

Abridged CV: Bradley Dilger

Professor of English, Purdue University cbdilger@gmail.com
<https://dtext.org/> +1-309-259-0328

Education

Ph. D. in English, University of Florida, August 2003.
M. A. in English, University of Florida, December 1998.
B. A. in English, with honors, University of Florida, May 1993.

Academic appointments

Professor, Department of English, Purdue University, August 2022–present.
Associate Professor, Department of English, Purdue University, August 2014–July 2022.
Professor, Department of English & Journalism, Western Illinois University, Macomb, IL, August 2012–July 2014.
Associate Professor, Department of English & Journalism, Western Illinois University, Macomb, IL, August 2009–July 2012.
Assistant Professor, Department of English & Journalism, Western Illinois University, Macomb, IL, August 2003–July 2009.
Graduate Research Assistant, Department of English, College of Arts & Sciences, and College of Agricultural & Biological Engineering, University of Florida, Gainesville, FL, August 1996–May 2002.

Administrative appointments (details below)

Director of Writing, Department of English, Purdue University, July 2023–present.
Director of Introductory Composition, Department of English, Purdue University, August 2016–May 2020; August 2022–July 2023.
Chair, Writing in the Disciplines (WID) committee, Western Illinois University. August 2012–July 2014.
Member, Writing in the Disciplines (WID) committee, Western Illinois University. August 2012–July 2014.
Chair, Essential Academic Skills Committee, College of Arts & Sciences, Western Illinois University. August 2012–July 2014.

Publications: Refereed journal articles & conference proceedings (2013—present)

- Baird, N. & **Dilger, B.** (2023). Supporting discourse-based interviews: Developing a methodological resource for researchers and students using design thinking. *Proceedings of the 41st ACM International Conference on Design of Communication* (ACM SIGDOC 2021). 229–234.
- Banat, H., Palese, E., Gill, H. M., Staples, S., & **Dilger, B.** (2023). Designing digital repositories: User centered design thinking and sustainable professional development. *Composition Studies* 51(1), 44–64.
- Baird, N. & **Dilger, B.** (2022). The discourse-based interview: Forty years of exploring the tacit knowledge of writers [Introduction to special issue]. *Composition Forum* 49. <https://compositionforum.com/issue/49/dbi-introduction.php>

- McMullin, M., Banat, H., Weech, S., & **Dilger, B.** (2022). Building ethical distributed teams through sustained attention to infrastructure. *Communication Design Quarterly* 10(2). 32–43.
- McMullin, M., Banat, H., Weech, S., & **Dilger, B.** (2022). Assessing equity and inclusion in research teams through constructive distributed work. *Proceedings of the International Conference on Professional Communication* (IEEE ProComm 2022). 65–71.
- Sims, R., Banat, H., Panahi, P. L., Tran, P. M., & **Dilger, B.** (2022). Illuminative evaluation of the initial implementation of an intercultural-competence-focused first-year writing curriculum. *Writing & Pedagogy* 14(1). 103–127.
- Banat, H., Panahi, P. L., Tran, P. M., Sims, R., & **Dilger, B.** (2022). Developing intercultural competence through a linked course model curriculum: Mainstream and L2-specific first-year writing. *TESOL Journal* 13(1). e613, 1–16.
- McMullin, M., Banat, H., Weech, S., & **Dilger, B.** (2021). Using iterative persona development to support assessment and research. *Proceedings of the 39th ACM International Conference on Design of Communication* (ACM SIGDOC 2021). Article No. 29, 1–8.
- McMullin, M., & **Dilger, B.** (2021). Constructive distributed work: An approach to sustainable collaboration and research for distributed teams. *Journal of Business & Technical Communication*, 35(4). 469–495.
- Banat, H., McMullin, M., & **Dilger, B.** (2020). Initiating and sustaining student professionalization through grant writing. *Proceedings of the 38th ACM International Conference on Design of Communication* (ACM SIGDOC 2020). Article No. 2, 1–6.
- Baird, N., & **Dilger, B.** (2018). Dispositions in natural science laboratories: The roles of individuals and contexts in writing transfer. *Across the Disciplines: A Journal of Language, Learning and Academic Writing*, 15(4), 21–40.
- Baird, N., & **Dilger, B.** (2017). Metaphors for writing transfer in the writing lives and teaching practices of faculty in the disciplines. *WPA: Writing Program Administration*, 41(1), 102–124.
- Baird, N., & **Dilger, B.** (2017). How students perceive transitions: Dispositions and transfer in internships. *College Composition & Communication* 68(4), 684–712.

