

David W. Marshall

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Education

Ph.D., English	2007
Minors in Medieval Studies and English & Germanic Philology	
Indiana University, Bloomington, IN	
Dissertation: <i>Reformers, Miscreants, and Mutuality: England and Nation 1375-1385</i>	
M.A., Medieval Studies <i>with Distinction</i>	1998
Centre for Medieval Studies, University of York, York UK	
Thesis: "The Open Doors of Sanctity: Sainthood in the Writings of the Venerable Bede"	
B.A., English	1993
College of the Holy Cross, Worcester, MA	

Grants, Honors and Awards

Nominee, Golden Apple Teaching Award, CSUSB	2022
Nominee, Outstanding Professor, CSUSB	2022
Nominee, Golden Apple Teaching Award, CSUSB	2021
Outstanding Faculty in Service, College of Arts and Letters	2021
Outstanding Campus IEP Partner of the Year	2020-2021
Nominee, Golden Apple Teaching Award, CSUSB	2020
Phi Beta Delta Honor Society	2020
Honoree, Theatre Department Faculty Appreciation Night	2019
Nominee, Golden Apple Teaching Award, CSUSB	2018
Honoree, Athletics Faculty Appreciation Night, CSUSB	2017
National Institute for Learning Outcomes Assessment Sub-award	2016-2017
Institute for Evidence-Based Change Sub-award	2010-2016
Nominee, Golden Apple Teaching Award, CSUSB	2010
TRC Innovative Course Development Grant	2010
TRC Innovative Course Development Grant	2009
Community University Partnerships Grant	2009
Professors Across Borders Grant	2008
TRC Innovative Course Development Grant	2008
Teaching Skills Study Award	2008
Culbertson Outstanding Graduate Teaching, English Dept., Indiana University	2004
Nominee, Culbertson Outstanding Graduate Teaching, English Dept., Indiana University	2001, 2003
Graduate School Travel Grant, Indiana University	1999
Department of English Travel Grant, Indiana University	1999

Professional Experience

My career has given me a variety of opportunities to understand better the various dynamics involved in educating students in the post-secondary environment. Service in administrative capacities has engaged me in roles in which I have worked on both sides of the educational landscape, building deeper understanding of both the student experience of college-level learning and the faculty experience of building educational experiences for students. Combined, those two distinct perspectives have equipped me to develop meaningful programs of study for students, foster intentional design among other faculty across the country, and conduct on-the-ground research into strategies that demonstrate proven modes of supporting student learning.

Director, University Honors Program, CSUSB 2015-present

Oversee all aspects of the University Honors Program, including budget, curriculum, scheduling, recruitment, advising, co-curricular planning, club advising; Coordinated and facilitated expansion of the University Honors Program, including development of a residential Living and Learning Community, transformed curriculum, and development of program outcomes. In eight years as Director, I have grown the program from 125 students to 715 students, advocated for and obtained a budget of roughly \$500,000, built awareness and support across the campus, and formalized processes and procedures for running a complex program while supervising a staff of up to 13 employees.

Coordinator, Presidential Academic Excellence Scholars Program, CSUSB 2018-present

Oversee the university's elite scholarship program, including coordinating Admissions, Financial Aid, Student Financial Services, and Housing for effective execution of awards, development and delivery of the new leadership development program, planning of program events, and recruitment of students.

Senior Scholar, National Institute for Learning Outcomes Assessment June 2016-2020

Conduct research into best practices for aligning educational systems around learning outcomes, including development of curricula and assignments that provide coherent educational experiences for students and enable development and demonstration of core learning; co-authoring a book on the learning systems paradigm; author reports on the impact and process of engaging in alignment activities and mapping of student learning using tools such as the Degree Qualifications Profile and the Tuning methodology; provide workshops for faculty groups at regional and national conferences and on local campuses to support faculty development in relation to constructive alignment of learning goals and assignments; consult with national organizations on issues related to development of coherent and meaningful learning systems for students.

