

C BRADLEY DILGER

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GENERAL INFORMATION

A. 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.

B. Academic appointments

Director of Introductory Composition, Department of English, Purdue University, August 2016–
May 2020; August 2022—present.

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.

C. 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).

D. COVID Impact

The COVID–19 pandemic dramatically increased the workload involved with Professor Dilger’s last four months serving as Director of Introductory Composition at Purdue (ICaP). Professor Dilger led ICaP’s March 2020 move to emergency remote teaching, coordinating efforts across the Department of English

to build and deliver resources for instructors adapting to remote teaching and new courseware (Brightspace/D2L). The materials generated by this effort were used across the College of Liberal Arts. This effort was immensely successful for ICaP, with no grade appeals or student complaints following the Spring 2020 semester.

Professor Dilger also recognized the pandemic would have catastrophic impacts for job seekers, and he dedicated hundreds of hours to supporting current and former students and ICaP employees, writing letters of reference for 25 people, hosting mock interviews and other events, reviewing job market materials, and consulting individually with multiple students. As of August 2022, these efforts helped four undergraduates find full-time work and ten graduate students secure tenure-stream placements.

Furthermore, Professor Dilger cancelled, postponed, or substantially reshaped multiple research opportunities because of the pandemic, and the value of his AY20–21 sabbatical leave for professional development was reduced:

- Three conference presentations were cancelled; two were moved online, requiring extra work to adapt the content for asynchronous online delivery.
- Recruiting participants for empirical research became more difficult, slowing both the Crow project and Professor Dilger's methodological research with Dr. Neil Baird.
- Professor Dilger had to abandon plans for residencies with Lionbridge Technologies in Framingham, MA, and Aqualyze in Seattle, WA. These site visits were designed to refamiliarize him with current work practices in professional writing and commercial internationalization. Such knowledge would help Professor Dilger better study and teach professional writing, lead the Crow project, and advise English graduate students seeking extra-academic career paths.
- Plans to serve as a facilitator for the Dartmouth Seminar for Writing Studies Research were also postponed, as the 2019–20 seminar was cancelled.
- The Crow project abandoned plans for outreach via engagement at professional conferences, finding new ways to achieve core objectives of their ACLS Digital Extension grant through online and asynchronous means. Participant recruitment was also sharply curtailed.
- Professor Dilger led the Crow effort to rebudget and extend their ACLS grant.
- Managing Crow and Transculturation grants at Purdue became more challenging because of the turnover and reduced availability of business office and sponsored projects staff.
- Time and effort required to engage with Purdue's Institutional Review Board (IRB) increased.

SECTION A: DISCOVERY / SCHOLARSHIP

Professor Dilger works in composition and rhetoric, studying writing transfer, writing and networks, and writing programs. Since joining the Purdue faculty as a tenured associate professor in August 2014, Professor Dilger's research has included three national grants totaling over \$300,000 in funding, as well as the publication of multiple peer-reviewed articles, book chapters, and conference presentations. He has directed five doctoral dissertations, with three more in progress, and served on over 20 dissertation committees, with more in progress. Professor Dilger's research is truly interdisciplinary and inter-institutional, meaningfully integrates undergraduate and graduate students, and has broad relevance for teaching and mentoring.

With Dr. Neil Baird of Bowling Green State University, Professor Dilger has been studying writing transfer since 2010, describing how students and faculty adapt writing-related skills, experience, and knowledge as they move between contexts. They have won two national grants, presented at numerous conferences, published three articles in top-quality peer-reviewed journals, and have a book chapter and special issue of *Composition Forum* in press.

Shortly after coming to Purdue, Professor Dilger began developing the Corpus & Repository of Writing (Crow, writecrow.org) with Dr. Shelley Staples by building an interdisciplinary team including researchers recruited from multiple Purdue programs. Crow is the first web-based software platform linking a corpus of writing with a repository of the texts that shaped their creation—in this case, student papers from composition courses, articulated with assignment sheets, syllabi, and other documents. Over ten million words and 10,000 texts are available in a searchable format well-suited for research and teaching. From the start, graduate students have been deeply involved in shaping the project’s direction, and Crow researchers have devoted extensive attention to developing ethical, sustainable methods for interdisciplinary collaboration. Several recent conference papers and articles co-authored with Purdue alumna Dr. Michelle McMullin and others describe “constructive distributed work,” a model for these best practices that is being shared through one of Crow’s funders, Humanities Without Walls.

Professor Dilger has also advised the Transculturation project, a unique collaboration among Purdue graduate students led by Dr. Hadi Riad Banat and Rev. Dr. Rebekah Sims. This project recognizes that international students and under-represented minorities too often bear the burden of disrupting the whiteness of higher education in the United States. With assistance from undergraduate researchers, and funding from both internal and external grants, the Transculturation team has developed a data-driven approach for increasing the intercultural competence of all students in first-year writing courses. Interventions include linking multilingual-focused and mainstream sections of composition, developing a robust reader, and targeted assessments. Since Spring 2016, Professor Dilger has continually advised the team as they developed a curriculum and a supporting research design, collected and analyzed data, and co-authored a series of articles for journals such as *TESOL Journal* and *Writing and Pedagogy*. He is now advising Dr. Banat and Rev. Dr. Sims as they transition leadership of the project to their new institutions (University of Massachusetts–Boston, and University of Strathclyde, respectively).