Publications: Chapters in edited collections (2013–present)

- Baird, N. & **Dilger, B.** (2023). The writing transfer strategies of first generation college students: Negotiation as a metaphor for adaptive transfer. In Ritter, K. (Ed.), *Beyond fitting in: Rethinking first-generation writing and literacy education* (pp. 211–232). MLA.
- Panahi, P. L., Banat, H., Sims, R., Tran, P. M., & **Dilger, B.** (2022). Transnational curriculum design for intercultural learning in writing programs. In C. Donahue & B. Horner (Eds.), *Teaching and studying transnational composition* (pp. 323–342). MLA.
- Anson, C., **Dilger, B.**, Dryer, D., Bazerman, C., & Lerner, N. (2021). Conclusion. In K. Blewett, T. Donahue, & C. Monroe (Eds), *The expanding universe of writing studies: Higher education writing research* (pp. 417–420). Writing and Rhetoric Series. Peter Lang.
- Smith, A. W., Chernouski, L., Batti, B., Karabinus, A., & **Dilger, B.** (2021). People, programs, & practices: A grid-based approach to designing and supporting online

writing curriculum. In J. Borgman & C. McArdle (Eds.), *PARS in practice: Resources and strategies for online writing instructors* (pp. 83–96). WAC Clearinghouse.

- **Dilger, B.** (2015). West Palm. In J. Rice (Ed.), *Florida* (pp. 151–173). Parlor Press.

Publications: Edited collections and special journal issues

- Baird, N. & **Dilger, B.** (Eds.) (2022). The discourse-based interview: Forty years of exploring the tacit knowledge of writers [Special issue of peer-reviewed journal]. *Composition Forum* 49. <https://compositionforum.com/issue/49/>
- **Dilger, B.**, & Rice, J. (Eds.). (2010). *From A to <A>: Keywords of markup*. University of Minnesota Press. 296pp.

Publications: Book reviews, review essays, and interviews

- Baird, N. & **Dilger, B.** (2022). “Essential allies in the construction of knowledge”: A conversation with Lee Odell, Dixie Goswami, and Anne Herrington [Interview]. *Composition Forum* 49. <https://compositionforum.com/issue/49/odell-goswami-herrington-interview.php>
- **Dilger, B.** (2014). The unseen weight of class [Review essay]. *College Composition & Communication*, 65(3), 464–472.

Publications: Other (2013–present)

- Sims, R., **Dilger, B.**, Panahi, P., Tran, P., & Banat, H. (2022). Transculturation in introductory composition: Curriculum, implementation, and online delivery. *HubICL: Intercultural Learning Hub*. [Curriculum for FYW with integrated assessment.] <https://hubicl.org/projects/transculturation>
- **Dilger, B.** (2022). Testing. In J. Tham (Ed.), *Keywords in design thinking: A lexical primer for technical communication today* (pp. 41–44). Foundations and Innovations in Technical and Professional Communication. WAC Clearinghouse.
- Staples, S., **Dilger, B.**, Novikov, A., Picoral, A., Goulart, L., Fullmer, M., Reppen, R., Gao, J., Wang, H., Wang, Y., Laney, K., Gill, H., & Sanchez, K. (2021). Corpus In A Box: Automated Tools, Tutorials, & Advising [Web-based corpus building toolkit]. <https://writecrow.org/CIABATTA/>
- Baird, N., & **Dilger, B.** (2018). Networked research, networked ethics. In B. McNely & J. Rice (Eds.), *Networked humanities: From within and without the university* (pp. 242–247). Parlor Press.

Conference Presentations (2013–present)

- Banat, H., Gupta, A., McMullin, M., Swatek, A., Weech, S., and **Dilger, B.** (2022, October). Grant writing: A heuristic for ethical collaboration [Conference workshop]. 40th ACM International Conference on Design of Communication (ACM SIGDOC 2022). Boston, MA.
- Smith, A. W., Bay, J., Clark, A., Mast, E., Elvir, O., Chernouski, L., & **Dilger, B.** (2020, July.) Teaching students to seek answers to their questions: Writing programs as incubators for undergraduate research [Online conference roundtable]. Council on Undergraduate Research (CUR) Biennial Conference, West Lafayette, IN.
- Baird, N., Blythe, S., DePalma, M., Prior, H., Ringer, J., Wilson, J., & **Dilger, B.** (2020, March). Coding as common ground: Making adaptive transfer visible [Conference

panel]. Conference on College Composition & Communication, Milwaukee, WI. (Cancelled.)

