

MAUREEN DALY GOGGIN
SELF-EVALUATION FOR APPLICATION FOR PROMOTION TO PROFESSOR

This self-evaluation traces the significant contributions I have made to research, teaching and service since I was promoted to Associate Professor with tenure at the beginning of AY 2000-2001. As this self-evaluation shows, I am a highly productive scholar with an established national and growing international reputation; an award winning, innovative, effective and highly dedicated teacher and mentor; and an outstanding department, college and university citizen, having held a major administrative post every year since being tenured. In every area, I have met and exceeded our departmental guidelines for promotion to Professor.

RESEARCH

Since my promotion to the rank of Associate Professor with tenure in Fall of 2000, I have worked on five book-length projects that are in various stages of completion: an edited scholarly collection in print (*Inventing a Discipline*); a co-authored textbook under contract that is scheduled for publication in Fall 2006 (*Norton Field Guide to Writing with Readings*); another co-edited collection that is complete and under review (*Politics of Desire: African Americans Performing Race, Gender and Sexuality in Personal Ads*); yet another co-edited collection in preparation and ready for review (*Material Turn: Keywords in the Study of Material Culture*); and finally I am working on a single-authored scholarly monograph on gender and creativity (*(En)Gendering Creativity*). In addition, I have published 10 refereed scholarly essays in leading journals and edited collections, 2 book reviews, and have 3 other scholarly essays forthcoming. I have also delivered 30 scholarly papers: 15 at national and international conferences; 5 at local and regional conferences; and 10 as an invited and keynote speaker. Finally, I have been awarded four grants. While these numbers speak to my solid and productive record as a scholar during the period under review, the following sections contextualize and speak to the quality of my research.

My research can be classified under four major interrelated strands: history of rhetoric and composition; visual rhetoric and material culture; discursively constructed racial, gendered and sexual identities; and composition pedagogy. These four strands are held together by a common scholarly interest in the ways in which discursive practices are created, circulated, taught and learned, and the interdynamic roles they play in creating personal and cultural identities.

In one strand of my research, I trace the complex history of what historian Robert Connors has called the "transmogrification" of rhetoric in the late nineteenth century, the concomitant emergence of composition, and the subsequent post-WW II disciplinary formation of rhetoric and composition. My work in this area has appeared in numerous articles and chapters in edited collections, and is most fully explored in my book *Authoring a Discipline: The Post-World War II Emergence of Rhetoric and Composition*, (Lawrence Erlbaum, 2000) which was published in the year of my tenure and promotion. Of this monograph, James D Williams writes in a recent *College English* essay that it is "one of the more important books in composition studies over the last several years" (November 2005, p. 209). Given that *College English* is the flagship journal for the National Council of Teachers of English (NCTE), this recognition is especially important. My focus on the history of discipline also informs the collection I edited, *Inventing a Discipline: Rhetoric Scholarship in Honor of Richard E. Young* (2000), which was published by the highly respected NCTE press and appeared in print during my first year as a tenured Associate Professor. It also figures prominently in my forthcoming chapter "Development of Writing Teachers through the Ages" that I co-authored with Duane Roen and Jennifer Clary-Lemon. In this piece, we trace from antiquity through today how teachers of writing have been mentored and taught how to teach rhetoric and writing. This piece is under

contract and will appear in the collection *Handbook of Writing Research* edited by Charles Bazerman and published through Lawrence Erlbaum, another highly regarded scholarly press.