Given the ability to focus on his research during an AY20–21 sabbatical leave, Professor Dilger has been productive, even though COVID-related cancellations and travel restrictions forced considerable changes in his plans. With multiple former graduate students beginning tenure-stream appointments at highly ranked research universities around the world, Professor Dilger will have ample opportunities to keep collaborating with them, as he continues to share his research in academic and mainstream venues.

1. Published work

a. Edited book

Dilger, B., & Rice, J. (Eds.) (2010). *From A to <A>: Keywords of markup*. University of Minnesota Press. 296pp. ISBN 978-0816666089.

Winner, *Computers & Composition* Book Award, 2010.

Review: Longo, B. (2012). *Technology and Culture*, 53(1), 250–251.

Review: Blair, K. L. (2011). New media affordances and the connected life. *CCC*, 63(2), 314–327.

Review: Hight, C. (2011). *Media International Australia*, 140, 173.

Review: Bullian, J. A. (2011). *Current Reviews for Academic Libraries*, 48(11), 2135–2136.

b. Refereed journal articles and conference proceedings

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* [Advance online publication]. <https://doi.org/10.1558/wap.21124>

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.

Dilger, B. (2010). Beyond star flashes: Web 2.0 style. *Computers & Composition*, 27(1), 15–26.

Dilger, B. (2000). The ideology of ease. *Journal of Electronic Publishing*, 6(1).

c. Chapters in edited collections

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.

Dilger, B., & Rice, J. (2010). Introduction: Making a vocabulary for HTML. In B. Dilger & J. Rice (Eds.), *From A to <A>: Keywords of markup* (pp. xi–xxiv). University of Minnesota Press.

Dilger, B. (2010). <Table>ing the grid. In B. Dilger & J. Rice (Eds.), *From A to <A>: Keywords of markup* (pp. 213–227). University of Minnesota Press.

Dilger, B., & Thompson, W. (2008). Ubiquitous cataloging. In K. R. Roberto (Ed.), *Radical cataloging: Essays at the front* (pp. 40–52). McFarland & Co.

Dilger, B. (2008). Redefining ease for electracy. In M. M. O’Gorman & J. Rice (Eds.), *New media/new methods: The Florida school* (pp. 109–137). Parlor Press.

Dilger, B. (2006). Extreme usability as technical communication. In J. B. Scott, B. Longo, & K. Willis (Eds.), *Critical power tools: Technical communication and cultural studies* (pp. 47–69). SUNY Press.

d. Book reviews and review essays

Dilger, B. (2014). The unseen weight of class [Review essay]. *College Composition & Communication*, 65(3), 464–472.

Dilger, B. (2002). [Review of the book *The language of new media*, by L. Manovich]. *Kairos*, 7(1).

e. Other publications

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.

Dilger, B. & Thompson, W. (2006). Searching weblogs. *Teacher Librarian*, 34(2), 36–37.

f. Work in press

Baird, N. & **Dilger, B.** (in press, 2023, February). 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-gen writing and literacy education*. MLA. 26pp.

Dilger, B. (in press, 2022, November). Testing. In J. Tham (Ed.), *Keywords in design thinking: A lexical primer for technical communication today*. Foundations and Innovations in Technical and Professional Communication. WAC Clearinghouse. 12pp.

Panahi, P. L., Banat, H., Sims, R., Tran, P. M., & **Dilger, B.** (in press, 2022, November). Transnational curriculum design for intercultural learning in writing programs. In C. Donahue & B. Horner (Eds.), *Teaching and studying transnational composition*. MLA. 21pp.

McMullin, M., Banat, H., Weech, S., & **Dilger, B.** (in press, 2022, September). Building ethical distributed teams through sustained attention to infrastructure. *Communication Design Quarterly*. 21pp.

Baird, N. & **Dilger, B.** (in press, 2022, August). “Essential allies in the construction of knowledge”: A conversation with Lee Odell, Dixie Goswami, and Anne Herrington [Interview]. *Composition Forum* 49.

Baird, N. & **Dilger, B.** (in press, 2022, August). The discourse-based interview: Forty years of exploring the tacit knowledge of writers [Introduction]. *Composition Forum* 49.

Baird, N. & **Dilger, B.** (Eds.) (in press, 2022, August). 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/>

g. Work in progress

Banat, H., Palese, E., Gill, H. M., Staples, S., & **Dilger, B.** (2022). Leveraging repository building for writing program professional development [Manuscript submitted for publication]. *College English*. Department of English, University of Massachusetts–Boston.

Sims, R., **Dilger, B.**, Panahi, P., Tran, P., & Banat, H. (2022). Transculturation in introductory composition: Curriculum, implementation, and online delivery [Manuscript submitted for publication]. *HubICL: Intercultural Learning Hub*. School of Education, University of Strathclyde, Glasgow, Scotland.

Dilger, B., Sims, R., Banat, H., Tran, P. M., & Panahi, P. L. (2022). Prioritizing intercultural competence in writing programs through linked courses [Manuscript in preparation]. For *WPA: Writing Program Administration*.

Karabinus, A., & **Dilger, B.** (2022). Assessing pre-university writing experience in new students at a STEM-focused university [Manuscript in preparation]. For *Research in the Teaching of English*.

Tran, P. M., Banat, H., Panahi, P. L., Sims, R., & **Dilger, B.** (2022). Operationalizing intercultural competence in first-year writing courses: The case of the Transculturation project [Manuscript in preparation]. For *Intercultural Education*.