- Wooten, C., Babb, J., Saidy, C., Baird, N., **Dilger, B.**, & Ritter, K. (2020, March). Rethinking our commonplaces: Learning from first-generation students in writing programs [Conference panel]. Conference on College Composition & Communication, Milwaukee, WI. (Cancelled.)
- Banat, H. & **Dilger, B.** (2019, July). Linking a corpus and repository for research, teaching, and professional development [Conference workshop]. Council of Writing Program Administrators Annual Conference, Baltimore, MD.
- Tran, P. M., Yan, Y., Sims, R., Banat, H., & **Dilger, B.** (2019, July). Developing intercultural competence in first year writing [Conference panel]. Council of Writing Program Administrators Annual Conference, Baltimore, MD.
- Jones, E., McMullin, M., Banat, H., & **Dilger, B.** (2019, June). Exploring a web-based archive of writing and assignments [Conference workshop]. Computers & Writing Conference, East Lansing, MI.
- Baird, N., & **Dilger, B.** (2019, June). The evolution of the discourse-based interview [Poster presentation]. Computers & Writing Conference, East Lansing, MI.
- Opel, D., Jones, J., Banat, H., Rodriguez, E., McMullin, M, & **Dilger, B.** (2019, June). Foregrounding ethics in grant-funded research: interdisciplinarity, inter-institutionality, and collaboration [Conference roundtable]. Computers & Writing Conference, East Lansing, MI.
- Baird, N., & **Dilger, B.** (2018, October). The evolution of the discourse-based interview: Uncovering tacit writing knowledge [Conference session]. Writing Research Without Walls, Purdue University, West Lafayette, IN.
- **Dilger, B.** (2017, July). INQWIRE: Surveying the field, coordinating research [Paper presentation]. Council of Writing Program Administrators Annual Conference, Knoxville, TN.
- Banat, H., Gao, J., Lan, G., & **Dilger, B.** (2017, March). Developing a corpus of L2 writing and repository of pedagogical artifacts: Methodology, usability, research [Poster presentation]. American Association for Applied Linguistics, Portland, OR.
- McMullin, M., Wang, Z., & **Dilger, B.** (2017, March). Promoting RAD writing research through inter-institutional collaboration [Conference panel]. Conference on College Composition & Communication, Portland, OR.
- McMullin, M., Wang, Z., Macdonald, L., Staples, S., & **Dilger, B.** (2016, May). Boundary work: Designing a composition archive for research and mentoring across disciplines [Conference panel]. Computers & Writing Conference, Rochester, NY.
- Baird, N., & **Dilger, B.** (2016, April). Remixing the cookbook lab: Encompassing transitions in science labs [Conference session]. Conference on College Composition & Communication, Houston, TX.
- Baird, N., & **Dilger, B.** (2015, July). Contextual and individual influences on writing transfer: Implications for WPAs [Conference session]. Council of Writing Program Administrators Annual Conference, Boise, ID.
- Fishman, J. & **Dilger, B.** (2015, March). Networks for research: Building infrastructures to support empirical research at #4C15 and beyond [Conference roundtable]. Conference on College Composition & Communication, Tampa, FL.

- Nancy, R., Baird, N., & **Dilger, B.** (2013, July). Writing transfer at the state comprehensive university [Conference panel]. Council of Writing Program Administrators Annual Conference, Savannah, GA.
- Baird, N., & **Dilger, B.** (2013, June). Writing transfer and first-generation college students [Conference session]. Critical Transitions: Writing and the Question of Transfer, Elon, NC.
- Lockhart, T., Soliday, M., Baird, N., & **Dilger, B.** (2013, March). Strategies, supports, and barriers: The complex transfer of genre knowledge in the disciplines [Conference panel]. Conference on College Composition & Communication, Las Vegas, NV.

Invited speaking (2013–present)

- **Dilger, B.** (2022, October). Grant writing: Structures & practices [Invited workshop and consultations]. University of Massachusetts, Boston.
- **Dilger, B.** (2022, August & 2021, August). Research mentor and facilitator. Dartmouth Seminar for Research in Writing Studies, University of Maine, Farmington, ME.
- **Dilger, B.** (2016, August). Advancing writing research with Crow, the Corpus & Repository of Writing [Invited lecture]. College Writing: From the 1966 Dartmouth Seminar to Tomorrow, Dartmouth College, Hanover, NH.

Grants: National

- Staples, S., & **Dilger, B.** (2019, May). Expanding the Corpus and Repository of Writing: An archive of multilingual writing in English. ACLS Digital Extension Grant, \$149,000.
- Sims, R., Banat, H., Panahi, P. L., Tran, P. M., & **Dilger, B.** (2018, July). Prioritizing intercultural competence in writing programs through linked courses. Council of Writing Program Administrators (CWPA) Targeted Research Grant. \$4,000.
- **Dilger, B.**, Hart-Davidson, W., & Staples, S. (2017, June). Crow, the Corpus & Repository of Writing: Creating sustainable practices for writing research in a changing climate. Humanities Without Walls Changing Climate Grant, \$141,700.
- Baird, N., & **Dilger, B.** (2012, June). Barriers to writing transfer: Writing in the major at the “2+2” university. Council of Writing Program Administrators (CWPA) Targeted Research Grant. \$3,958.
- Baird, N., & **Dilger, B.** (2012, March). Barriers to writing transfer: Writing in the major at the “2+2” university. Conference on College Composition & Communication (CCCC) Research Initiative. \$10,000.

Grants: Internal (2013-present)

- **Dilger, B.** (2022, October). Travel for SIGDOC conference. Purdue CLA ASPIRE research enhancement grant. \$1,500.
- **Dilger, B.**, & Weech, S. (2021, September). Pivoting Crow outreach to asynchronous approaches [Internal research grant]. Purdue COVID-19 Research Disruption Fund. \$16,969.
- **Dilger, B.** (2021, April). Inclusive interdisciplinary writing research and professional development: Crow, the Corpus & Repository of Writing [Internal research seed grant]. Purdue University College of Liberal Arts HWW–3 Challenge. \$4,000.