Consultant 2015-2018

Collaborated with administration, faculty, and staff in reviewing institution processes and procedures around design and assessment of educational ecosystems, often offering workshops, making keynote addresses, and facilitating discussions. Institutions include:

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| ○ University of Alaska Anchorage | Sept 2018 |
| ○ Broward College | Jan 2017 |
| ○ National Communication Association | Feb 2016 |
| ○ University of New Mexico | Mar 2016 |
| ○ Golden Gate University | Apr 2016 |
| ○ Massachusetts Learning Consortium | Apr 2016 |
| ○ College of the Sequoias | Jan 2015 |

- Texas A&M Assessment Institute Feb 2015
- Dallas County Community College District May 2015
- San Bernardino Valley College Jan, Mar, Apr 2014
- Lake Tahoe Community College Apr 2014
- North State Nursing Programs, hosted by College of the Siskiyous May 2014
- Cuyamaca College Aug 2014
- El Camino College Aug 2013
- College of the Siskiyous Oct 2013

Associate Director for Tuning, *Institute for Evidence-Based Change* 2010-2015
 Oversaw planning, projects, and operations for this Lumina Foundation-funded national higher-education reform initiative, including: publishing practical guides out of field research; collaborating on project development with states, regional compacts, and national disciplinary associations; facilitating Tuning projects for partners; making presentations at national conferences; building joint-activities with the National Institute for Learning Outcomes Assessment; briefing national organizations (American Council on Education, Association of American Colleges and Universities, Council of Graduate Schools, etc.) on Tuning activities; convening a Tuning Advisory Board of national experts in higher education and higher education policy.

Assessment Coordinator, College of Arts and Letters, CSUSB 2013-2015
 Support and advise chairs and faculty in the College of Arts and Letters around issues of assessment, including development of outcomes, curriculum and outcomes mapping, making use of findings, maintaining the TaskStream database, and accreditation. In addition, serve as a member of the Assessment Working Party.

Interim Assistant Dean, College of Arts and Letters, CSUSB 2013-2014
 Held responsibility for student affairs in the College, consisting of approval of overloads, approval of adds and drops both before and after census, and responding to student requests, grade grievances, and complaints. Additionally, served on numerous campus committees in the areas of advising, SSI funding and programs, high-achieving students, and new student recruitment and orientation.

Chair, Humanities Program, College of Arts and Letters, CSUSB 2013-2014
 Managed the Humanities Program, overseeing course scheduling and staffing, enrollment, and program budget. In addition, reconvened and chaired the Humanities Council.

PDC Program Coordinator, English Dept., CSUSB 2009-2011
 Oversaw the English major at the Palm Desert Campus, including advising students, performing class visitations for PDC part-time faculty, attending PDC campus personnel meetings, and participating on the Palm Desert Campus Committee. In addition, assisted the department chair in identifying curricular needs and defining the schedule of classes.

Assistant Director of Elementary Composition, English Dept., Indiana University 2004-2007
 Collaborated with Director of Composition Christine Farris, Prof. John Schilb and three other assistant directors in a complete revision of the existing composition curriculum and planned a year-long training and support program for new instructors that included a week-long orientation, weekly meetings, and professionalization workshops; was responsible for developing media resources for new instructors.

Teaching Consultant, English Department, Indiana University

1999-2001

Mentored graduate instructors in their first year of teaching, including weekly meetings and participating in a week-long training

Committee Service

• Chair	Creative Writing Recruitment Committee	2022-2023
• Adviser	National Society for Leadership and Success	2022-pres
• Member	High Impact Practices Committee, CSUSB	2022-pres
• Member	Ad Hoc Lecturer Hiring Committee	2022
• Chair	Part Time Evaluation Committee, English Department, CSUSB	2021, 2022
• Member	Linguistics Recruitment Committee	2021-2022
• Chair	English Department Curriculum Committee	2020-2022
• Member	University General Education Committee	2019-2021
• Member	English Department Chair Review Committee	2020
• Chair	English Department RPT Committee	2018-2020
• Member	PAES Steering Group	2017-2018
• Member	Resilient CSUSB Steering Committee	2017-2020
• Member	English Department Technology Committee	2018-2019
• Adviser	Honors Program Student Club	2015-pres
• Chair	Senate Honors Committee	2015-pres
• Adviser	National Society of Collegiate Scholars	2016-pres
• Member	DHRE/Dining Task Force	2017-2019
• Member	GI2025 Student Engagement, Advising & Wellness Subcommittee	2017-2019
• Chair	English Department RPT Committee	2017-2018
• Member	Mellon-Mays Undergraduate Fellowship Application Committee	2017-2021
• Member	ASI Director Hiring Committee	2018
• Member	UGS Assistant Dean Hiring Committee	2018
• Member	General Education Task Force	2015-2017
• Member	Badging CIG	2016
• Adviser	English Club, English Department, CSUSB	2008-2017
• Member	English Department Task force on the mission and goals, CSUSB	2012-2017
• Member	CLASS Assessment Committee, CSUSB	2013-pres
• Coordinator	Graduate Program Literature Concentration, CSUSB	2014-2016
• Member	Part Time Evaluation Committee, English Department, CSUSB	2012, 2015, 2019, 2023
• Convener	Humanities Council, CSUSB	2014-15
• Member	Student Success Initiative Steering Committee, CSUSB	2013-14
• Member	PAES Reconfiguration Committee, CSUSB	2013-14
• Member	Hiring Committee, fiction position, English Department, CSUSB	2012-13
• Member	Topics Committee, English Department, CSUSB	2010-11
• Member	Budget Committee, English Department, CSUSB	2010-11
• Member	CAL IT Consultant Hiring Committee, CSUSB	2010
• Member	PDC Librarian Hiring Committee, CSUSB	2010
• Member	English Department Budget Committee, CSUSB	2010-11
• Co-Chair	CalPASS English Professional Learning Council for Coachella Valley	2009-2012
• Chair	English Department Topics Courses Comm., CSUSB	2009-11
• Member	English Department Composition Committee, CSUSB	2009-11
• Member	University Alcohol, Tobacco, & Other Drugs, CSUSB	2008-10
• Member	English Department Curriculum Comm., CSUSB	2008-09