A second major strand of my research seeks to open new ground, particularly within visual rhetoric and material culture studies, by shifting attention away from the visual artifact as interpreted text toward the material practices that construct and circulate it. More specifically, this line of inquiry examines needlework as a form of meaningful mark-making--a polysemous system of writing. My research in this area has appeared in prestigious journals and edited collections. In "An *Essamplaire Essai* on the Rhetoricity of Needlework Sampler-Making: A Contribution to Theorizing and Historicizing Rhetorical Praxis," I trace the history of needlework sampler making to demonstrate the ways in which rhetorical practices once formed can be displaced, transformed and then erased as they emerge in new constellations that establish new relationships among rhetors, interlocutors, artifacts, and locations. In this work, I offer a methodology for theorizing and historicizing praxis. In another piece, "Visual Rhetoric in Pens of Steel and Inks of Silk: Challenging the Great Visual/Verbal Divide," I argue that the relationship between visual and verbal rhetoric is far more fluid on both synchronic and diachronic levels than the divide permits. I demonstrate how the relationship is contingent on social, cultural, economic and technological domains in which existing semiotic resources for both creating/transforming and circulating/consuming meaning shifts along axes of accessibility, purposes, subject positions, material conditions and practices. This strand of research also figures into the collection *The Material Turn* which I'm co-editing with Beth Fowkes Tobin, Prasad Bopradkar, and Julie Codell. I am also planning and in the early stages of research for a book-length study on the gendering of creative spaces and practices that I'm tentatively titling *(En)Gendering Creativity: Women and Their Needle Over the Long Modernity*. My research in this area has had a broad reach. For instance, one of the samplers I have studied and published on, Elizabeth Parker's circa 1830 sampler was hidden in a drawer in a store room at the Victoria and Albert Museum in London for nearly 50 years since it was first acquired by the museum. The Curator of Textiles told me that she was unable to get permission to hang this remarkable piece. However, because of my research and publication, this piece now hangs in Textile Gallery 101. Shortly after it was hung, a representative from BBC 4 radio saw the sampler, and commissioned a radio play on it. The playwright, Louise Ramsden, contacted me and used my research to write the play *Sampler T6* which aired on January 13, 2004. Since then, I have received requests concerning my work on samplers from students and scholars from around the world.

A third strand of my scholarship explores intersections of race, gender and sexuality in everyday texts, and appears in journal articles and informs the collection *Politics of Desire: African Americans Performing Race, Gender and Sexuality in Personal Ads* that I am co-editing with Neal A. Lester. In an earlier publication titled "'EXTRA! EXTRA! Read all about it!': Constructions of Heterosexual Black Male Identities in the Personals", Professor Lester and I explore discursive constructions of black heterosexual male identities in personal ads. We followed that essay with another one titled "In Living Color: The Politics of Sexual Desire in Heterosexual Interracial Black/White Personal Ads" that examines intersections of race, sexuality and gender in interracial black/white personal ads. This piece was published in *Communication and Critical/Cultural Studies*, the premiere journal for the National Communication Association.

For the fourth research strand, I have published several articles and book chapters on teaching writing and preparing writing teachers. These works appear in important collections and top journals in rhetoric and composition studies, and also figure into my forthcoming textbook *Norton Field Guide to Writing with Readings* (WW. Norton forthcoming 2006) that I co-authored with Richard Bullock. Two recent publications include "Rhetorically Writing and Reading Researched Arguments" that I co-authored with Duane Roen, and "Presence in

Absence: Discourses and Teaching (In, On and about) Trauma” that I co-authored with Peter N. Goggin. In the former, we argue for a rhetorical approach to the teaching of writing and reading arguments. In the latter, I theorize a new way of thinking about trauma and its relation to discursive practices as a framework for considering how topics of trauma might be treated pedagogically. Both of these pieces appear in edited collections with highly regarded presses--Heinemann-Boynton/Cook and SUNY Press respectively. I also have an article in press that I co-authored with Michael Stancliff titled “What’s Theorizing Got to Do with It?: Teaching Theory as Resourceful Conflict and Reflection in TA Preparation” that is scheduled to appear in *Writing Program Administration*, the leading journal in the administration and teaching of writing.

A Note on Collaboration: Since a number of my publications are co-authored, I want to explain my position on collaborative scholarship. As anyone who does collaborative work knows, such scholarship often takes far more time and energy than single-authored work; however, it typically yields richer scholarship because it requires negotiating differing disciplinary lenses, approaches and theories. I seek out collaborations for two important reasons: 1) because I believe that such work is enormously beneficial and makes visible the kinds of interactions scholars often have that usually remain behind the scenes or buried in Acknowledgement notes; and 2) because I want to help graduate students and junior faculty enter into publication; collaboration offers a viable opportunity to provide such assistance.

Post-External Review: Since I submitted my promotion materials for external review, I have drafted 10 chapters toward a forthcoming teacher’s manual to *Norton Field Guide to Writing with Readings*. I have also signed another contract with W. W. Norton for a forthcoming new edition called *Norton Field Guide to Writing with Readings and Handbook*. I have also begun work with Philip Bernick and Peter Goggin on a manuscript tentatively titled *Inventing the Future of English Studies on the crucial role of English studies in our digital knowledge-producing/information age*.

