

Karen S. Nulton
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EDUCATION:

1992 Ph.D. American Literature
Rutgers, The State University of New Jersey (New Brunswick, NJ)
1988 M.A. English Literature and Composition
Rutgers, The State University of New Jersey (New Brunswick, NJ)
1986 B.A. English Literature, Minor, Political Science
Bucknell University, Lewisburg, PA

WORK EXPERIENCE:

2009-present

(Associate, Full) Teaching Professor and Director, Drexel Writing Assessment, Drexel University, Philadelphia, PA

Responsible for creating and implementing assessments for writing at Drexel; creating and assessing Co-op writing and performance; analyzing international student writing performance.

2019-2020 Interim assessment coordinator, College of Arts and Sciences, Drexel University.

2009-2011

Director, Drexel Writing Center and University Writing Program, Drexel University, Philadelphia, PA

Responsible for hiring, training, and coordinating the work of faculty and peer tutors for all undergraduate, graduate, and online tutoring at Drexel; designing and teaching peer tutor class; creating online modules for graduate students; designing and implementing student-centered assessment practices and training; designing and implementing faculty tutor training; creating an assessable plan for a University-wide writing structure; directing efforts of University-wide Writing Task Force; co-chairing Provost's Assessment Committee.

1995-2009

Senior Writing Assessment Specialist (Assessment Specialist III)
Educational Testing Service, Princeton, NJ.

Responsible for the following programs:

Advanced Placement English: Co-lead writing Expert working with Test Development Committee of faculty consultants to design and produce annual exam of content knowledge of first year college composition skills. Responsible for leading discussion of merger of content skills and assessment tools; implementing changes to exam to articulate high—school to college writing transition; overseeing budgets and timelines; representing ETS and the AP program as an Assessment Specialist at conferences and workshops. Test Developer responsible for annually overseeing scoring of 300,000 exams during a seven-

day reading involving 980 high school and college faculty members, setting national cut scores.

CLEP English Composition, CLEP English Composition with Essay, CLEP Freshman College Composition: Lead Content Expert working with Test Development Committee of faculty consultants to design and produce three exams measuring content equivalent to first year freshman composition skills for largely non-traditional students and creating comparable DANTEs forms for military use. Involved in moving essay scoring from paper and pencil to online (developing training materials for web, overseeing reader recruitment and training, overseeing monthly scoring). Primary responsible for initiating and overseeing development (construction, item types, budget, timeline) of new CLEP Composition Exam.

Pacesetter: Working with National Taskforce, responsible for designing English Curriculum and writing course books (teacher and student editions) and creating annual Pacesetter National Performance Assessment for non-accelerated twelfth-grade students. Pacesetter course design merged formative assessments with professional development and annual national assessment of writing skills. Worked with Test Development Committee to design annual exam; annually oversaw sample pulling and scoring at subcontractor site; set cut scores. As Test Development Coordinator for the program, responsible for budgeting and staffing of all three subjects.

National Assessment of Education Progress (NAEP): NAEP is known as the Nation's Report Card. Involved in review of materials for Reading and Writing assessments; ensuring reliability of trend over time; developing and pretesting new reading and writing assessments to augment trend data; training scorers and overseeing components of scoring for reading and writing Assessments.

EXADEP: Test Development Coordinator responsible for overseeing budgeting, scheduling form development, and developing equating plans for an international graduate exam in Spanish. As Test Development Coordinator, worked with International Development Committee to consider how to market exam to Latin America and Europe (Bologna Accord assessment implications). Also responsible for overseeing publications and marketing tools.

SAT, SAT II Writing: Responsible for writing and reviewing items for SAT verbal and SAT II writing tests.

PRAXIS: Involved in design overhaul of item types for PRAXIS (national test of teacher skills used by most states to certify teachers) English Content Exam; responsible for writing and reviewing items.