2. Presentations

a. National

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.
- 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.

b. National, at Western Illinois University

- 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.
- Lockhart, T., Baird, N., & **Dilger, B.** (2012, July). Relocations: Transfer and transition in WAC/WID instruction [Conference panel]. Council of Writing Program Administrators Annual Conference, Albuquerque, NM.
- Baird, N., & **Dilger, B.** (2012, March). Transfer @ transfer: Ease and writing in the major [Conference session]. Conference on College Composition & Communication, St. Louis, MO.
- Baird, N., & **Dilger, B.** (2012, March). Barriers to writing transfer: Writing in the major at the “2+2” university [Conference session]. Association of Teachers of Technical Writing, St. Louis, MO.
- Krause, S., Barlow, A., Losh, E. **Dilger, B.**, Kuhn, V., Lamanna, C., McNely, B., Riley, B., & Peltier, A. (2011, May). Is blogging dead? Yes, no, other [Conference roundtable]. Computers & Writing Conference, Ann Arbor, MI.
- Dilger, B.** (2011, April). Florida: West Palm [Conference session]. Conference on College Composition & Communication, Atlanta, GA.
- Dilger, B.** (2011, April). Usability testing and the templated web [Conference session]. Association of Teachers of Technical Writing, Atlanta, GA.
- Bizup, J., **Dilger, B.**, & Rice, J. (2010, July). Size matters: Transformations in three writing programs: Slow numbers [Conference panel]. Council of Writing Program Administrators Annual Conference, Philadelphia, PA.
- Mueller, D., Reid, A., & **Dilger, B.** (2010, March). Scholarship, remix, and the database: Mutualizing the mix [Conference panel]. Conference on College Composition & Communication, Louisville, KY.
- Dilger, B.** (2009, December). Protocol and technical communication research [Conference session]. Modern Language Association, Philadelphia, PA.
- Ritter, K., **Dilger, B.**, & Rice, J. (2009, July). Delinking the WPA manager: Management, protocol, and the WPA [Conference session]. Council of Writing Program Administrators Annual Conference, Minneapolis, MN.
- Rickert, T., Rice, J., & **Dilger, B.** (2009, June). Noetic spaces, noetic events: Again, or against, the valley [Conference panel]. Convention of the Media Ecology Association, St. Louis, MO.
- Dilger, B.** (2009, March). The readymade web [Conference session]. Conference on College Composition & Communication, San Francisco, CA.
- Dilger, B.** (2009, March). Misunderstanding fair use in the case of the *Harry Potter Lexicon* [Conference session]. Conference on College Composition & Communication, San Francisco, CA.
- Dilger, B.**, Swarts, J., & Perbix, G. (2008, October). Forces affecting curricular change: Teaching open standards in technical communication programs. Council of Programs of Technical & Scientific Communication, Minneapolis, MN.
- Mueller, D., Eyman, D., Reilly, C., **Dilger, B.**, & Brooke, C. (2008, April). Digital research ecologies: How journal web sites are answering new media’s challenges [Conference panel]. Conference on College Composition & Communication, New Orleans, LA.

- Blair, K. L., **Dilger, B.**, Hawk, B., Cambridge, D., & Ball, C. (2007, May). Getting published online: Editors' roundtable [Conference roundtable]. Computers & Writing Conference, Detroit, MI.
- Dilger, B.**, Ratliff, C., Dorwick, K., Tirrell, J., Lowe, C., & Barton, M. (2007, May). Getting started with open source software [Conference workshop]. Computers & Writing Conference, Detroit, MI.
- Dilger, B.** (2007, March). The identity of accountability [Conference session]. Conference on College Composition & Communication, New York City, NY.
- Dilger, B.** (2006, May). Defining accessibility (and usability) [Conference session]. Society for Technical Communication 53rd Annual Conference, Las Vegas, NV.
- Dilger, B.** (2006, March). Thirty minutes to better web accessibility [Conference workshop]. Conference on College Composition & Communication, Chicago, IL.
- Taylor, K., Nunn, E., & **Dilger, B.** (2005, June). Accessibility after a decade of the web: Accessibility mandates and institutional factors [Conference panel]. Computers & Writing Conference, Palo Alto, CA.
- Kyburz, B., Rice, J., & **Dilger, B.** (2004, March). Spinning composition: PR, techno, and the business of making composition matter [Conference panel]. Conference on College Composition & Communication, San Antonio, TX.
- Dilger, B.** (2003, November). Theories and practices of composition: Making writing easy [Conference session]. Midwest Modern Language Association, Chicago, IL.

c. National at University of Florida

- Rice, J., Glaros, M., Love, J., & **Dilger, B.** (2003, March). Theme and technology: Seeing through HTML [Conference panel]. Conference on College Composition & Communication, New York City, NY.
- Lowe, C., Lunsford, K., Harris, T., Syverson, P., Carbone, N., & **Dilger, B.** (2002, May). Can we publish essays the way open source programmers publish code? [Conference roundtable]. Computers & Writing Conference, Normal, IL.
- Dilger, B.**, Rice, J., & Maxson, J. (2002, March). Enhancing classroom collaboration with free software development methods [Conference panel]. Conference on College Composition & Communication, Chicago, IL.
- Love, J., Vitanza, V., & **Dilger, B.** (2001, May). Six rhetorical assertions about programming practices [Conference panel]. Computers & Writing Conference, Muncie, IN.
- Dilger, B.** (2000, October). MOO old and new: MOO virtual realities and ease of use [Conference session]. Society for Literature and Science, Atlanta, GA.
- Dilger, B.** (2000, May). The "maintainer" as a model for collaborative writing practice [Conference session]. Computers & Writing Conference, Fort Worth, TX.
- Dilger, B.** (2000, April). Interface interference: America Online, the ideology of ease, and MOO virtual realities [Conference session]. Conference on College Composition & Communication, Minneapolis, April 2000.