- Sherman, D., & **Dilger, B.** (2020, July). Cultures of writing: The state of transfer at public regional comprehensive universities. Purdue Research Foundation XR Grant (dissertation fellowship). \$23,400.
- Sims, R., Banat, H., Panahi, P. L., Tran, P. M., & **Dilger, B.** (2020, January). Transculturation in Introductory Composition. Center for Intercultural Learning Mentorship, Assessment, Research (CILMAR) Special Initiatives Grant. \$10,000.
- Sims, R., Banat, H., Panahi, P. L., Tran, P. M., & **Dilger, B.** (2019, April). Transculturation in Introductory Composition. Center for Intercultural Learning Mentorship, Assessment, Research (CILMAR) Mini-Grant. \$5,000.
- Sims, R., Banat, H., Panahi, P. L., Tran, P. M., & **Dilger, B.** (2018, April). Transculturation in Introductory Composition. Center for Intercultural Learning Mentorship, Assessment, Research (CILMAR) Mini-Grant. \$2,000.
- **Dilger, B.** (2019, May). Travel to Computers & Writing Conference in East Lansing, MI. Purdue CLA ASPIRE research enhancement grant. \$1,500.
- **Dilger, B.** (2017, October). Travel for Crow development summit in Tucson, AZ. Purdue CLA ASPIRE research enhancement grant. \$1,500.
- Craig, S., & **Dilger, B.** (2017, April). Mentoring on the front line: An interrogation of mentoring and training practices within composition practica. Purdue Research Foundation Dissertation Fellowship. \$21,750.
- **Dilger, B.**, and Francis, E. (2017, March). Heavilon 201 studio upgrades. EVPRP Non-Lab Equipment Upgrade, Tier I, \$3,902.
- **Dilger, B.** (2017, March). Travel to Conference on College Composition & Communication and American Association for Applied Linguistics in Portland, OR. Purdue CLA ASPIRE research enhancement grant. \$1,500.
- **Dilger, B.** (2016, April). Crow, the Corpus & Repository of Writing: A platform for collaborative research and professional development in writing studies. Purdue Research Foundation Summer Research Grant. \$8,000.
- **Dilger, B.** (2016, April). Travel to Computers & Writing Conference in Rochester, NY. Purdue CLA ASPIRE research enhancement grant. \$1,500.
- Pacheco, D., Lukasik, C. & **Dilger, B.** (2016, October). Culture, creativity, technology, a learning community integrating English & Computer Graphics Technology. INNOVATE: CLA Undergraduate Education Fund. \$15,000.

Research mentorship: Chairing & co-chairing doctoral committees

- Alhazmi, N. (2024, December, expected). Transitioning to professional writing: The case of L2 undergraduate student writers.
- Hall, K. S. (2024, August, expected). Curriculum and models of masters-level graduate instructor training in first-year composition.
- Yerace, M. (2024, May, expected). Mentoring, advocacy, resilience: Investigating strategies of agility for writing program administration.
- Chernouski, L. (2024, May, expected). Developing online writing instruction using the PARS framework.
- Weech, S. (2023, August). The rhetorics and networks of public research communication. (Utah Valley U, tenure-track).

- Sherman, D. (2021, August). Cultures of writing: The state of transfer at regional state comprehensive universities. (U of Findlay, tenure-track).
- Smith, A. W. (2021, August). Digital age: A study of older adults' user experiences with technology. (Georgia Tech, tenure-track).
- Sims, R. (2021, May). Investigating culturally responsive teaching practices in first-year composition. (U of Strathclyde, Glasgow, tenure-track).
- Banat, H. (2020, May). Assessing intercultural competence in writing programs through linked courses. (U of Massachusetts, Boston, tenure-track).
- Swatek, A. (2019, May). Linguistic characteristics of online academic instruction videos: A corpus-based register analysis. (Old Dominion U, lecturer).
- McMullin, M. (2019, May). Crafting new materialist research frameworks for collaborative response. (North Carolina State U, tenure-track).
- Craig, S. (2018, May). An interrogation of mentoring and training practices within the composition practicum. (Virginia Tech, tenure-track).

Research mentorship: Doctoral committees

- Seifeddine, G. (2025, August, expected). Demystifying conflict in the writing center and stirring up good trouble.
- Deptula, A. (2025, August, expected). Assessing chronic pain disparities: A discourse analysis across technical and medical documentation.
- Rankin, D. (2025, May, expected). The effect of accreditor learning assessment mandates on writing assessment at Northwest Vista College: An ethnographic case study.
- Colón, G. I. (2024, August, expected). Meeting writers where they are: A multi-institutional analysis of participatory writing collaborations between university writing centers and Latinx cultural centers.
- Chen, J. (陈剑芬). (2023, August). Who can we listen to amid the uncertainties and risks of the Covid-19 pandemic? A comparative case study on public rhetorics of two influential healthcare professionals from China and the United States. (Towson U, tenure-track).
- Pellegrini, M. (2023, August). Getting funded: The application of genre theory to entrepreneurial communication. (Texas Tech U, tenure-track).
- Wang, I. (2023, August). Weaving centers of resistance: Towards indigenous writing center praxis. (U of Hawaii, tenure-track).
- Geib, E. (2022, August). Methodological grand narratives of community writing projects: Accessing sustainability and reciprocity through qualitative meta analysis. (Slippery Rock U, tenure-track).
- Hobza, M. (2022, August). Peripheral affects: Critical empathy and negotiating difference in writing center staff education. (Arizona State U, staff position).
- Pandey, S. (2022, August). Multimodal composition in technical and professional communication: Transnational writers in the COVID- and post-COVID-19 period. (Sam Houston State U, tenure-track).
- Forte, J. (2021, August). Civic online reasoning in first-year composition: The outcomes of learning outcomes. (Johns Hopkins U, lecturer).