1995 – 1997 Adjunct, Rutgers University (Camden, NJ)

2005 Adjunct, Burlington County Community College

1993 – 1994 Term Appointed Lecturer, The University of Maryland, European

Division, Karlsruhe, Germany
1992-1993 Adjunct, Rutgers University (New Brunswick, NJ)
1987 – 1992 Teaching Assistant, Rutgers University (New Brunswick, NJ)
1986 – 1988 Writing Center Tutor, Rutgers University (New Brunswick, NJ)

AWARDS:

January-March 2023

Fulbright Specialist grant awarded to work with the Monteverde Conservation Association (Asociación Conservacionista de Monteverde). Responsible for assisting host institution with assessing environmental education efforts, assessing research partnerships, and facilitating work-integrated learning (WIL).

January-March 2019

Fulbright Specialist grant awarded to work with Cape Peninsula University of Technology, Cape Town, South Africa. Responsible for assisting host institution with assessing work-integrated learning (WIL) and reflection.

Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-Scale Assessments (Utah State UP, 2016) selected as the winner of the 2018 Council of Writing Program Administrators (CWPA) Best Book Award, 2018

Drexel University Assessment Award for research on writing skills of domestic and international students, 2015

CONSULTING AND EXTERNAL WORK:

2021-present: Review Board, *Journal of Scholarly Engagement*.

2020-present: Reviewer, WACE conference proposals and conference proceeding proposals

2020-present: Editorial Board, *Teaching College Literature: A Resource Guide*

2012-2016

Assessment Consultant, University of Mary Washington, Fredericksburg, VA

Created integrated program and writing assessment plan for new Honors Program and new Nursing Degree Completion Program.

2004-2006

Assessment Consultant, College of the Marshall Islands (4 sponsored visits)

Recipient of grant from the US Department of the Interior to fund visits to assist with college-wide assessment plans. CMI was at “Show Cause” in 2004; it is now fully accredited. Led workshops to help faculty develop campus-wide culture of assessment. Led numerous faculty development workshops on assessment and best teaching practices (college-wide and classroom); worked with English Dep’t to revised English placement exam and showed

faculty how to create valid, fair topics and score essays reliably; worked with local sending districts to help transition students from high-school to college standards.

1997-2001

Founder and Chair, Board of Trustees, Family Alliance Charter School. With team, wrote all aspects (curriculum; assessment; budget; staffing; organizational structure) of 200 page Charter granted by NJ DOE. Oversaw all aspects of governance and finances for K-4 school serving 4 districts. Implemented integrated governance to encourage faculty involvement in all aspects of decision-making; designed curriculum to incorporate multi-age, looping, and non-hierarchical organization. Designed and researched professional development for staff of 20; reviewed and implemented strategies for continuing professional development. Worked to ensure community involvement in all areas of school.

REPRESENTATIVE VOLUNTEER EXPERIENCE

2017-2022: Liberty Scholar Mentor, Drexel University
2021-present: Member, Greenleaf Granting Group (Philadelphia Yearly Meeting)
2022-present: Trustee, Westfield Friends Meeting
2021-present: Clerk, Finance committee, Westfield Friends Meeting
2015-2021: Clerk, Westfield Friend Meeting
1999 -2021: Clerk, Peace and Justice Committee, Westfield Friends Meeting
2006-2015: Clerk, Friends Prisoner Support Fund, Westfield Friends Meeting
2008-2015; Trustee, Westfield Friends School

REPRESENTATIVE COURSES TAUGHT:

First-Year Composition (ENGL 101, 102, 103)
Writing Center Tutor Practicum (WRIT 211)
Gender, Writing, and War (ENGL 360)
The Art of Autobiography (ENGL 360)
Publishing Veterans' War Memoirs (ENGL 360)
Writing your way to a Successful Co-op (ENGL T280)
Women's Texts, Power, and Gender (ENGL 365)
Research Writing (ENGL 201)
American Poems, Plays, and Fiction (ENGL 211)
American Fiction (ENGL 202)
American Literature to 1865 (ENGL 205)
American Literature 1865-present (ENGL 206)
Introduction to Literature (ENGL 200)

PUBLICATIONS:

Nulton, K, Pretti, J. & Inman, J. (2022) Have we met? Assessing links between academic and work learning. *International Symposium on Cooperative & Work-Integrated Education* (WACE) conference proceedings.