- Walter, J., & **Dilger, B.** (1999, May). Digital archiving, intellectual property, and representation [Conference session]. Computers & Writing Conference, Rapid City, SD.
- Dilger, B.**, & Northrup, D. (1999, May). Practical Perl for the networked writing instructor [Pre-conference workshop]. Computers & Writing Conference, Rapid City, SD.
- Fanderclai, T., Wambeam, C., Inman, J., & **Dilger, B.** (1998, May). Language and the MOO: New possibilities for agency and collaboration [Conference panel]. Computers & Writing Conference, Gainesville, FL.
- Dilger, B.**, Davis, M. & Nunn, E. (1998, May). Collaborative dissensus pedagogies in electronic writing environments [Conference panel]. Computers & Writing Conference, Gainesville, FL.

d. Regional conferences

- Yan, Y., Gao, J., & **Dilger, B.** (2020, March). Linking a corpus & repository for research, teaching, & professional development [Conference workshop]. Purdue Digital Futures Symposium, West Lafayette, IN. (Cancelled.)
- 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.
- Baird, N., & **Dilger, B.** (2011, October). Writing centers and transfer research [Conference session]. Midwest Writing Centers Association, Marquette University, Milwaukee, WI.
- Dilger, B.** (2009, October). Approaching a state web accessibility mandate [Conference session]. Educause Midwest Regional Conference, Chicago, IL.
- LaPrad, J., Rahman, S., & **Dilger, B.** (2005, September). Implementing the Giroux challenge [Conference session]. Dealing with Difference Institute, Western Illinois University, Macomb, IL.
- Dilger, B.** (2000, May). Ease, space, and writing on the web [Conference session]. New Technologies and Liberal Education, Furman University, Greenville, SC.
- Dilger, B.** (1999, October). The autobuilder: A new interface for object creation [Online conference workshop]. MOO: The Missing Link in Online Education. Virginia Commonwealth University, Richmond, VA.

3. Invited speaking

- Dilger, B.** (2022, August & 2021, August). Dartmouth Seminar for Research in Writing Studies.
- 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.
- Dilger, B.** (2011, May). More code please, we're geeks [Town hall participant]. Computers & Writing Conference, University of Michigan, Ann Arbor, MI.
- Dilger, B.** (2005, June). Composition beyond words: [Town hall participant]. Computers & Writing, Stanford University, Palo Alto, CA.

Dilger, B. (2004, November). The logic of the default [Invited lecture]. Convergences, North Carolina State University, Raleigh, NC.

Dilger, B. (2001, January). Educational MOOs: State of the art [Online invited lecture]. MediaMOO Online Symposium 2001, Georgia Institute of Technology, Atlanta, GA.

4. Grants related to research

a. 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.

b. Internal

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.** (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.
- Baird, N., & **Dilger, B.** (2010, October). Barriers to writing transfer: Writing in the major at the “2+2” university. WIU University Research Council Seed Grant. \$7,800.
- Dilger, B.** (2009, April). Open standards and journals in English studies. WIU Foundation Summer Stipend. \$3,500.
- Dilger, B.** (2004, April). Evaluation of modular open-source course support software. WIU Foundation Summer Stipend. \$3,500.
- c. Unfunded**
- Dilger, B.,** Staples, S., Swatek, A., Banat, H., McMullin, M., & JoEtta, A. (2021, November). Inclusive, interdisciplinary writing research and professional development: Crow, the Corpus & Repository of Writing [unfunded]. Humanities Without Walls Grand Research Challenge. ~~\$149,000.~~
- McMullin, M., Fullmer, M., & **Dilger, B.** (2021, March). Leveraging team communication platform data for internal assessment of interdisciplinary collaboration. Council of Programs in Technical and Scientific Communication. ~~\$1,991.~~
- Dilger, B.** (2018, November). Measuring WAC with a national survey of writing post-graduation. Center for Engaged Learning, Elon University. ~~\$5,000.~~
- Dilger, B.,** Sims, R., Banat, H., Panahi, P. L., & Tran, P. M. (2018, September). Prioritizing intercultural competence in writing programs through linked courses. CCC Research Initiative, ~~\$9,800.~~
- Dilger, B.,** McMullin, M., & Fullmer, M. (2018, April.) Integrating writing research in data science with Crow, the Corpus & Repository of Writing. Purdue Data Science Initiative. ~~\$204,910.~~
- Gao, J., Wang, Z., McMullin, M., & **Dilger, B.** (2018, February). Writing research without walls: Helping Purdue University advance interdisciplinary writing research. Purdue University New Conference Grant. ~~\$16,500.~~