- Member English Department Analysis Courses Comm., CSUSB 2008-09
- Member Medieval Hiring Committee, English Department, Indiana University 2004-05
- Member Composition Committee, English Department, Indiana University 2004-2007
- Member Graduate Admissions Committee, English Department, Indiana University 2003-2004
- Rep. Grad Student Advisory Committee, English Department, Indiana University 2001-2003
- Rep. Graduate and Professional Student Organization, Indiana University 2002
- Rep. Dept. Chair Search Committee, English Department, Indiana University 2000-2001
- Co-Founder/Co-Organizer, Medieval Studies Film Series, Indiana University 2001-2007

Teaching

Philosophy

My teaching philosophy can be categorized by two core ideals: empowering learners to learn and teaching the whole person. Regarding the first, my curricular and pedagogical work is heavily informed by my research (see below) in alignment of educational experiences, assignment design, and emergent pedagogies. I work within what Tagg (2003) refers to as the Learning Paradigm, foregrounding a student perspective to knowledge construction rather than ideas of content delivery. More recently, my work has been influenced by an expanded understanding of student learning, which my co-authored book (2017) describes as the Learning Systems Paradigm, in which instructors develop collaborative approaches which challenge students to learn in ways that enable them to integrate their learning experiences and make explicit the application of their learning to other areas of their lives and desired futures. My philosophy of teaching, therefore, is that students learn best when given recursive and progressive opportunities to engage the knowledge and competencies we foster as means to solve problems, thereby constructing their own knowledge. By supporting students as they take control of their own learning, the teacher's role might best be understood as a facilitator of learning instead of a deliverer of knowledge.

Interests

Medieval Literature and Culture, Medievalism, Mythology, Popular Literature and Culture, Historiography, Post-Colonial and Nation Theory, History of the English Language

Professor, English Department, CSUSB

2007-Present

Courses Designed and Taught

USTD 100 *Freshman Seminar*

As part of a pilot project, developed this inquiry-based course around questions of what higher education is for and how knowledge is produced.

ENG 101 *Composition*

Designed this course around semiotic analysis of newspaper and news magazine articles

ENG 110 *World Literature I*

Designed this course to survey six major works from around the world, each of which dealt with explorations of other lands and cultures; constructed a supporting website.

ENG 170 *Intro to Literature*

Redesigned this course to emphasize the epistemologies used in literary studies and to support a literature TA program for graduate students.

ENG 2000 <i>Introduction to English Studies</i>	Framed as an exploration of the fields, curriculum, research possibilities, and career opportunities associated with the study of each concentration represented in the English major.
ENG 2010 <i>British Lit. I</i>	Continually redesigning this course to survey both canonical and non-canonical writers in relation to historical and literary historical contexts.
ENG 301b <i>Analysis & Writing of Poetry.</i>	Approached, per departmental guidelines, as a course in which students explicate the habits of mind involved in literary studies.
ENG 303b <i>Analysis & Writing of Fiction</i>	As above, approached, per departmental guidelines, as a course in which students explicate the habits of mind involved in literary studies.
ENG 315 <i>Literature & Film</i>	Developed this course as an introduction to Adaptation Studies and, therefore, as an introduction to the epistemologies that undergird such comparative study.
ENG 333 <i>Myth & Epic</i>	Approached as an opportunity for students to practice literary analysis within historical contexts while providing basic knowledge in foundational myths that influence Western literary forms.
ENG 401 <i>English Lit. of the Middle Ages</i>	Another continually revised course that undertakes specific topical investigations into medieval literature, such as Courtly Culture and Chivalry or Shifting Definitions of Heroism.
ENG 4010 <i>English Lit. of the Middle Ages</i>	Undertook a problem-based, research-oriented study of medieval literature as a means of explaining the enigmatic meaning of the 15 th and 16 th Century Unicorn Tapestries
ENG 403 <i>English Lit. of the Renaissance</i>	Designed to challenge students to situate non-canonical and unconventional texts alongside canonical, classic texts.
ENG 422 <i>History of English</i>	Devised as an introduction to historical linguistics as well as a survey of the history of the English language, with a socio-linguistic slant in keeping with the emphasis of the linguistics program.
ENG 423 <i>Piers Plowman & Poverty</i>	A service learning course developed with grant monies, challenged students to rethink local issues of poverty by engaging with medieval texts about poverty and poverty relief; students served and Central City Lutheran Mission and produced a photography and text exhibit to reframe poverty for viewers.