- Nulton, K. & Hoekje, B. (2020) An analysis of professional identity development in CWIE reflective essays. *International Symposium on Cooperative & Work-Integrated Education* (WACE) conference proceedings.
- Interview. Championing work-based pedagogy. (2018) *International Trailblazers: Work-Based Higher Education in Selected HE Institutions in the US, England and Denmark Results of an International Case Study Research Project*. Abena Dadze-Arthur, Anita Mörth and Eva Cendon, eds.
- Nulton, K. & Peckham, I. (2018). Writing program assessment, attitude, and construct representation: a descriptive study. *Writing Assessment, Social Justice, and the Advancement of Opportunity*. Maya Poe and Asao Inoue, eds. Colorado: WAC Clearinghouse.
- Nulton, K. & Hoekje, B. (2018). The value of interpersonal and intrapersonal competencies in cooperative education across disciplines. *International Symposium on Cooperative & Work-Integrated Education* (WACE) conference proceedings.
- Ingalls, R. & Nulton, K. (2016). Centering and de-centering assessment: accountability, accreditation and expertise.” *Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-scale Assessment*. Eds. Wendy Sharer, Tracy Morse, Michelle Eble, William Banks. Logan: Utah State UP.
- McEachron, D. & Nulton, K. (2014). Using reflective analysis to integrate cooperative education into academic curricula. *International Symposium on Cooperative & Work-Integrated Education* (WACE) conference proceedings.
- Nulton, K. (2015). Assessing writing in the first year: how do we measure success?” *Drexel Quarterly Improvement Online Journal*.
- Nulton, K. (2000). The wars of Susie King Taylor. *Separate Spheres No More*. Monika Elbert (ed.). Alabama: University of Alabama Press.
- Nulton, K. (1995). Creating and containing: scriptural uses in two early American captivity narratives. *New Readings of Spiritual Autobiography: Secular Force and Self-Disclosure*. Phebe Davidson (ed.). Edwin Mellen Press.

CONFERENCE PRESENTATIONS:

- Nulton, K. (2022, Apr. 4) Cooperative Education & Internship Association (CEIA). *Accounting for the teaching and learning in WIL*. [Conference session] Cooperative Education & Internship Association (CEIA).
- Nulton, K., Pretti, J. & Inman, J. (2022, Aug. 31) *Have we met yet? Analyzing links between academic and work learning*. [Conference session] Online and recorded. International Symposium on Cooperative & Work-Integrated Education (WACE).
- Nulton, K. (2020, Jul 29) Invited Speaker; *Global Conversation # 3 COVID-19 and Emerging WIL Research*. [Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE).
- Nulton, K., Hoekje, B. (2020, June 10) *An analysis of emerging professional identity through co-op*. [Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE). Session recorded, conference (Limerick, Ireland) canceled, covid.

