelly-Riley. Writing Assessment Consultation Session, San Francisco, CA: Conference on College Composition and Communication, March 2005.
--- and Bill Condon, Jason Johnstone-Yellin, "You can lead them to school, but you can't make them think" Workshop. Moscow, ID: Inland Northwest National Council of the Teachers of English, October 2004.
Promoting writing expectations between high school and college teachers, Washington State University, Pullman, WA, January 2004
--- and Bill Condon, Jason Johnstone-Yellin. "Critical Thinking Assessment That Teaches: Higher Order Learning That Matters," Workshop. Vancouver, WA: Washington Assessment Group Conference, May, 2004.
---. "Making Writing Assessment Matter," San Antonio, TX: Consultation Session, Conference on College Composition and Communication, March 2004.
---. "Improving Faculty Practice by Integrating Critical Thinking Expectations." Workshop, Seattle, WA: American Association of Higher Education, June 2003.
---. "Transformative Responses to Mandated Assessment." SIG, New York, NY: Conference on College Composition and Communication, March 2002.
Critical thinking workshop for WSU General Education faculty, September 2002
Leader of the state-wide Fall Assessment Colloquy for the assessment coordinators from the six public universities in the state of Washington, October 2001
---. "Critical Thinking Workshop", Spokane Valley, WA: Washington Assessment Group Conference, May 2001.

- . “Composing Communities as a Response to Mandated Assessment: Transforming the Culture of the University through Collaboration.” SIG. Denver, CO: Conference on College Composition and Communication, March 2001.
WSU Critical Thinking Project, Clark College, Vancouver WA, October 2000
Portfolio-based writing assessment, Business Department at Eastern Washington University, October 1997.

Professional Meeting Papers, Workshops:

- Diane Kelly-Riley, Institutional Representative, PTIE Conference (Promotion and Tenure Innovation and Entrepreneurship Consortium), Summer 2022.
Diane Kelly-Riley. Symposium Participant, “Developing the Western Land-Grant Network,” Humanities Extension Conference, Washington State University, Spencer Foundation Convening Grant, Spokane, WA, Fall 2021.
Diane Kelly-Riley, Participant. Digital Humanities for Department Chairs and Directors, Digital Humanities Summer Institute, University of Victoria, Victoria, BC, June 3-7, 2019.
Diane Kelly-Riley. Participant. First-Year Writing Across Idaho Summer Institute, Boise, ID: June 23-27, 2014.

TEACHING

Areas of Specialization: Composition, Writing Program Administration, Writing Assessment, Validity Theory, Fairness, Student Learning Outcomes, Writing Across the Disciplines, Faculty Development, Educational Measurement, Test Development, Writing Placement, Writing Center, Program Evaluation, Fairness; Digital Humanities and Public Humanities

Courses Taught:

University of Idaho

- Engl 101 (3 credits) Introduction to College Writing, Fall 2014
Engl 309 (3 credits) Rhetorical Style, Fall 2018
Engl 313 (3 credits) Business Writing, Spring 2016, Fall 2017
Engl 404 (3 credits) Cuba’s Historical and Cultural Influences on Ernest Hemingway, USAC, Havana, Cuba, June 2016
Engl 419 (3 credits) Writing for the Web, Fall 2019
Engl 440 (3 credits) College Writing, Reading and Rhetoric, Spring 2014, 2015, 2016, 2017, 2018
INTR 503 (1 credit) Composition Teacher Orientation, Fall 2013, 2014, 2015, 2016
Engl 501 (3 credits) Fairness and the Assessment of Writing, Summer 2017
Engl 502 (3 credits) Directed Study: Ecocomposition Theory, Spring 2016
Engl 504 (3 credits) Introduction to Digital Humanities, Spring 2018
Engl 505 (3 credits) Composition Pedagogy and Practice, Fall 2013, 2014
Engl 505 (1 credit) Teaching Apprenticeship English Studies, Fall 2015, 2016
Engl 523, Composition Pedagogy: Theory and Practice, Fall 2015, 2016
Engl 506 (3 credits) Composition Theory, Spring 2015, 2017

Engl 598 (3 credits) Administrative internship in the UI Writing Program, Fall 2014, Spring 2015, Fall 2015, Spring 2016

Instructor, Washington State University

English 100 (3 credits) Basic Writing, 1997

Engl 101 (3 credits) Introduction to Academic Writing, 1994-1996

Engl 104 (3 credits) Intermediate Grammar, 1995-1996

Engl 105 (3 credits) Intermediate Composition for ESL, 1995

Engl 106 (1 credit) Conversational English, 1995

Engl 201(3 credits) Research Writing, 1996, 1997

Engl 531 (3 credits) Administrative Internship in the WSU Writing Program, 2002-2012

Engl 597 (3 credits) Teaching and Evaluating Writing for Secondary School Teachers, 1999