- Hibbard, L. (2021, August). Preserving play: Archival practice in queer game studies. (Brittain Fellowship, Georgia Tech).
- Ruiz, V. (2021, August). Entrepreneurial citizenship: Inquiry and redefinition. (Google).
- Tran, P. M. (2021, August). Designing a multicultural reader for first-year writing courses: A backward design approach. (U of Toronto, Mississauga, tenure-track).
- Bushner, A. (2020, August). Hobbyist board game practices: How do board game designers craft their rules manuals and solicit user feedback on prototype games? (U of Michigan, lecturer).
- Ernst, D. (2020, August). The android English teacher: Automated essay evaluation and the shape of writing assessment to come. (Texas Women's U, tenure-track).
- Karabinus, A. (2020, August). We are building histories: Games studies and intersectional perspectives on interdisciplinarity. (Grand Valley State U, tenure-track).
- Lan, G. (蘭綱). (2020, May). Noun phrase complexity, academic level, and first language background in academic writing. (City U of Hong Kong, tenure-track).
- Sherrill, J. (2019, August). DIY feminism in post-industrial spaces.
- Velázquez, A. (2019, May). What's the problem statement? An investigation of problem-based writing in First Year Engineering.
- Towle, B. (2019, May). "It depends on who you talk to:" Mapping writing center-writing program relationships at small liberal arts colleges.
- Gerding, J. (2018, August). Advocating for users, engaging citizens: Analyzing user experience research and the rhetoric of civic engagement in public sector digital service design.
- Morrison, T. H. (2018, May). Nooses and balancing acts: Reflections and advice on anti-racism from black writing tutors at predominantly white institutions.
- Kenzie, D. (2017, August). Defining injury, managing uncertainty: Circulation of definitions of traumatic brain injury.
- McCall, M. (2017, August). "It takes a certain kind of girl to be in engineering:" The rhetorical construction of undergraduate women's engineering identities.
- Sánchez, F. (2016, May). Technical communication in place-making professions: Exploring the network pictures of urban designers.
- Lewis, J. (2013, July). The piratical ethos: Activity and intellectual property in digital writing environments. Syracuse University.

Research mentorship: Chairing masters committees (Western Illinois unless noted)

- Issac, J. (2016, May). Community engagement, graduate students, and "naïve complicity:" Service in the university. Purdue University.
- Behrens, K. (2014, December). Write, edit, review: The cycle of professional composition [applied project].
- Nicholas, T. (2014, April). Teaching style by implementing universal design to aid in rhetorical growth.
- Bradford, K. G. (2014, April). The making of knowledge in art: Case studies of fiber artists.

- Farley, R. (2013, December). How video games trick us into learning: a look at editing, writing, and video games [applied project].
- Rach, K. (2012, December). Beyond smoke and mirrors: An exploration of myth and the false dichotomy between substance and style [applied project].
- Norcross, N. (2011, November). Virtual space in writing centers.
- McGaughey, A. (2010, December). Social media and composition: Teaching writing and critical thinking in a convergence culture [applied project].
- Schutte, K. (2010, May). Blogging as a method for situating students within academic communities.
- Weinberg, J. (2008, April). Reiterating writing: Discount peer response.
- Francisco, J. (2006, November). Authority and assessment in critical pedagogy.
- Hazlett, C. (2006, April). Discourse and hegemony: Prisons, education, and radical pedagogy.

Research mentorship: Undergraduate

- Estep, G. (2021, Fall). Audience analysis in scientific literature [In-class Honors project, ENGL 203, Introduction to Professional Writing].
- Stucker, D. (2020, October). Advanced manufacturing documentation: Process-based and practical considerations in postindustrial contexts [Paper presentation]. Proceedings of the 38th ACM International Conference on Design of Communication (ACM SIGDOC 2020). Article 9, 1–3.
- Day, R. (2020, April). Applying cross-curricular skills to Transculturation research [Conference session]. Purdue Undergraduate Research Conference, West Lafayette, IN.
- Yan, Y. (2020, April). Linking a corpus & repository for research, teaching, & professional development [Poster presentation]. Purdue Undergraduate Research Conference, West Lafayette, IN.
- Hickey, T. (2019, October). What packaging designs and marketing strategies are common to high-end cosmetic brands sold in stores, such as Sephora? Journal of Purdue Undergraduate Research 9, article 41.
- Tran, P., Yan, Y., Sims, R., Banat, H., & Dilger, B. (2019, July). Developing intercultural competence in first year writing [Conference panel]. Council of Writing Program Administrators Annual Conference, Baltimore, MD.
- Jones, E., McMullin, M., Banat, H., & Dilger, B. (2019, June). Exploring a web-based archive of writing and assignments [Conference workshop]. Computers & Writing Conference, East Lansing, MI.
- Newton, B. (2018, April). Writing research: An undergraduate perspective [Poster presentation]. Purdue Undergraduate Research Conference, West Lafayette, IN.