- Staples, S., Hart-Davidson, W., & **Dilger, B.** (2018, January). Expanding the Corpus and Repository of Writing: An archive of multilingual writing in English. ACLS Digital Extension Grant. ~~\$149,000.~~
- Hart-Davidson, W., Staples, S., & **Dilger, B.** (2018, January). Project Birdseye: Engaging digital humanities learners in text analysis & visualization. NEH Digital Humanities Advancement Grant. ~~\$98,000.~~
- Arik, B. T., Velázquez, A., & **Dilger, B.** (2017, November). Developing data-driven practices for mentoring doctoral students of color in writing studies. Purdue University Kinley Trust Grant. ~~\$19,500.~~
- Arik, B. T., Velázquez, A., Macdonald, L., & **Dilger, B.** (2017, October). Building interdisciplinary approaches for writing studies with Crow, the Corpus & Repository of Writing. Purdue CLA Enhancing Research in the Humanities & Arts. ~~\$32,100.~~
- Staples, S., Hart-Davidson, W., & **Dilger, B.** (2017, January). Sustaining interdisciplinary research through digital collaboration: The Corpus and Repository of Writing. ACLS Digital Extension Grant. ~~\$150,000.~~
- Dilger, B.**, Staples, S., Hart-Davidson, W., McMullin, M., & Velázquez, A. (2016, October). Crow: the Corpus & Repository of Writing. College of Liberal Arts & Sciences Enhancing Research in the Humanities & Arts. ~~\$58,775.~~
- Baird, N., & **Dilger, B.** (2013, December). Writing transfer and the value of the humanities. NEH Collaborative Research Grant. ~~\$197,400.~~
- Baird, N., & **Dilger, B.** (2013, October). The metaphors of writing transfer. ACLS Collaborative Research Grant, \$114,800.
- Baird, N., & **Dilger, B.** (2012, December). Reframing transfer as negotiation and recontextualization. NEH Collaborative Research Grant. ~~\$198,700.~~
- Baird, N., & **Dilger, B.** (2012, October). Barriers to writing transfer: Writing in the major at the “2+2” university. ACLS Collaborative Research Grant. ~~\$118,000.~~

5. Involvement in graduate research

a. Chair, PhD Committees, Purdue University

- Yerace, M. (2025, May). Reflections on writing programs, pandemic support, and resilience.
- Hall, K. S. (2024, May). Curriculum and models of masters-level graduate instructor training in first-year composition.
- Weech, S. (2023, August). The rhetorics and networks of climatology.
- Sherman, D. (2021, August). Cultures of writing: The state of transfer at regional state comprehensive universities.
- Smith, A. W. (2021, August). Digital age: A study of older adults' user experiences with technology.
- Sims, R. (2021, May). Investigating culturally responsive teaching practices in first-year composition.
- McMullin, M. (2019, April). Crafting new materialist research frameworks for collaborative response.

Craig, S. (2018, May). An interrogation of mentoring and training practices within the composition practicum.

b. Member, PhD Committees, Purdue University

Colón, G. I. (2024, August). 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, May). 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.

Pelligrini, M. (2023, May). Getting funded: The application of genre theory to entrepreneurial communication.

Wang, I. (2023, May). Weaving centers of resistance: Towards indigenous writing center praxis.

Geib, E. (2022, August). Methodological grand narratives of community writing projects: Accessing sustainability and reciprocity through qualitative meta analysis.

Hobza, M. (2022, August). Peripheral affects: Critical empathy and negotiating difference in writing center staff education

Pandey, S. (2022, August). Multimodal composition in technical and professional communication: Transnational writers in the COVID- and post-COVID-19 period.

Forte, J. (2021, August). Civic online reasoning in first-year composition: The outcomes of learning outcomes.

Hibbard, L. (2021, August). Preserving play: Archival practice in queer game studies.

Ruiz, V. (2021, August). Entrepreneurial citizenship: Inquiry and redefinition.

Tran, P. M. (2021, August). Designing a multicultural reader for first-year writing courses: A backward design approach.

Bushner, A. (2020, August). Hobbyist board game practices: How do board game designers craft their rules manuals and solicit user feedback on prototype games?

Ernst, D. (2020, August). The android English teacher: Automated essay evaluation and the shape of writing assessment to come.

Karabinus, A. (2020, August). We are building histories: Games studies and intersectional perspectives on interdisciplinarity.

Banat, H. (2020, May). Assessing intercultural competence in writing programs through linked courses.

Lan, G. (蘭舸). (2020, May). Noun phrase complexity, academic level, and first language background in academic writing.

Sherrill, J. (2019, August). DIY feminism in post-industrial spaces.

Swatek, A. (2019, May). Linguistic characteristics of online academic instruction videos: A corpus-based register analysis.

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.

c. Chair, MA Committees, Purdue University

Issac, J. (2016, May). Community engagement, graduate students, and "naïve complicity:" Service in the university.

d. Member, MA Committees, Purdue University

Geib, E. (2017, May). Writing centers, postmodernity, and intersectionality: A study of tutor-training guides.

e. Member, PhD Committees, Western Illinois University

Lewis, J. (2013, July). The piratical ethos: Activity and intellectual property in digital writing environments. Syracuse University.

f. Chair, MA Committees, Western Illinois 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.

g. Member, MA Committees, Western Illinois University

Birkey, J. (2014, November). An emerging discourse: Sea level rise affecting low-lying island nations as framed through the *Guardian* and the *New York Times*.

Stewart, K. (2013, December). “Now that I’m not just looking at English:” Locating the exigencies for transfer in four high school writers.

Johnson, T. G. (2013, May). Bridging the gap: Creating a high school course in genre awareness.

Westermeyer, A. (2013, April). Multigenre and multimodal pedagogy.

Warren, K. (2011, July). “Things come together, things come apart:” Understanding emergent narrative structure in computer media.

Jach, C. M. (2011, April). Global imagination and visual rhetoric in Google Earth.