ENG 423 <i>Pre-Modern Monstrosity</i>	Investigated the way in which medieval and early modern writers represented monstrosity and how monstrosity was used to examine socio-cultural anxieties.
ENG 423 <i>King Arthur</i>	Explored the tradition of Arthurian legends and their persistence into modern culture by engaging in inquiry around the modern appeal of medieval texts.
ENG 441 <i>Shakespeare in Performance</i>	Developed as the basis for a short-term study abroad program in London and designed around plays performed at the Globe Theatre.
ENG 463 <i>Advanced Studies in Adaptation</i>	A follow-up to ENG 315, above, designed to broaden understanding of adaptation and to begin theorizing the impact of not just subject matter, but medium in shaping adaptations.
ENG 475 <i>Shakespeare I</i>	Taught with a focus on variable interpretation in relation to the design of productions and their contexts.
ENG 476 <i>Shakespeare II</i>	Taught with special interest in Shakespeare's manipulation of both classical and medieval theatre traditions.
ENG 515 <i>Beowulf & Popular Culture</i>	Developed to immerse students in the broad array of adaptations of a single text as a means of challenging them to think more broadly about the use of adaptation in particular contexts to address particular cultural concerns.
ENG 515 <i>Film, Medievalism & History</i>	Focused on the way in which films undertake the medieval past as a subject for contemporary concerns, with investigation into what constitutes "history."
ENG 5150 <i>Historicism, Presentism, Theory</i>	Invited students to explore the ways in which intentional choices about period-specific context can shape the manner in which medieval texts are understood.
ENG 5160 <i>Professional Pathways</i>	Guides senior English majors through reflective consideration of career pathways while developing vocabularies for describing how major-based learning can be translated into workforce competencies.
ENG 651 <i>Medievalism & Cultural Studies</i>	Challenged students to examine the way in which writers and filmmakers have used the Middle Ages to address the War on Terror.
ENG 651 <i>Medieval Rhetorics of Community</i>	Examined the ways in which medieval writers responded to the Peasants' Revolt of 1381 to redefine notions of English community.

ENG 6590 <i>Teaching of College-Level Lit</i>	Promoted critical and practical consideration of the construction of scaffolded learning experiences that are contextualized in reflection on the purpose and role of literary studies in human societies.
HUM 340 <i>Interpretation & Values</i>	Engaged students in analysis of Shakespeare’s legacy as part of a month-long study abroad experience in London.
HON 105 <i>Honors Colloquium</i>	Engages students in the examination and analysis of discrete topics on a weekly basis.
HON 205 <i>Honors Seminar</i>	Engages students in the examination and analysis of discrete topics on a weekly basis.
HON 315 <i>Nerd Culture</i>	Challenged students to take an integrative, multi-disciplinary approach to explaining why popular fan culture around superheroes, role-playing games and television shows such as Doctor Who generate devotion and recent wide-spread popularity in a problem-based format.
HON 3200/3250 <i>Interdisciplinary Studies</i>	This team course (with astronomer Laura Woodney) challenged students to interrogate assumptions about the production of scientific knowledge by examining the sociopolitical pressures on it going back to Galileo, by studying indigenous approaches to astronomical learning, and exploring the power that accompanies knowledge construction.
HON 4100 <i>Research Workshop</i>	Encourages senior Honors students who are working on their senior Honors projects to take a reflective stance in relation to their research so that they can be self-aware and intentional about the choices they make as academic investigators.
HON 4500 <i>Research Symposium</i>	Challenges students to engage critical methodologies in the finalization of their honors theses while paying special attention to the competencies required in academic presentation of research.