Engl 590 (1 credit) Special Topics, Issues of Validity, 2006

Engl 590 (1 credit) Special Topics, Basic Writing Placement, 2007

Ed Psy 509 (3 credits) Test Development and Assessment, 2008-2011

Ed Psy 570 (3 credits) Introduction to Program Evaluation, 2006-2009

Ed Psy 571 (3 credits) Advanced Program Evaluation, 2010

Students Advised:

University of Idaho graduate students:

Chair of graduate committee:

Zachary Williamson, MA English, 2018

David Eubank, MA English, 2018

Allison Hancock, MA English, 2016-2017

James O'Connor, MA English, 2015

Served on graduate committee:

Misty Ellingburg, MFA English, 2014-2016

Amanda Haruch, PhD, Education, 2016-present

Washington State University graduate committee service:

Jessica Edwards, English, Doctoral Exam, 2011

Jennifer O'Brien, MA English Composition/Rhetoric, 2011-13

Mike Hilbert, MA English, Composition/Rhetoric, 2011-12

Jen Matthews, MA Exam, Counseling Psychology, 2010

Jared Anthony, Doctoral Exam and Dissertation, English, 2007-2008

Kris Kellejian, Dissertation Committee, English, 2007-2010

Dane Christian, Doctoral Exam Committee, Educational Psychology, 2008

Andy Boyd, Doctoral Exam Committee, Educational Psychology, 2008

Sonja Bruce, MA Committee, Counseling Psychology, 2008-2009.

SERVICE

National

Association for Assessment of Learning in Higher Education
Co-Chair, Grand Challenges for Assessment in Higher Education, Using
Assessment Findings to Direct Immediate Pedagogical Improvements Sub-
Group, Appointed March 2020-2021,
[https://assessment.uncc.edu/excellence-assessment/grand-challenges-
assessment-project](https://assessment.uncc.edu/excellence-assessment/grand-challenges-assessment-project).

National Council of Teachers of English

Task force to create an alternate educational score card, 2014-2015

Conference on College Composition and Communication

Committee to revise the Post Secondary Teaching of Writing: Statement and
Principles, 2012-2013 (Available at

<http://www.ncte.org/cccc/resources/positions/postsecondarywriting>)

Tier I Conference Proposal Reviewer, 2012, 2013, 2015, 2017, 2018

Council of Writing Program Administrators,

CWPA Annual Conference, Conference Proposal Reviewer, 2015-2018

Co-Chair, Research Grants, 2014-2019

Nominating Committee, 2012

Frameworks for Success Review Committee, 2010-11

Research Grants Selection Committee, 2011-2019

International Writing Across the Curriculum Conference

Proposal Reviewer, 2012

Smarter Balanced Assessment Consortium

Range Finding State Representative for College Writing, Woodbury, MN,
November 2012

Common Core State Standards

Reviewer, 2009

Fund for the Improvement of Post Secondary Education (FIPSE)

Grant Reviewer for U.S. Department of Education, 2002-2009

Research Network Forum

Discussion Leader, 2007-2016

Editors Roundtable representative for *Journal of Writing Assessment*

National Learning Infrastructure Initiative Summer Institute

Facilitator for 2003, Seattle, WA

American Association for Higher Education Conference,

Local Planning Committee Member, Seattle, WA, 2002

State

UI SBOE Representative for General Education, Written Communication, 2014-2020

GEM Stamp Course Reviewer, Communication and Humanities, 2014-2020

Idaho ENACT (Educators Networking About College Composition Transitions)

Organizer and Workshop Leader, McCall, Idaho, April 2016

First Year Writing Across Idaho Summer Institute, Boise, ID; June 23-27, 2014.

Core to College Representative, Meeting of Higher Education Representatives and
Common Core, Seattle, WA, May 2012, October 2012, April 2013

State of Washington, State-Wide Senior Writing Study, Participant, Organizer and
Presenter, 1999-2001