Winbigler, T. (2010, July). Skyscapes in Cather and pioneer journals: Faith on a modernist frontier.

MacLennan, K. (2010, May). Incorporating ethics into the writing classroom: Facilitating critical thinking.

Baumann, M. (2010, April). Consuming the composition classroom: A consumer imageword praxis.

Brackman, E. (2009, July). Food and the American experience.

Parsons, B. (2008, April). Unifying contradictions: American nationalism and the film and literature of the Vietnam war.

Donaghy, E. (2005, April). The X factor: Representations of Generation X in popular culture.

Wittmer, S. (2005, April). Leaves.

6. Involvement in undergraduate research

The names of undergraduate researchers Professor Dilger advised are underlined in this section.

Estep, G. (2021, Fall). Honors project, ENGL 203.

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.

7. Editorial activity

a. Editorships

Dilger, B. (2014, December to 2017, July). Information officer and web site editor, Association of Teachers of Technical Writing.

Dilger, B. (2005, August to 2012, July). Web editor, *Composition Forum*.

b. Editorial board, consultant and manuscript reviewer

Dilger, B. (2016, December to present). *Trace: A Journal of Writing, Media, and Ecology*.

Dilger, B. (2013, May to present). *Composition Forum*.

Dilger, B. (2008, November to present). *Enculturation*.

c. Journal manuscript reviewer

Dilger, B. (2018, March to present). *WPA: Writing Program Administration*.

Dilger, B. (2017, November to present). *IEEE Transactions in Professional Communication*.

Dilger, B. (2014, August to present). *College Composition & Communication*.

Dilger, B. (2012, May to present). *College English*.

Dilger, B. (2011, October to present). *Computers & Composition*.

SECTION B: LEARNING & TEACHING

Professor Dilger has taught a variety of courses at Purdue. He has mentored graduate students new to Purdue, helping them become reflective scholar-teachers ready to engage teaching and research practices across English studies, including empirical research in writing. He has taught undergraduate courses in professional writing and composition, drawing on his experience in advertising, communications, and software development to help students connect academic and workplace writing contexts. In graduate courses in rhetoric and composition, Professor Dilger has taught specialized courses in writing program administration and empirical research methods. In all of these courses, his teaching evaluations have been excellent, with 78% of scores at 4.7 or above, and student comments frequently praising his accessibility, dedication to providing helpful feedback on writing, and the value of course content:

- “Professor Dilger’s class organization and communication is exemplary. He seeks student input, as much as possible, to shape the class.”
- “He is so good at providing individualized feedback.”

- “Dr. Dilger has been [since] the first day of his course an advocate for his students. He balances mentoring and lecture, and studio production effectively. He allows students to differentiate based on their previous teaching experience, interests, pedagogical strengths and weaknesses. It’s clear he cares about his students and wants us to do well, not just in the classroom, but in graduate school and in our developing professional lives.”
- “Professor Dilger was very good about making sure that everyone in class understood the topics discussed. He welcomed questions, even if they were already asked or were obvious in answer. He also made sure to stress his office hours for further help and conversation.”
- “He worked with me to make sure I worked on a project that could be applicable to a portfolio in the future. He wants to be a resource and I appreciate it.”
- “Bradley is by far one of the most dedicated professors I’ve had at Purdue. He taught this class with the students first, and the coursework second. He’s always helpful and makes sure we know that the work we do is meaningful.... I’d take his class again in a heartbeat.”

Professor Dilger’s research has informed his teaching by helping him prioritize transfer of writing-related skills and knowledge. Crow research is generating models for mentoring that will benefit not only graduate students but writers in many contexts. Professor Dilger shapes courses to students’ needs while also providing intellectual challenges. Going forward, he intends to continue teaching both general education and more specialized courses in professional writing and rhetoric and composition.

1. Courses taught at Purdue

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, Computer-Assisted Publishing (professional writing core; undergraduate elective).

ENGL 505A, Teaching First-Year Composition (graduate mentoring practicum).

ENGL 505B, Teaching First-Year Composition (graduate mentoring practicum).

ENGL 515, Advanced Professional Writing (advanced professional writing).

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).

2. Courses taught at 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).

3. Evidence of teaching effectiveness: Course evaluation ratings

The English Department requires seven items to be included on all course evaluations:

- Item 1. Course requirements are clear.
- Item 2. My instructor seems well-prepared for class.
- Item 3. When I have a question or comment, I know it will be respected.
- Item 4. This course effectively challenges me to think.
- Item 5. My instructor shows respect for diverse groups of people.
- Item 6. Overall, I would rate this course as...
- Item 7. Overall, I would rate this instructor as...