Graduate Theses Advised

Candice Roark (first reader) “The Feminist Case for Grendel’s Mother”	2011-2012
Andrew Castillo (reader) “Cyborg Rhetoric in the Writing Classroom”	2012-2014
Elliott Fong (first reader) “DIY Communication: The Rhetoric of Punk”	2012-2013
Allison Mark (first reader)	2013
Patrick Sichter (first reader) “Player Experience & Implicit Narrative in Video Games”	2015-2016
Katie Chavez (reader) “The Case for Fidelity: Adaptation of Sherlock Holmes”	2018-2019
Melony (Elsie) del Real (first reader) “Memento Mori and the Death Positivity Movement”	2018-2019
Hovsep Hovannesian (reader) “Reading and Teaching To Kill a Mockingbird as Queer”	2019-2020
Terrill Corletto, interdisciplinary MA (first reader) “Reading Dance as Language”	2019-2020
Jose Jimenez (reader) “The Medieval Knight as Archetype”	2020-present
Amber Guarena (first reader) “Marianne as Queer Text”	2022-present

Miguel Vega (first reader) “Instagram Poetry and the Rise of Reader 2.0”	2022-present
Serena Young (first reader) “(Mis)Remembering Jane: The Construction of Jane Austen”	2022-present

Honors Theses Mentored

Candice Roark “Rereading Grendel’s Mother”	2008
Liam Van Loon “The Book of Zephaniah: A Novel”	2020-2021
Marlie Parrott “The Value of Literature and How to Teach the Modern Youth”	2021-2022
Nicholas Nasr “Queer and Catholic: A Memoir”	2022-2023
Daniel McCluskey “Living with Disabilities”	2022-present
Gabriela Goar, Mellon Mays Undergraduate Fellow	2023-present

Teaching Interns Supervised

Kelly Byrd	High School Teaching Observation	Fall 2010
Ely Jauregui	Marketing	Fall 2010
Patrick Sichter	ENG 210	Fall 2015
Denice Gsoell	ENG 210	Winter 2016
Melanie del Real	ENG 210	Winter 2019
Alejandra Marquez	ENG 210	Fall 2019
Jose Jimenez	ENG 210	Fall 2019
Destiny Vasquez	ENG 2000	Fall 2022
Serena Young	CAL 3300	Summer 2023
Natalie Aronson	CAL 3300	Summer 2023

Independent Studies

Amber Fernandez, “Middle English Literature”	Winter 2009
Regina Todd, “C.S. Lewis”	Spring 2009
Joy Kerr, “King Arthur and Edmund Spenser”	Spring 2009
Andrew Muldowney, “Post-Colonial Theory”	Fall 2009
Krystal Robinson, “Historical Linguistics”	Fall 2009
Katherine Rugh, “Old English Language and Literature”	Fall 2009
Stephanie Velona, “Medieval Religious Literature”	Fall 2009
Matthew Bowman, “Middle English”	Spring 2010
Arisa Cuevas & David Jones, “Historical Linguistics”	Spring 2010
Jessica McNeil & Margaret Steppe, “Old English”	Spring 2010
Stephanie Stever, “Medieval Romance”	Spring 2010
Emily Thomas, “Satire and Parody in Early Literatures”	Spring 2010
Moises Centeno,, “Monsters in Literature”; “Zombie Literature”	Winter & Spring 2011
Jessica Molina, “Teaching Literature”	Spring 2011
Meagan Moya, “Adapting Medieval Texts”	Spring 2011
Nathan Jones, “Old English Language and Literature”	Winter & Spring 2012
Brett Diaz, “Old Norse Language”	Spring 2013
Megan Haynes “The Epic Tradition”; “Sir Gawain and the Green Knight”	Fall 2022, Spring 2023
Matthew Nevins, “Research Methodologies”	Spring 2023
Serena Young & Natalie Aronson, “Constructing the Literary Past”	Summer 2023

Faculty in Residence, California State University San Bernardino 2016-2021

In this role, I lived alongside students in the residence halls and organized programming that enables informal contact with faculty. The program seeks to break down the barriers that can hinder meaningful student conduct with faculty and engage students more meaningfully in campus life.