University

Search Committee Chair, Ombuds, 2022
Onboarding Improvement Team, 2022-present
Great Colleges to Work For Institutional Implementation Team, 2022-present
Search Committee Chair, Vice Provost for Digital Initiatives, 2021
Search Committee Chair, Director of Dual Credit, 2021
Infectious Disease Response Team, Fall 2020-present
Provost's Council, Fall 2020-present
Supervising in the Time of COVID, Series for Fall 2020-present
Employee Matters, Fall 2020-present
CARE Team, Fall 2020-present
Transition Team for the VP of Research, Fall 2020-present
President's COVID19 Planning, Summer 2020-present
Threat Assessment Team, Fall 2020-present
Faculty Affairs Committee, Fall 2020-present
R1/Research Working Group, Fall 2019-present
Search Committee, Vice President for Research and Economic Development,
Spring 2020
Honors Program Advisory Committee, 2019-2020
COVID-19 Transitioning to Online Teaching and Learning, Committee Member in a
Network of Support Hosted by UI's Center for Excellence in Teaching and
Learning, Spring 2020
CLASS Research Council Representative, Fall 2019
Mentor, Athena Mentoring Program, 2019, 2020
Search Committee, Faculty Development and Proposal Specialist Director, Office
of Research and Economic Development, 2017-2018
Associate Dean working group, University of Idaho, 2017-present
Successful application (co-authored with Kenton Bird) for Anthony Doerr's *All the
Light We Cannot See* as UI's 2015-2016 Common Read
UI Common Read Committee, 2015-present
GEM Stamp Course Reviewer, Communication and Humanities, 2014
Washington State University Accreditation, Standard 2 Committee, 2007-present.
WSU Program Coordinator, Citation Project <http://citationproject.net/>, 2010-11
WSU Representative to the state-wide assessment colloquy, 2005.
Presentation for WSU DDP Cougs' Rendezvous, Everett, WA about the WSU
Writing Portfolio, 2003-2004
Presentations to New Faculty Orientation regarding Writing and Critical Thinking
at WSU, 2002-2003
Presentations to WSU Units about the WSU Critical Thinking Project, 1999-2002
Presentations to WSU IALC faculty about writing expectations, 1999-2013
Co-organized the Mini-Conference on Assessment, 1996.
Presented information about WSU's Writing Program to the WAC and M-Course
seminars 1996-1998.
Regents' Scholar Selection Committee, 2004, 2006, 2009, 2010
Search Committee, Associate Vice Provost for Educational Assessment, 2004.
AAA Steering Committee, 2001-2004
Data Audit Toolkit committee, 2002.

Catalog Sub-committee, 2000 to 2001
All University Writing Committee, 1996 to present

College

Seeking Suffrage, Committee Member, Collaboration with CLASS, Latah County Historical Society, and the Moscow League of Women Voters to commemorate the 100 year anniversary of women securing the right to vote, Speaker Series, 2019-2020
CLASS Work Equity Group, 2019
CLASS Tenure and Promotion Committee, 2018-2020
CLASS Executive Committee, 2014-2020
CLASS Dean's Roundtable, 2017-2020
Chair, Search Committee, Interim Dean for CLASS, Spring 2018
CLASS Dean's Roundtable, 2017-2018
Chair, Search Committee, Associate Dean for Undergraduate Studies and Faculty Affairs, Spring 2017
Chair, Olsson Research Grants, 2017
Chair, CLASS Faculty Research Fellowships, 2017
Chair, CLASS Summer Research Grants, 2017
Chair, CLASS Key Undergraduate Funds, 2017
Chair, Goal Three, CLASS Strategic Planning, Fall 2016
University of Idaho CLASS Executive Leadership Committee, 2014-Present
University College, Assessment Committee, WSU, Chair, 2011-2013
Undergraduate Teaching and Learning Assessment Initiative Selection Committee, WSU, 2004

Departmental

Rhetoric and Composition Committee, 2017-2020
TESL faculty search committee member, 2015-2016.
UI English Department Engl 490 Capstone Course External Reviewer, December 2014
Assessment Committee, 2015-2018
Nixon Fund Committee, English Department, University of Idaho, 2013
Curriculum Committee, English Department, University of Idaho, 2013-2016
Executive Committee, English Department, University of Idaho, 2013-2016
Chair, Rhetoric and Composition Committee, English Department, University of Idaho, 2013-2017
Chair, Writing Across the Curriculum Workshop Planning Committee, 1999 to 2013
Chair, Harold and Jeanne Rounds Olsen Graduate Fellowship Selection Committee, 1999 to 2013.
Chair, Harold and Jeanne Rounds Olsen Best Writing Portfolio Selection Committee, 1996-2013.
Composition Committee, WSU English Department, 2010-2013
University College, Assessment Committee, Chair, 2011-2013
International Student Committee, 1998
Basic Writing Planning Committee, 1997

Search Committee, ESL Specialist, English Department, 1996.
Text Selection Committee, IALC, 1995.
Ad Hoc General Education 302 Committee, 1995.
Graduate Student Representative, Speaker Committee, English Department,
Washington State University, 1995.