The table that follows reports scores for these seven items from PICES teaching evaluations:

Semester & Course	Item 1 Clear	Item 2 Prep	Item 3 Respect	Item 4 Think	Item 5 Diverse	Item 6 Course	Item 7 Instr	Responded / Enrolled
Spring 2021	Sabbatical leave.							n/a
Fall 2020	Sabbatical leave.							n/a
Spring 2020 ENGL 309	4.7	4.8	4.9	4.7	4.8	4.8	4.8	8/20
Fall 2019 ENGL 515	4.3	4.8	4.9	4.8	5.0	4.8	5.0	15/18

Semester & Course	Item 1 Clear	Item 2 Prep	Item 3 Respect	Item 4 Think	Item 5 Diverse	Item 6 Course	Item 7 Instr	Responded / Enrolled
Spring 2019 ENGL 625	4.8	4.8	4.9	4.8	4.8	4.8	4.8	12/14
Fall 2018 ENGL 309	4.6	5.0	5.0	5.0	5.0	4.9	4.9	14/20
Spring 2018 ENGL 309	4.8	4.7	4.9	4.8	4.9	4.7	4.9	10/20
Fall 2017 ENGL 309	4.8	4.8	4.9	4.5	4.8	4.3	4.8	12/20
Spring 2017 ENGL 309	4.5	4.9	5.0	4.8	4.9	4.7	4.8	8/19
Fall 2016 ENGL 515	4.6	4.8	4.7	4.7	4.7	4.9	4.9	11/16
Spring 2016 ENGL 505B	4.8	4.6	4.8	4.9	4.9	4.8	4.8	7/7
Spring 2016 ENGL 680	5.0	5.0	4.7	4.9	5.0	4.9	5.0	5/8
Fall 2015 ENGL 306	4.8	4.9	5.0	5.0	4.9	4.9	4.8	11/15
Fall 2015 ENGL 505A	4.9	5.0	4.9	4.8	5.0	4.9	4.9	7/8
Spring 2015 ENGL 505B	4.8	4.5	4.7	4.5	4.8	4.1	4.9	8/8
Spring 2015 ENGL 680	4.7	4.5	4.3	4.0	4.3	4.7	4.3	5/9
Fall 2014 ENGL 505	4.6	4.8	4.3	4.4	4.8	4.2	4.4	7/8
Fall 2014 ENGL 108	4.3	4.8	4.5	4.6	4.9	4.5	4.6	12/19

4. Grants Related to Teaching

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.

Dilger, B., and Francis, E. (2017, March). Heavilon 201 studio upgrades. EVPRP Non-Lab Equipment Upgrade, Tier I, \$3,902.

5. 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.

6. Teaching awards

Haynes, L., Johnson-Sheehan, R., Sims, R., Hall, K. S., McCormick, D., & **Dilger, B.** (2021, April). Pandemic Teaching Award, recognizing Introductory Composition at Purdue for instructor support in emergency remote teaching. Purdue University Teaching Academy.

Dilger, B. (2021, April). Pandemic Teaching Award, recognizing support for students & instructors on job market. Purdue University Teaching Academy.

Dilger, B. (2021, April). Nominee, Provost's outstanding graduate faculty mentor award. Purdue University Department of English.

Dilger, B. (2019–20). Excellence in undergraduate teaching. Purdue University Department of English.

Johnson, N., Moore, T., Brophy, S., Witt, M., & **Dilger, B.** (2019, April.) Engineering in the World of Data learning community. Purdue University Residences Academic Connection Award.

Dilger, B. (2018–19). Excellence in undergraduate teaching. Purdue University Department of English.

SECTION C: ENGAGEMENT/SERVICE

Professor Dilger's engagement activities are shaped by his work as a writing program administrator, especially his ability to see such activity as a driver for research and professional development. He served as Director of Introductory Composition (ICaP) for four years, a time marked by near-constant staffing triage (resulting from the steep reduction in the available population of graduate instructors affected by CLA's conscious uncoupling of graduate program resources and undergraduate instructional needs). Even so, Professor Dilger shaped ICaP to be research- and data-driven, seeking instructional innovation, revenue generation, and a student-centered ethos. Under his leadership, ICaP led the Department of English in supporting graduate student professionalization broadly: all were mentored extensively, encouraged to learn how to teach in multiple programs and multiple modalities, and given robust opportunities for garnering administrative experience.

Professor Dilger also demonstrated a strong record of national service, especially for the Conference on College Composition & Communication (CCCC), the flagship national organization for composition studies. At Purdue, he has dedicated considerable energy to helping graduate students learn to write internal and external grants, especially dissertation fellowships.

1. Program administration

a. *Introductory Composition at Purdue (ICaP)*

Dilger, B. (2016, August to 2020, May). Director, Introductory Composition at Purdue (ICaP). Course coordinator for ENGL 106 and ENGL 108, serving as supervisor for research assistants and instructors of record. Collaborated with program staff, faculty, and research assistants to develop and implement policy, promote instructor professional development, solve day-to-day problems with teaching and infrastructure, and shape program direction for the long term. Cooperated with department, college, and university staff to schedule courses and ensure instructional needs were met institution-wide. Key accomplishments and initiatives include:

Staffing & professional development

- Recruiting and hiring multiple instructors and seeking short-term solutions such as substitutes and/or overload when staffing issues threatened quality of instruction.
- Cooperating with Director of Graduate Studies Manushag Powell and department leadership to strengthen 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.
- With Writing Lab staff and department leadership, establishing processes and policies for placing new graduate students with interest and/or less teaching experience in Writing Lab assistantships, smoothing their transitions to graduate study.
- 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.
- Establishing policies and processes for training instructional staff to teach on the accelerated pace required for summer.
- Expanding ICaP/GradSEA grants by securing department funding to double support for graduate student research.

New initiatives

- With former Department Head Krista Ratcliffe, Associate Director Linda Haynes, and program staff, coordinating 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.
- Continuing to strengthen 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 online delivery.

Curriculum

- Supporting existing learning communities and seeking innovation through the development of Engineering in the World of Data, a collaboration with faculty from Engineering and Libraries.
- Supervising the transition from syllabus approaches to syllabus themes, and ensuring rhetorical objectives of course outcomes surfaced as syllabus templates were revised.
- Continuing refinements to syllabus review process to balance program standardization with instructor professional development.