Courses taught, Purdue University

- ENGL 108, Accelerated First-Year Composition (first year writing).
- ENGL 203, Introduction to Research in Professional Writing (professional writing core).
- ENGL 306, Introduction to Professional Writing (professional writing core).
- ENGL 309, Digital Design and Production, formerly Computer-Assisted Publishing (professional writing core; undergraduate elective).

- ENGL 433, Writing Proposals & Grants (professional writing elective).
- ENGL 505A, Teaching First-Year Composition (graduate mentoring practicum).
- ENGL 505B, Teaching First-Year Composition (graduate mentoring practicum).
- ENGL 515, Advanced Professional Writing (professional writing & graduate elective).
- ENGL 625, Empirical Research in Writing (graduate core curriculum).
- ENGL 680, Writing Across the Curriculum & Writing Transfer (graduate seminar).
- ENGL 680, Seminar in Writing Program Administration (graduate seminar).
- ENGL 681, Hutton Lectures in Rhetoric & Composition (graduate seminar).

Courses taught, Western Illinois University

- ENG 180, College Composition I (first year writing).
- ENG 195, Introduction to Literature (general education, writing intensive).
- ENG 199, Introduction to Literary Studies (core course, English major & minor).
- ENG 280, College Composition II (second year writing).
- ENG 376, Professional Development Workshop (core course, English major).
- ENG 381, Technical Communication (professional writing minor; English elective).
- ENG 383, Public & Persuasive Writing (professional writing minor; English elective).
- ENG 475G, Grant & Proposal Writing (professional writing minor; English elective; graduate elective).
- ENG 480G, Computers & Writing (professional writing minor; English elective; graduate elective).
- ENG 481G, Topics in Rhetoric & Composition: New Media (professional writing minor; English elective; graduate elective).
- ENG 481G, Topics in Rhetoric & Composition: Style (professional writing minor; English elective; graduate elective).
- ENG 482, Life Writing (professional writing minor; English elective).
- ENG 483G, Professional Editing (professional writing minor; English elective; graduate elective).
- ENG 500, Theory and the Practice of English Studies (graduate core course).
- ENG 574, New Media: Writing for the Social Web (graduate seminar).
- ENG 574, New Media: The Network (graduate seminar).
- ENG 615, Seminar in Rhetoric & Composition: Collaboration (graduate seminar).
- GH 101, Freshman Humanities Tutorial: Social Networks (general education, writing intensive).

Contributions to course and curriculum development

- Pacheco, D., Lukasik, C., **Dilger, B.**, & Garcia, E. (2016–18). Culture, creativity, technology digital humanities learning community. Collaborated with English and Computer Graphics Technology to develop curriculum and promote program development.

- **Dilger, B.**, Patrick, A., Baird, N., & Knox, W. (2013–14). Minor in professional writing. Coordinated redesign, including development of new courses and curricular structure.
- Banash, D., Siddiqi, M., & **Dilger, B.** (2009–10). Major in English. Assisted with redesign, including new curricular structure, professionalization requirement, and capstone experience.
- Mossman, M., Patrick, A., & **Dilger, B.** (2008–09). Post-baccalaureate certificates: Teaching writing, Professional writing. Assisted with curriculum development.
- **Dilger, B.**, Rahman, S., Banash, D. & Boocker, D. (2006–07 & 2007–08). Master of arts in English. Coordinated complete redesign, including development of new curriculum, multiple new courses, and multiple exit options.

Teaching awards, Purdue University

1. **Dilger, B.** (2023). Excellence in graduate teaching. College of Liberal Arts.
2. **Dilger, B.** (2021–22). Excellence in undergraduate teaching. Department of English.
3. **Dilger, B.** (2021–22). Excellence in graduate teaching. Department of English.
4. Haynes, L., Johnson-Sheehan, R., Sims, R., Hall, K. S., McCormick, D., & **Dilger, B.** (2021, April). Pandemic Teaching Award (Introductory Composition). Teaching Academy.
5. **Dilger, B.** (2021, April). Pandemic Teaching Award. Teaching Academy.
6. **Dilger, B.** (2021, April). Nominee, Provost's outstanding graduate faculty mentor award. Department of English.
7. **Dilger, B.** (2019–20). Excellence in undergraduate teaching. Department of English.
8. Johnson, N., Moore, T., Brophy, S., Witt, M., & **Dilger, B.** (2019, April.) Engineering in the World of Data learning community. University Residences Academic Connection Award.
9. **Dilger, B.** (2018–19). Excellence in undergraduate teaching. Department of English.

Program administration, Purdue University

Dilger, B. (2023, August–present). Director of Writing.