Associate Instructor, English Department, Indiana University, 1999-2007

L307 <i>Medieval and Tudor Drama</i>	Assisted Prof. Ellen MacKay by leading several discussions pairing early drama with film.
E301 <i>British Literature 700-1600</i>	Assisted Prof. Karma Lochrie in this large lecture based course and led three separate discussion sections; have also given lectures.
L225 <i>The Modern Middle Ages</i>	Designed and taught this small discussion-based seminar for a special students program that investigated the use of medieval tropes in popular media.
L220 <i>Shakespeare.</i>	Assisted Prof. Al Wertheim in this large lecture course.
L141 <i>American Bestsellers</i>	Assisted Prof. Paul Gutjahr in this large lecture based course and led two separate discussion sections twice weekly; also gave a general lecture.
L390 <i>Children's Literature</i>	Assisted Dr. Barbara Bolz in this large lecture based course and led two separate discussion sections one weekly; also gave a general lecture.
L142 <i>Island Colonialisms</i>	Assisted Prof. Purnima Bose in this large lecture based course and led a separate discussion section twice weekly; also gave a general lecture.
W131 <i>Elementary Composition</i>	A required writing course that simulates course content with pop-culture, history, and current events.
W131B <i>Basic Composition</i>	A writing course for students requiring increased attention in the basics of college reading and writing.
J101 <i>Introduction to College Writing</i>	Part of a federally subsidized, six-week summer learning program intended to prepare first-generation, low-income, often minority students for the rigors of college.
W202 <i>Review of English Grammar</i>	An eight-week course taught each semester that engaged students in developing conversancy with English grammar through both study and application to their own writing.

Teacher, English Department, Venango Christian H S, Oil City, PA.

1993-1994

Taught English and Drama classes for grades 9-12 and developed a cross-curricular writing program while directing the English program's curriculum and activities.

Research & Publications

Two distinct areas comprise my research. Most recently, I have returned to my training in medieval studies with a focus on medievalism. This area focuses my scholarly attention on how the medieval past and its cultural artifacts continue to structure and influence modern conceptions of human experience. The new direction is a book project that examines the ways in which structure and aesthetics of games (board, video, and role playing) synergize to shape player experience. My prior research examined higher education in relation to its essential mission of educating learners. That work has allowed me to study the full scope of higher education in America (and beyond), ranging from national policy initiatives and foundation funded intervention strategies, to state-level approaches to strengthening higher education, to campus-level activities and reforms that make institutions more responsive to students and better designed to foster learning that empowers. I have undertaken work on outcomes development as a collaborative, consensus-building process, assignment design for deeper learning, and learning systems development for more coherent campus experiences of learning.

Books

- Co-author with Dr. Natasha Jankowski (Director, National Institute for Learning Outcomes Assessment), *Degrees that Matter: Moving Higher Education to Learning Systems Paradigm*, (Stylus Press) 2017.
- Ed. and introduction, *Mass Market Medieval: the Middle Ages in Popular Culture*, (Jefferson, NC : McFarland & Co.) 2007.

Edited Journals

- Co-editor with Dr. Natasha Jankowski (Director, National Institute for Learning Outcomes Assessment), *New Directions in Institutional Research* 165 (2015).

Articles

- "Degree Qualifications Profile (DQP) and Tuning: What Are They and Why Do They Matter?," *New Directions in Institutional Research* 165 (2015): 3-14. (With Natasha Jankowski)
- "New Directions for IR, the DQP, and Tuning," *New Directions in Institutional Research* 165 (2015): 77-88.
- "Holy Grails, Schlocky Grails," *The Holy Grail on Film: essays on the cinematic quest*, ed. Kevin J. Harty (McFarland 2015)
- "Working Across the Segments: High Schools and the College Completion Agenda," with Shelly Valdez, *New Directions in Community Colleges* no. 164 (Winter 2013): 47-55.
- "Neomedievalism, Identification, and the Haze of Medievalisms," in *Studies in Medievalism* vol. 20
- "Harrying an Infinite Horizon: The Ethics of Expansionism in *Outlander*," in *The Vikings on Film*, ed. Kevin J. Harty (McFarland & Co. 2011)
- "Getting Reel with Grendel's Mother: the Abject Maternal and Social Critique," in *Studies in Medievalism* vol. 19: 135-59
- "Everywhere Be Dragons: The Persistence of Dragon Legends in the Creation Debate," in *Myth and the Modern Age*, ed. Paul Hardwicke, Lewiston, NY: Edwin Mellon Press 2010
- "Paranormal Parade." *Cinefex* 115 (October 2008): pp. 39-58.