- Nulton, K. Drexel (2020, Jan. 12) *The use of reflection in your CBL course*. Drexel Community-Based Learning training.
- Nulton, K. (2019, Aug. 5) *Beginning where you are: using existing data to assess Work-integrated learning*. [Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE). Cincinnati, OH.
- Nulton, K., Siegel, F. & Rosen, G. (2019, Aug 5) *Supporting clear communication before, during, and after WIL*. [Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE). Cincinnati, OH.
- Nulton, K. & Gallo-Zadnowski, K. (2019, Aug. 6) *When numbers become bullies: fairness in assessment*. [Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE). Cincinnati, OH.
- Nulton, K. (2019, May 7) *Reflection, teaching and assessment*. [Conference session] Drexel Social Science Research Symposium: Community Based Learning Research. Drexel University, Phila, PA.
- Nulton, K. (2019, Feb. 17) *Using workbooks to assess co-op*. Cape Peninsula University of Technology. Cape Town, South Africa. Invited lecture.
- Nulton, K. (2019, Feb. 17) *Reflective writing and co-op*. February 17, 2019. Cape Peninsula University of Technology. Cape Town, South Africa. Invited lecture.
- Nulton, K. & Hoekje, B. (2018, June 25) *The value of interpersonal and intrapersonal competencies in co-op across disciplines*. [Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE). Stuttgart, Germany
- Nulton, K. & Ott, J. Cooperative (2018, April 18) *Demystifying qualitative coding of the student experience*. [Conference session] Education and Internship Association (CEIL). Charleston, South Carolina. April 18, 2018.
- Nulton, K. & Peckham, I. (2016, July 15). *Assessing Attitude and Writing*. [Conference session] Council of Writing Program Administrators (CWPA). Raleigh, NC.
- Nulton, K. (2015, Oct. 22) *Assessing writing: assessing co-op*. [Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE), Drexel University, Philadelphia, PA
- Nulton, K. (2015, May 11) *Using reflective analysis in biomedical engineering and biology classes*. Drexel University Best Teaching Practices Research Forum. Philadelphia, PA.
- Nulton, K. (2016, June 8) *Faculty aren't immune: overcoming writer's block*. Drexel Center for Academic Excellence Workshop. Philadelphia, PA.
- Nulton, K. (2016, May 18) *Teaching with Reflection*. Drexel Center for Academic Excellence Third Annual Showcase of Teaching. Philadelphia, PA.
- Nulton, K. & McEachron, D. (2014, June 3) *Creating an excellent foundation for CWIE research*. [online Conference session] International Symposium on Cooperative & Work-Integrated Education (WACE).
- Nulton, K. & Kaylor, M. (2015, Jan. 15) *A writer-centered understanding of critical thinking*. [Conference session] Lilly Teaching Conference: Austin, TX
- Nulton, K. & Driscoll, D. (2014, March 21) *Using assessment as a flashlight: exploring the recesses of uneven writing skills*. [Conference session] Conference on College Composition and Communication (CCCC). Indianapolis, IN.

- Nulton, K. & Rigby, M. (2012, June 6) *Using writing data to drive WAC changes*. [Conference session] International Writing Across the Curriculum Conference. Savannah, Georgia.
- Nulton, K. & Rigby, M. (2012, June 1) *Assessing co-op writing: two complimentary models*. [Conference session] The Teaching Professor Conference. Washington, DC.
- Nulton, K. (2011, Oct. 13) *Writing assessment and writing programs: looking around*. [Conference session] Rocky Mountain Modern Language Association (RMMLA). Scottsdale, AZ.
- Nulton, K. & Ingalls, R. (2011, Apr. 4) *Writing programs: drafting the center and assessment in the writing center*. National Writing Center Association at CCCCs. Panel, Atlanta, GA.
- Nulton, K. & Ingalls, R. (2011, Oct. 1) *Writing across the curriculum*. [Invited Speakers] Philadelphia Writing Program Administrators (PWPA), Cabrini College, Philadelphia, PA.
- Nulton, K. & Ingalls, R. (2011, Jan. 25) *WAC and assessment models*. [Invited Speakers] Penn State, Abington Faculty development workshop. Philadelphia, PA. Jan. 25, 2011
- Nulton, K. (2011, Oct. 12) *Writing assessment and accreditation*. [Conference session] Rocky Mountain Modern Language Association (RMMLA). Scottsdale, AZ.
- Nulton, K. (2010, June) *Collaboration to drive writing initiatives*. [Conference session] Writing Program Administrators' conference (WPA). Philadelphia, PA.
- Nulton, K. & Driscoll, D. (2010, March 12) *Sharing toys in the sandbox: using accreditation to drive productive writing collaboration*. [Conference session] College on College Composition and Communication (CCCC). Louisville, KY.
- Nulton, K. (2009, Oct. 12) *Using accreditation standards to foster writing collaboration: where, when, and how*. [Conference session] Rocky Mountain Modern Language Association (RMMLA) Conference, Snowbird, Utah. October 12, 2009.
- Nulton, K. & Jolliffe, D. (2008, July) *A chance encounter: high school WAC meets college WID*. [Conference session] Writing Program Administrators (WPA) Conference Denver, CO.
- Nulton, K. (2008, June) *The assessment cycle*. [Invited Speaker] New Mexico Advanced Placement Conference. Las Cruces, NM.
- Nulton, K. (2007, May 23) *Assessment in the classroom*. Invited speaker, Moorestown Friends School, Moorestown, NJ. May 23, 2007.
- Nulton, K. (2007, Oct.) *Redesigning major writing assessments: how, why, and when*. Invited Speaker, Educational Testing Service Constructed Response Forum. Princeton, NJ.
- Nulton, K., Jolliffe, D. & Hatch, G. (2007, July) *Writing assessment made simple*. [Conference session] Writing Program Administrators (WPA) Conference. Phoenix, AZ.
- Nulton, K. (2007, June) *Assessment and the classroom*. Invited Speaker. New Mexico Advanced Placement Conference. Las Cruces, NM.
- Nulton, K., Jolliffe, D. & Hatch, G. (2006, July) *Intersections of high school and college writing*. [Conference session]) Writing Program Administrators (WPA) Conference. Chattanooga, TN.
- Nulton, K. (2005, Nov.) *AP English, writing, and you*. [Conference session] National Council of Teachers of English (NCTE). Chicago, IL.