In addition to responsibilities identified for Introductory Composition, below:

- Course coordinator for ENGL 419, 420, 421, and 422.
- Supervise all instructors and graduate research assistants for Professional Writing.
- Serve as point of contact for undergraduate major in Professional Writing and graduate program in Rhetoric & Composition.
- Convene faculty to advance curriculum revisions and student professional development.
- Supervise the migration of file sharing from multiple unsupported cloud services to single well-documented instance on Purdue-provided servers.
- Coordinate major update to web sites for Professional Writing and Graduate Program in Rhetoric & Composition.

Dilger, B. (2016, August–2020, May; 2022, August–2023, July). Director, Introductory Composition at Purdue (ICaP).

- Course coordinator for ENGL 106 and ENGL 108.
- Supervised instructors and graduate research assistants.

- With assistance and input from program staff, developed and implemented policy, promoted instructor professional development, solved day-to-day problems with teaching and infrastructure, and shaped program direction for the long term.
- Coordinated staffing across all courses, interviewing, hiring, and mentoring staff, including interventions when instructors were unable to perform duties as assigned.
- Fulfilled many duties related to course scheduling and staffing when department was understaffed due to staff turnover.
- Strengthened the value of ICaP graduate research assistantships for both the graduate students in those roles and the department, by moving from quarter-time to half-time positions, staffing positions from across all programs, and adding specialized roles targeting program needs in assessment and online course development.
- Initiated and championed an effort across the department to add two days to graduate student orientation, allowing for a slower, less demanding experience for incoming graduate students, and increasing cooperation among programs to standardize content.
- Established policies and processes for training instructional staff to teach on the accelerated pace required for summer, and for allocating limited numbers of summer teaching slots in an equitable manner.
- Expanded ICaP/GradSEA grants by securing department funding to double support for graduate student research.
- Coordinated an external review by the Council of Writing Program Administrators (CWPA): authoring a self-study, hosting the review team on campus, authoring a follow-up, and seeking to implement review report recommendations.
- Strengthened the culture of assessment in ICaP by coordinating the development of a common assignment (the portfolio) and satisfying University-wide foundational assessment requirements for general education—all in a manner that generated participation and buy-in from instructional staff.
- With support from Purdue Online and the Center for Instructional Excellence, developed a robust online version of ENGL 106 (106–DIST), adapting existing curricula to a modular, eight-week approach well-suited for delivery in summer.
- Continued refinements to syllabus review process to balance program standardization with instructor professional development.
- Sought ways to increase communication among department programs, including PLaCE, OEPP, the Writing Lab, and Professional Writing.
- Coordinated the merger of the department-only Writing Showcase with university-wide Undergraduate Research Conferences, increasing visibility, offering both fall and spring options, and reducing the effort required to host an independent event.
- After the Showcase consolidation, established the English Pedagogy Showcase to ensure a vehicle for honoring innovative pedagogical work by graduate students and instructors.
- Coordinated migration of ICaP website from external server to Purdue IT, developing and implementing new content, and acting as liaison to CLA web technology staff.

Program administration, Western Illinois University

Dilger, B. (2012–14). Chair, Writing in the Disciplines (WID) committee.

- University-level committee supporting and accrediting upper-division graduation requirement across all majors.
- Meet with department- and college-level administrators seeking to revise writing curriculum.
- Liaison to Faculty Senate, Writing Center, and other campus units.

- Proposed changes to WID requirement that would reduce course sizes, encourage research-based development of discipline-specific writing, and discourage use of capstone courses as sole WID requirements.
- Scheduled, staffed, and hosted professional development workshops.

Dilger, B. (2011–14). Member, Writing in the Disciplines (WID) committee.

- Assist with reviews of existing writing courses in upper division.
- Support chair in consultations with administrators.

Dilger, B. (2011–14). Chair, CAS Essential Academic Skills Committee.

- Coordinated college-wide assessment and faculty development project designed to support and improve writing instruction in general education.
- Scheduled, staffed, and hosted professional development workshops, identifying facilitators, creating promotional materials, and seeking university support.
- Conducted college-wide census of writing in undergraduate programs.

Service: National

- **Dilger, B.** (2014, October to present). Conference on College Composition & Communication Research Committee.
- **Dilger, B.** (2023, 2022, 2021, and 2018). Proposal reviewer, ACM International Conference on Design of Communication (ACM SIGDOC).
- **Dilger, B.** (2023). Four retention, tenure, & promotion reviews.
- **Dilger, B.** (2022). Two retention, tenure, & promotion reviews.
- **Dilger, B.** (2021). One retention, tenure, & promotion review.
- **Dilger, B.** (2021 and 2019). Proposal reviewer, Conference on College Composition & Communication Emergent Researcher Award.
- **Dilger, B.** (2020). Two retention, tenure, & promotion reviews.
- **Dilger, B.** (2019). Two retention, tenure, & promotion reviews.
- **Dilger, B.** (2019, January). Proposal reviewer, ACM International Conference on Design of Communication (ACM SIGDOC).
- Banat, H., Velázquez, A., McMullin, M., Lan, G., Shin, J., Gao, J., Staples, S., Hart-Davidson, W., & **Dilger, B.** (2018, October). Co-organizer, Writing Research Without Walls. Grant-funded symposium for Crow project, with 50 presenters sharing mixed-methods writing research. Purdue University, West Lafayette, IN.
- **Dilger, B.** (2018). One retention, tenure, & promotion review.
- **Dilger, B.** (2017). Two retention, tenure, & promotion reviews.
- **Dilger, B.** (2016). One retention, tenure, & promotion review.
- Wardle, E. & **Dilger, B.** (2016, April). Co-coordinator, Knowledge Shaping Action Hub. Conference on College Composition & Communication, Houston, TX.
- **Dilger, B.**, & Carter, J. L. (2016, January). Coordinator, Conference on College Composition & Communication public comment on notice of proposed rulemaking for Federal Policy for the Protection of Human Subjects.
- **Dilger, B.** (2014, August). CWPA Outstanding Essay in Writing Program Administration Award Selection Committee, August 2014.