Infrastructure

- Leveraging the development of ENGL 106-DIST and existing funding models to sharply increase summer enrollment in ICaP, resulting in substantially increased opportunities for summer funding for graduate students and lecturers.
- Seeking ways to increase communication among department programs, including PLaCE, OEPP, the Writing Lab, and Professional Writing.
- Coordinating 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, establishing the English Pedagogy Showcase to ensure a vehicle for honoring innovative pedagogical work by graduate students and instructors.
- Coordinating migration of ICaP website from external server to Purdue IT, developing and implementing new content, and acting as liaison to CLA web technology staff.

b. Writing in the Disciplines, 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.

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

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.

2. Service to the profession

a. Tenure & promotion reviews

Dilger, B. (2022, August). Texas Tech University.

Dilger, B. (2022, August). Emory University.

Dilger, B. (2021, August). University of Massachusetts, Lowell.

Dilger, B. (2020, September). University of Maine.

Dilger, B. (2020, August). University of North Texas.

Dilger, B. (2019, August). Florida Atlantic University.

Dilger, B. (2018, September). University of Kentucky.

Dilger, B. (2017, November). University of New Mexico.

Dilger, B. (2016, August). University of Florida.

Dilger, B. (2013, August). San Francisco State University.

Dilger, B. (2009, August). North Carolina State University.

b. Other professional activities

Dilger, B. (2014, October to present). Conference on College Composition & Communication Research Committee.

Dilger, B. (2021, January). Proposal reviewer, Conference on College Composition & Communication Emergent Researcher Award.

Dilger, B. (2019, November). Proposal reviewer, Conference on College Composition & Communication Emergent Researcher Award.

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, January). Proposal reviewer, ACM International Conference on Design of Communication (ACM SIGDOC).

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. (2011, February). Proposal reviewer, Computers & Writing Conference.

Dilger, B. (2006–09). Chair, CCCC Free Software and Open Source special interest group.

Dilger, B. (2006–08). Coordinator, NCTE/CCCC Position Statement on Free Software and Open Source.

Dilger, B. (1999–2001). Proposal review manager, Computers & Writing Conference.

Dilger, B. (2000–01). Co-chair, Computers & Writing Online Conference.

Dilger, B. (1999–2000). Co-chair, Computers & Writing Online Conference.

Dilger, B. (1998). Computers & Writing Conference organizing committee.

3. Service to Purdue University

a. *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.

b. *College of Liberal Arts*

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.

c. *Department of English*

Powell, N. & **Dilger, B.** (2016, May to present). 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.

d. *Program in Rhetoric & Composition*

Dilger, B. (2019, August). Graduate preliminary examination review committee.

Dilger, B. (2018, August). Graduate preliminary examination review committee.

Dilger, B. (2017, March). Résumés and cover letters. Workshop, Professional Writing Association.

Dilger, B. (2016, March). Writing elevator pitches. Workshop, Professional Writing Club.

Dilger, B. (2015, February). Responding efficiently and effectively to student writing. Workshop, Introductory Composition at Purdue.

4. Service to Western Illinois University

a. Department of English

Dilger, B. (2013–14). Chair, personnel committee.

Dilger, B. (2009–10). Chair, executive committee.

Dilger, B. (2008–10). Executive committee.

Dilger, B. (2003–06 & 2008–10). Graduate student mentor.

Dilger, B., & Banash, D. (2005–09). Co-coordinator, professional development series.

Dilger, B. (2004–09). Graduate committee.

Dilger, B. (2008, Fall). Assessment coordinator.

Dilger, B. (2003–08). Department Technology Coordinator.

Dilger, B. (2004–08). Faculty sponsor, English Graduate Organization.

Dilger, B. (2004–05 & 2007–08). Writing studies faculty search committees.

Dilger, B. (2006–07). Chair, graduate committee.

Dilger, B. (2003–06). Coordinator, Bruce H. Leland Essay Contest.

Dilger, B. (2003–06). Secretary, writing program committee.

b. College of Arts & Sciences

Dilger, B. (2005–10). CAS Deans' Technology Advisory Committee (DTAC).

Dilger, B. (2005, September). Judge, CAS Excellence in Teaching with Technology Award.

c. University

Dilger, B. (2013–14). Chair, Writing Instruction in the Disciplines committee.

Dilger, B. (2011–13). First Year Experience courses committee.

Dilger, B. (2009–10). Positive time reporting taskforce.

Dilger, B. (2008–10). Mobile computing taskforce.

Dilger, B. (2006–10). Web accessibility committee.

Dilger, B. (2008–09). Distance education accreditation committee.

Dilger, B. (2008, August). Judge, provost's excellence awards.

Dilger, B. (2008, Spring). Helpdesk improvement taskforce.

Dilger, B. (2007–08). President's Technology Users Group.

Dilger, B. (2006–07). Online class information database committee.

Dilger, B. (2006, July). General education orientation.

Dilger, B. (2003–05). Computer & Information Technology committee.

Dilger, B. (2003–05). CIT web standards committee.

d. *Professional development*

Dilger, B. (2003–14). Twenty-four workshops for staff, faculty, and students, such as:

Making course materials more accessible. Faculty workshop, Center for Innovation in Teaching and Research.

Consulting job materials. Graduate student workshop, University Writing Center.

Résumés, vitas, and cover letters. Student workshop, Department of English & Journalism.