- Nulton, K. (2005, July) *Preparing writers for college writing*. [Conference session] Writing Program Administrators (WPA) Conference. Anchorage, AK.
- Nulton, K. & Van Aukland, M. (2005, July) *Pineapple Upside down session: Conversations with the College of the Marshall Islands*. [Conference session] Writing Program Administrators (WPA) Conference. Anchorage, AK.
- Nulton, K. (2005, April) *Standardized assessments and higher education* [Invited Speaker] American Federation of Teachers (AFT) Higher Education Division. Milwaukee, WI.
- Nulton, K. & Jolliffe, D. (2004, July) *Links between teacher training, AP teaching, and first-year college writing*. [Conference session] Writing Program Administrators (WPA) Conference. Baltimore, MD.
- Nulton, K. & Jolliffe, D. (2003, July) *Advanced Placement English and first year college writing*. [Conference session] Writing Program Administrators Conference (WPA). Detroit, MI.
- Nulton, K. & Jolliffe, D. (2002, July) *Advanced placement English and first year writing programs: toward a productive, open dialogue*. [Conference session] Writing Program Administrators Conference (WPA). Park City, UT.
- Nulton, K. (2001, June) *Authentic assessment in the classroom*. Educational Testing Service Constructed Response Forum. Princeton, NJ.
- Nulton, K. (1993, April) *Women's wars*. [Conference session] NorthEastern Modern Language Association (NEMLA).
- Nulton, K. (1992, March) *American women and the shape of the self*. [Conference session] Conference of College Composition (CCCC).
- Nulton, K. (1992, April) *Literature and war*. Northeast Modern Language Association (NEMLA).
- Nulton, K. (1991, Dec.) *Fighting war on two fronts: the wars of black American women*. Modern Language Association (MLA).
- Nulton, K. (1991, April) *Cather and war*. [Conference session] Northeast Modern Language Association (NEMLA).
- Nulton, K. (1990, April) *Shooting words: wars Gertrude Stein has seen*. [Conference session] Northeast Modern Language Association (NEMLA).
- Nulton, K. (1990, March) *Selling themselves (short): representations in Harriet Jacobs' Incidents and Zora Neale Huston's Dust Tracks*. [Conference session] Conference on College Composition and Communication (CCCC).
- Nulton, K. (1989, Nov.) *Social context and Zora Neale Hurston's Dust Tracks*. [Conference session] National Council of Teachers of English (NCTE).
- Nulton, K. & Greenblatt, E. (1989, Sept.) *Diversifying testing*. [Conference session]) Conference, "Opening the American Mind" sponsored by Rutgers, Camden, NJ.