- **Dilger, B.** (2013, October). CCCC Writing Program Certificate of Excellence review committee.
- **Dilger, B.** (2013). One retention, tenure, & promotion review.

Service: Purdue University

- Neubauer, K., Fooksman, H., Towns, M., Miller, M. Wenthold, P., **Dilger, B.**, Bell, S. & Mummert, P. (2021, March). Teaching & Learning Forum: Assessment at Purdue: Scaffolding & Assessment. Purdue Innovative Learning.
- Neubauer, K., Fundator, R., Boyd, J., Tompkins, C., & **Dilger, B.** (2020, July). Faculty consultant, writing-intensive IMPACT-X+ online course template. Center for Instructional Excellence.

Service: College of Liberal Arts

- **Dilger, B.** (2022, November). Grant writing: Structures & practices. Workshop, Curriculum & Instruction Graduate Student Association.
- **Dilger, B.** (2021, August to 2022, July). Secretary, CLA Faculty Senate.
- Nielsen, L., & **Dilger, B.** (2020, July, & 2021, July). Co-facilitator, CLA dissertation fellowship application webinar series. Online workshop, including review of materials for 15 CLA graduate students.
- Nielsen, L., Johnson-Sheehan, R., & **Dilger, B.** (2019, July). Co-facilitator, CLA dissertation fellowship workshop series. Face-to-face workshop for 10 CLA graduate students.
- **Dilger, B.** (2016, August to 2019, May). Senator, CLA Faculty Senate.
- **Dilger, B.**, & McMullin, M. (2018, March). Co-facilitator, Grant writing 101 for graduate students. Two-part workshop. CLA Office of Research & Graduate Education.
- **Dilger, B.** (2017, September.) Facilitator, Grant writing 101 for graduate students. Workshop. CLA Office of Research & Graduate Education.
- **Dilger, B.** (2016, October.) Facilitator, Grant writing 101 for graduate students. Workshop. CLA Office of Research & Graduate Education.

Service: Department of English

- Powell, N. & **Dilger, B.** (2016, May to 2021, July). Co-facilitator, Job market presentation and workshop series. Hosted workshops and provided extensive individual consultation for outgoing graduate students and recent alumni.
- **Dilger, B.** (2017, October to 2018, March). Department head advisory search committee.
- **Dilger, B.** (2014, August to 2016, May). Introductory Writing Committee.
- **Dilger, B.** (2015, September). Panelist, Success in graduate school professionalization forum. Graduate Student English Association (GradSEA).
- **Dilger, B.** (2014, November to 2015, May). Faculty advisor, Technology Initiatives Working Group.

Service: Program in Rhetoric & Composition

- **Dilger, B.** (2022, September). Written communication in the workplace. Workshop, ENGR 103, First Year Engineering Professionalization Seminar.
- **Dilger, B.** (2021, October). Branding with logotypes. Workshop, Professional Writing Association.
- **Dilger, B.** (2021, January). Résumés and cover letters. Workshop, Professional Writing Association.
- **Dilger, B.** (2021, 2019, & 2018). Graduate preliminary examination review committee.
- **Dilger, B.** (2019, October). Résumés and cover letters. Workshop, Professional Writing Association.
- **Dilger, B.** (2017, March). Résumés and cover letters. Workshop, Professional Writing Association.
- **Dilger, B.** (2016, March). Writing elevator pitches. Workshop, Professional Writing Association.
- **Dilger, B.** (2015, February). Responding efficiently and effectively to student writing. Workshop, Introductory Composition at Purdue.

Professional memberships

Association of Applied Linguistics (AAAL).

Association for Computing Machinery (ACM).

Association of Teachers of Technical Writing (ATTW).

Conference on College Composition & Communication (CCCC).

Council of Writing Program Administrators (CWPA).

National Council of Teachers of English (NCTE).

References

Dr. Bill Hart-Davidson, Professor of English and Associate Dean of Research & Graduate Education, Michigan State, hartdav2@msu.edu.

Dr. Manushag N. Powell, Professor of English and Associate Head, Purdue, mnpowell@purdue.edu.

Dr. Krista Ratcliffe, Professor of English and Head, Arizona State, krista.ratcliffe@asu.edu.

Dr. Shelley Staples, Associate Professor of English, Arizona, slstaples@arizona.edu.