Administrative Projects

CLASS Teaching Innovation Grants, Fall 2019.
CLASS Faculty Travel Grants for tenure line and non-tenure track faculty, Spring 2019.
CLASS Interdisciplinary Fellowships. Developed funding opportunity for CLASS faculty to lead interdisciplinary scholarly and creative projects. First awards made in Spring 2019.
Collaboration with Nez-Perce-Clearwater National Forest Service. Professional Writing Emphasis students in English 440 wrote grants and other materials to support projects with the VOEDA project along the historic corridors Lolo Trail, Magruder Corridor.
Center for Digital Inquiry and Learning + CLASS undergraduate, graduate, and faculty fellowships. Partnership between CDIL, CLASS, College of Graduate Studies, Office of Undergraduate Research, and Office of Research and Economic Development, February 2018. Secured \$30,000 in funding.
Transformational Research and Investment Partnership with the Office of Research and Economic Development Research Exposition highlighting the work of eight CLASS faculty, April 2017. Secured \$30,000 in funding.
Collaboration with Vanport Mosaic in Portland, Oregon, Spring 2017. Professional Writing Emphasis students in English 440 wrote grants and other materials to support their annual festival and yearly activities. I took four undergraduate to the 2017 Vanport Mosaic Festival in Portland, Oregon: <https://www.vanportmosaic.org/>.
Write Class Uldaho, a directed self-placement system that integrates state-mandated standardized test scores with student academic inventory and additional information for more proper placement into first-year writing courses.
Updated Engl 313, Business Writing, and Engl 317, Technical Writing, to meet State of Idaho GEM requirements for Oral Communication. Collaborated with departmental colleagues to update curricula; collaborated with colleagues from the department of Communication to ensure that the courses met GEM requirements for Communication; submitted materials to University of Idaho General Education Committee for approval. Received UI General Education committee approval in May 2015.
Updated UI English Department Writing Minor; Clarified the Composition/Rhetoric focused Writing Minor as distinct from the Creative Writing-Writing Minor, Approved Spring 2015.
Updated the Professional Writing Emphasis to be equivalent in credits to the other English undergraduate emphases; identified cross-listed courses appropriate for the Professional Writing Emphasis, Approved Spring 2015.

Professional and Scholarly Organizations

Editor, *Journal of Writing Assessment*, 2010 to 2022

Accreditation Reviewer

Quality Enhancement Plan Reviewer, Southern Association of Colleges and Schools
Prairie View A&M University, Prairie View, TX, 2010

Virginia State University, Petersburg, VA, 2008

Nicholls State University, Thibadeaux, Louisiana, 2006

External Reviewer, English Division, North Idaho College, Coeur d'Alene, Idaho, April
2016.

Reviewer for Professional Journals and Books

Computers and Education, 2016-2017

Parlor Press, 2016

Utah State University Press, 2015, 2017, 2019

College Composition and Communication, 2009-present

Assessing Writing, 2007-2015

Across the Disciplines, 2013-2015

NCTE, Studies in Writing and Rhetoric, 2013

WPA: Journal of Writing Program Administration, 2014-2017

Research in the Teaching of English, 2013-2016

Editorial Boards

Across the Disciplines, 2016-Present

College Composition and Communication, 2016-Present

Journal of Writing Assessment, Hampton Press, 2008-2010; 2023-present

WAC Clearinghouse, 2018-present

Professional Memberships

Modern Language Association, 2016-present

American Educational Research Association, 2006-2012

College Composition and Communication, 1998-present

Council of Writing Program Administrators, 1999-present

Association of Faculty Women, Washington State University, 2008-2013

Participant, WPA Listserv, 1998-present

Participant, Assess-W Listserv, 1999-present

External Tenure Reviews

External Reviewer for two Tenure and Promotion cases, Two candidates; one from
University of Baltimore and the other from New Mexico State University, 2017

Outreach Service

Senior Paper and Project evaluator for Pullman High School, 2000, 2001, 2002,
2003.

University of Idaho Hemingway Festival, Outreach to Moscow High School, March
2016.

Community Service:

Idaho VFW Teacher Award and Study Essay Judge, 2009-2012
Backup fiddler, Potlatch Junior Jammers, 2006-2020.
Whitepine Scenic Byway Committee, 2002-present
Planning Committee Member, Latah County Library District, 2005-2013.
President, Friends of the Potlatch Library, Potlatch, ID, 1999-2013
Marshallese Language Translator, King County Court System, 1998, 2002, 2006,
2007
Writing Workshop for Young Writers, Jenifer Junior High School, Lewiston, ID,
February 1997
Master Gardener of Whitman County, WSU Cooperative Extension, 1996-97
Secretary, Whitman County Chapter of the Washington State Master Gardener
Foundation, May 1996 to December 1996

PROFESSIONAL DEVELOPMENT

Digital Humanities for Department Chairs and Directors participant, Digital
Humanities Summer Institute, University of Victoria, Victoria, BC, June 3-7, 2019.
HERS Institute, Denver, Colorado, June 2018
Cengage Composition Leadership Institute, San Diego, CA, February 11-13, 2015
Council of Writing Program Administrators' Workshop, Normal, IL: July 13-16, 2014.
Led by Linda Adler-Kassner and Chuck Paine
AACU ePortfolio forum, Washington DC, January 2011