- "John Ball's Revolutionary Windmill: "The Letter of Jakke Mylner" in the English Rising of 1381," in Steven A. Walton (ed.), *Wind & Water: Medieval Fluid Technologies*, Penn State Medieval Studies vol. 15 (Tempe, AZ: ACMRS, 2006)
- "Autopoietic Creation and Secondary Worlds in Medieval Role-Playing", in *Mass Market Medieval: the Middle Ages in Popular Culture*

Reviews

- *The Making of Middle Earth: A New Look Inside the World of J.R.R. Tolkien*, by Christopher Snyder. (Spring 2015), *Arthuriana*.
- *Movie Medievalism*, by Nickolas Haydock. (Fall 2009), *The Medieval Review*
- *Seamus Heaney and Medieval Poetry*, by Conor McCarthy. (Fall 2008), *The Medieval Review*
- *The Erotic in the Literature of Medieval Britain*. By Amanda Hopkins and Cory James Rushton, eds. *Arthuriana* 17.4 (Fall 2007): 122

Educational Reports & Guides

- "Mapping Learning: A Toolkit" (National Institute for Learning Outcomes Assessment 2018, December) with Dr. Natasha Jankowski and Dr. Gianina Baker
- "Tuning Impact Study: Developing Faculty Consensus to Strengthen Student Learning" (National Institute for Learning Outcomes Assessment 2017, December) with Dr. Natasha Jankowski and Dr. Terry Vaughan III
- "Tuning: A Guide for Creating Discipline-Specific Frameworks to Foster Meaningful Change" (National Institute for Learning Outcomes Assessment 2017, April)
- "Roadmap to the DQP & Tuning" (National Institute for Learning Outcomes Assessment 2014) with Dr. Natasha Jankowski
- "Tuning American Higher Education: The Process" (Institute for Evidence-Based Change 2013)
- "Tuning Educational Structures: A Guide to the Process" (Institute for Evidence-Based Change 2011) with Michelle Kalina and Will Dane

Conference Participation

Papers

- "Integration of General Education and the Major: Mapping Integrative Learning." With Sandra Bailey. AAC&U General Education and Assessment Conference, February 2017.
- "Alignment and Mapping: Helping to Make Meaning." With Karen Ford. Indianapolis Assessment Institute, October 2016
- "Moving from Compliance to Improving Student Learning." With Natasha Jankowski. Drexel Assessment Conference, Philadelphia, September 2016
- "Rethinking Teaching Around Where Learning Happens." With Natasha Jankowski. European Association of Institution Research, Birmingham, England, September 2016
- "Transformation Through Alignment." With Natasha Jankowski. Assessment in Higher Education Conference, Manchester, England, July 2016
- "Degree Qualifications Profile & Tuning: Student Learning Impact and IR." With Natasha Jankowski and Jillian Kinzie. Association of Institutional Research, New Orleans, June 2016
- Moderator, "Tuning Disciplines and Engaging Departments in Using Learning Outcomes across General Education: Lessons from Two Learned Societies." AAC&U Conference, Washington, D.C., January 2016
- "Engaging Meaningfully with the Learning Outcomes in Communication." National Communication Association Annual Conference, Las Vegas, November 2015

- “Better Ingredients, Better Pizza.” Panel presentation with Natasha Jankowski and Jillian Kinzie. Indianapolis Assessment Institute, October 2015
- “Degree Qualifications Profile and Tuning USA: Partners in Improving Student Learning.” With George Kuh and Natasha Jankowski. Association of American Colleges and Universities annual conference, January 2015
- “Learned Societies and Teaching & Learning.” American Council of Learned Societies Conference of Administrative Officers, Honolulu, HI, October 2014 (Invited by chairperson Nancy Kidd).
- “Relief from Initiative Fatigue: Bringing it All Together.” Assessment Institute in Indianapolis, October 2014
- Remarks on the *Roadmap for the DQP and Tuning*, The Degree Qualifications Profile and Tuning: Call for Action, Conversations about Next Steps, Convened by Lumina Foundation in Indianapolis, IN, October 2014.
- “Elements of Design for Assessment.” Invited presentation by Susan Clifford of Accrediting Commission for Community and Junior Colleges; Presented at both of ACCJC’s fall regional workshops at College of the Sequoias and Citrus College, Fall 2014.
- “An Emerging Trend Towards Intentionality.” ACCJC DQP/Tuning Closing Conference, San Diego, CA, May 2014.
- “Elements of Design for Assessment.” Invited presentation by Susan Clifford of Accrediting Commission for Community and Junior Colleges; Presented at both of ACCJC’s spring regional workshops at Mira Costa College and Ohlone Community College, Spring 2014.
- “Elements of Design for Assessment.” Invited presentation by Susan Clifford of Accrediting Commission for Community and Junior Colleges; Presented at both of ACCJC’s fall regional workshops at College of the Desert and Solano Community College, Fall 2013.
- Keynote Speech, Assessment Mini-Conference, CSUSB, Oct 2013
- “Tuning: A Brief Introduction.” First US Tuning Conference, Indianapolis, IN, June 2013
- “Elements of Design for Assessment.” Invited presentation by Susan Clifford of Accrediting Commission for Community and Junior Colleges; Presented at both of ACCJC’s spring regional workshops at Butte College and L.A. Pierce College, Spring 2013
- “National Organization Seeks Grass Roots Change: The American Historical Association’s Approach to Tuning”, AAC&U Annual Meeting, Atlanta, GA, Presenter and moderator, January 2012.
- "Tuning USA: Progress, Challenges Unique to the USA, and Path Forward." Co-authored presentation with Dr. John Yopp, who made the presentation on behalf of both of us at the European Association for International Education conference in Dublin, September 2012.
- “Gower’s *Vox* and the Horror of Nation.” Pacific Ancient & Modern Language Association Conference, Honolulu, HI, November 2010
- Invited Round Table Participation on Finke & Shichtman’s *King Arthur and the Myth of History*. 45th International Congress on the Middle Ages, Kalamazoo MI, May 2010.
- “One Ring to Rule Them All.” Presented as part of the Robert V. Fullerton’s *Timeless Enchantment* series, which was part of the L.A. Opera’s *Ring* Festival, April 2010.
- “A Soundtrack for Superheroes.” Presented as an opening talk for the Robert V. Fullerton’s Hip Hop Theatre Workshop, featuring Rickerby Hinds’ adaptation of Wagner’s *Ring*, April 2010.
- “*Beowulf* and the (Sequential) Art of War.”
- 2009 Popular Culture/American Culture Conference. New Orleans, April 2009.
- “Hrothgar, Heorot, and Colonialism in Popular Culture.” Medievalism, Colonialism, Nationalism: A Symposium. University of California, Riverside, November 2008.
- “Turning England Inside-out in Gower’s *Vox Clamantis*, Book I.” 16th International Congress of the New Chaucer Society, Swansea, Wales, July 2008.