TEACHING

I am a highly dedicated teacher who takes great pride and pleasure in teaching and mentoring at all levels. One measure of this commitment is evident in my becoming a Wakonse Fellow in 2004. I teach graduate courses in the history and theories of rhetoric, research methods, composition studies, cultural studies and discourse studies. Since we do not have an undergraduate program in rhetoric and composition, I do not have an opportunity to teach undergraduate majors. However, I typically request and teach our lower division writing courses whenever my schedule permits. Since my tenure and promotion, I have co-developed and taught two new graduate courses, Cross-Cultural Discourse Studies (co-designed and taught with Professor Karen Adams), and Material Culture (co-designed and taught with Professor Beth Tobin). I also radically redesigned our Teaching Assistant Seminar which I co-taught with Michael Stancliff. In addition, I contributed to the revising of our MA concentration in Rhetoric and Composition, and of our PhD concentration in Rhetoric, Composition and Linguistics.

By every measure, I have been highly successful as a teacher and mentor. As my *CV* shows, I have been honored by a teaching award virtually every year I have been at ASU. Since tenure and promotion, I have been awarded the GSEA Outstanding Mentor of the Year award (2003), the PFF Mentor Certificate (2001), the President’s Award for Innovation for my participation in the Stretch Program (2003), and most recently I received the Alumni Association Faculty Teaching Award (2006). I was also nominated for Outstanding Mentor Award by the ASU Graduate Women’s Association (2002), and the Centennial Professorship Award (2005). Furthermore, my teaching evaluation scores are consistently far better than the department average for both my rank and the level of course taught. In their comments, students praise my rigor, depth of knowledge, enthusiasm, dedication, accessibility and creativity. Here is but a small sampling of the kinds of comments students make on their evaluations of my teaching:

“Maureen is an exceptional instructor who genuinely cares about her students and their progress. She is thoughtful in her responses and encourages students to think more critically. ASU is fortunate to have her in the English department.” (ENG 500)

“Professor Goggin is the best English teacher I have ever had. Seriously.” (ENG 101)

“Dr. Goggin is an asset to the field and to this campus. She is always well-prepared and all of her assignments and class time are extremely useful. She is an outstanding scholar, researcher AND instructor!” (ENG 591)

Dr. Goggin is an instructor who knows her subject and is able to find creative and interesting ways of conveying that knowledge to her students.” (ENG 594)

“She’s awesome! I never wanted to miss her class because she is enthusiastic and fun.” (ENG 101).

“Dr. Goggin is my favorite theorist, practitioner, rhetorician, instructor and mentor on campus! Every course she teaches is worth it! She is dedicated, open-minded and very knowledgeable.” (ENG 530)

For every class I teach, I develop and maintain a substantive web site that offers multiple online resources (see <http://www.public.asu.edu/~mdg42>). I also successfully maintain a heavy mentoring load of graduate students. Since tenure and promotion, I have served as Chair of 6 dissertation committees through completion, and as a reader on 9 other dissertation committees through completion. I have also chaired 3 MA thesis committees through completion, and served as a reader on 7 other MA thesis committees. I am currently chairing 7 dissertation committees (and have been asked to chair 4 other committees) and am serving as a reader on 5 dissertation committees; finally, I am chairing 1 MA thesis committee, and serving on 6 other MA thesis committees. In addition to this, I also conduct professional development workshops for graduate students virtually every semester. Finally, I co-author with graduate students as one of the ways I help them break into publishing.

SERVICE:

I offer an exceptionally strong record of service. Every year since my promotion with tenure, I have held a major administrative post. During my tenure and promotion year, I served as the Director of Writing Programs for one of the largest programs in the country at a time when we radically restructured the administration of the program. I then became co-director of our PhD in Rhetoric, Composition and Linguistics at a time when we overhauled the graduate curriculum and the PhD exam structure. I am currently serving as Associate Chair of the department, a post I have held since February 2004. As my *CV* clearly shows, I have served on numerous departmental and college committees as well, chairing many of these. At the college level I have chaired two committees, and served on several others. At the department level, I have chaired five, including the Personnel Committee, and served on 12 other committees. I also have served as a university Faculty Mentor since 2004, and am affiliated faculty in two graduate programs: the Interdisciplinary PhD in Curriculum & Instruction and the Interdisciplinary PhD Program in Communication.

In terms of service to the profession, I am on the editorial board and a reviewer for 9 major journals and a book referee for six major scholarly presses in my field. In these capacities, I review several article- and book-length manuscripts every semester. I am also called on to tenure and promotion reviews; I completed two of these this summer. Finally, based on my reputation as an historian of rhetoric and composition, I was invited to serve on the Conference on College Composition and Communication (CCCC) Archives Committee.

CONCLUSION

As this self-evaluation makes clear, my substantive record in research, teaching and service warrant a promotion to Professor. I have in every instance exceeded our department guidelines for this promotion.