- “Gower’s Monstrous Body Politic.” First International Congress of the John Gower Society, London, England, July 2008.
- “Monstrous Mothers and Maternal Might in Film Adaptations of *Beowulf*.” 43 International Congress on the Middle Ages, Kalamazoo MI, May 2008.
- “What is a Keystone Essay?” Conference on College Composition and Communication, New Orleans, LA, April 2008.
- “Darkroom as Classroom: Developing Visual Literacy with Historical Photos”, Conference on College Composition and Communication, Chicago, March 2006.
- “A Voice Outside the Box: The National Implications of John Ball’s Letters”, Medieval Studies Symposium, Indiana University, April 2004.
- “Bede and the Myth of Nationalism”, 38th International Congress on Medieval Studies, Kalamazoo, MI. May 2003
- “Narration, Nostalgia, and Nation: Alfred’s Use of the *De excidio* Rhetoric”, 36th International Congress on Medieval Studies, Kalamazoo, MI. May 2001.
- “Experimental Archaeology”, On-Site Research Panel, Medieval Studies Symposium, Indiana University, March 2000
- “The Open Doors of Sanctity: Bede’s Theology of Sainthood”, International Medieval Congress, Leeds, England, July 1999 (Session Organizer)
- “The *Wyrms* Crawl In: Evolving Connotations of Worm Imagery in Anglo-Saxon England”, International Medieval Congress, Leeds, England, July 1998

Webinars

- “Bringing it All Together: Making Meaning Through Alignment.” With Dr. Natasha Jankowski, hosted by TaskStream, October 2016
- "Tuning USA: Meeting the Challenges of US Higher Education." With Dr. John Yopp, hosted by NILOA May 2014.

Professional Memberships

National Collegiate Honors Council
 Modern Language Association
 Pacific Ancient and Modern Language Association

Medieval Drama

Co-organizer with Lawrence Clopper, *Robert of Sicily*. May 2003
 Adapted and performed in this morality play at the Bloomington Early Music Festival and University of Toronto Saints’ Play Festival,

Chair, *Lords of Misrule*, Centre for Medieval Studies, University of York

- *York Mystery Plays*, Production Assistant July 1998
- *Thomas of Erseldoune*, Producer/Performer “Thomas” July 1997
- *Lanfal*, Director/Performer July 1997
- *The Reeve’s & Pardoner’s Tales*, Performer “John” March 1997
- *Mankinde*, Performer “Mankinde” December 1996

Related Experience

- Technology Instructor and Developer, *Information Technology Training and Education, Indiana University*, August 2000-2002
- Performance Assistant, *Beowulf*, Benjamin Bagby, 2001-2002
- Consultant/Site Educator, *Danelaw Viking-Age Village*, York, England, 1996-1997

Languages

Medieval: Middle English, Anglo-Saxon, Old Icelandic/Norse, Old French, Latin
Modern: French (reading knowledge), German (reading knowledge)