

**PAMELA M. HARTMAN**

Department of English  
Ball State University  
Muncie, IN 47306

**EDUCATION**

**Ph.D.**, English Education: State University of New York at Buffalo, 2001

Dissertation: *White, Working-Class Girls Constructing Literacy and Gendered Identities*.  
Committee: Dr. Suzanne Miller, English Education (director); Dr. James Collins, English Education; Dr. Lois Weis, Sociology of Education.

**Ed.M.**, English Education: State University of New York at Buffalo, 1997

**B.A.**, English: Western Michigan University, 1989

**EMPLOYMENT**

**Director of English Education**, Ball State University (2009-2015, 2017-present).

**Associate Professor of English**, Ball State University (2007-present).

**Assistant Professor of English**, Ball State University (2001-2007).

**Graduate Research Assistant**, Graduate School of Education, SUNY – Buffalo (1996-2001). Assignment involved extensive involvement in several research projects.

**English and History Teacher**, Amherst Central High School, Buffalo, New York (1994-1996). Taught 9<sup>th</sup>- & 10<sup>th</sup>-grade English and 11<sup>th</sup>-grade History.

**English Teacher**, Foothill High School, Bakersfield, California (1990-1991). Taught 10<sup>th</sup>-grade English and 11<sup>th</sup>&12<sup>th</sup>-grade Writing Labs.

**Substitute Teacher** (1990-1994). Completed both long-term and daily substitute assignments in Michigan, Ohio, and New York.

**PROFESSIONAL AND RESEARCH INTERESTS**

Secondary English education, literacy and the arts, testing and pedagogy, gender and literacy, multiculturalism and diversity, critical pedagogy, professional development in literacy for secondary teachers

Current research: “Working-Class Girls’ Perspectives on Literacy, Gender, Class, and Self.” (Research funded by Ball State University New Faculty Research Grant) Currently collecting and analyzing data as part of a longitudinal study for future conference presentation and publication.

## PUBLICATIONS

Hartman, Pamela, Renguette, Corinne, & Seig, Mary Theresa, "Problem-Based Teacher-Mentor Education: Fostering Literacy Acquisition in Multicultural Classrooms." (2018). *The Interdisciplinary Journal of Problem-Based Learning*. Vol. 12, Iss. 1, Purdue. <https://docs.lib.purdue.edu/ijpbl/vol12/iss1/6/>

Hartman, P., Berg, J, & Knauer, E., "Using artist response strategies responsibly and meaningfully in the ELA" (accepted book chapter 2017). *A Symphony of Possibilities: A Handbook of for Arts Integration in Secondary English Language Arts*. NCTE publications. (27 pages manuscript).

"Guidelines & Bibliography for Diverse Gender Expression and Gender Non-Conformity Curriculum in English Grades 7-12" (2016) *NCTE Policy*. (Reprint: <http://www.ncte.org/positions/statements/gender-curriculum-7-12> (9 pages manuscript, including annotated bibliography).

"Guidelines & Bibliography for Diverse Gender Expression and Gender Non-Conformity Curriculum in English Grades 7-12" (2015) *Gender and Literacy Assembly Journal*. <https://genderandliteracyassembly.com/the-journal-crosscurrents/> (9 pages manuscript).

"Doctoral Education in English Education Belief Statement." *NCTE Documents* (June 2008). (Allen Web, et. al.). <http://www.ncte.org/cee/2007summit/doctoralprograms>. (18 pages manuscript).

"Loud on the Inside: Working Class Girls, Gender, and Literacy." *Research in the Teaching of English* (August 2006): 82-117. *Research in the Teaching of English (RTE)* publishes scholarship that explores issues in the teaching and learning of literacy at all levels. Drawing on diverse empirical and intellectual traditions, *RTE* articles are methodologically and theoretically explicit, and raise issues of significance for language arts practice and policy. *RTE is considered the top research journal in the field of English Education and has had approximately a 7% acceptance rate.*

"Outspoken Tomboys and Arrogant Women: Four 10<sup>th</sup>-Grade Girls' Talk about Female Characters in English Class" *WILLA*. (2006): 3-9.

"Are Methods Enough? Situating English Education Programs within the Multiple Settings of Learning to Teach." *English Education* (July 2006): 312-28. (Randi Dickson, Peter Smagorinsky, et. al.).

"What Do We Know and Believe About the Roles of Methods Courses and Field Experiences in English Education?" (2006) *NCTE Documents*. <http://www.ncte.org/groups/cee/positions/122928.htm>. (with Peg Graham, Ruth Vinz, et. al.).

"English? I'd Rather Read a Book." *The Journal of the Assembly for Expanded Perspectives on Learning* 9 (2003): 77-78.

## RESEARCH AWARDS

*American Educational Research Association, Literature SIG, Doctoral Dissertation Award*  
for Best Research Study in Literature, 2003. (Blind Review)

## CONFERENCE PRESENTATIONS

- “Augmented Reality: Enhancing Literacy Instruction with Aurasma” (w/ students: Jessica Berg, Hannah Fulton, and Brandon Schuler). National Council of Teachers of English Annual Convention St. Louis, MO. November 2017.
- “Using artist response responsibly and meaningfully in the ELA classroom” (w/ students: Jessica Berg, Erin Knauer, and Brandon Schuler). National Council of Teachers of English Annual Convention Minneapolis, MN. November 2015.
- “Living the Story: Teaching Reluctant Readers to Enter the Story World through Drama” (w/ Danielle Akers, Rebecca Craig, and Lauren Kean, BSU English Education students). Presented at National Council of Teachers of English (NCTE) Annual Convention, Washington, DC November 2014.
- “Bridging Literacies: Teaching ELLs to Use Visualization and Drama to Powerfully Create and Read Texts” (w/ Lynne Stallings and Philip Call and Luke Boggess, former BSU English Education students). Presented at National Council of Teachers of English (NCTE) Annual Convention, Chicago, IL November 2011. (International Conference, Blind Review)
- “A Picture's Worth a Thousand Words: Increasing Students' Literacy through Visual Poetry” (w/ JoyAnn Hirschy, BSU English Education student). Presented at National Council of Teachers of English (NCTE) Annual Convention, Philadelphia, PA. November 2009. (International Conference, Blind Review)
- “Safely Silent: One Teacher's Struggle to Gain the Voices of Her Students.” Presented at National Council of Teachers of English Annual Convention, Nashville, TN. Presented November 2006. (International Conference, Blind Review)
- “Finding Common Ground with Project-Based Reading Instruction Among Diverse Student Populations.” Presented at National Council of Teachers of English Annual Convention, Pittsburg, PA. November 2005. (International Conference, Blind Review)
- “Significant Approached to Performance-Based Teacher Education K-12.” Paper to be presented at National Council of Teachers of English Annual Convention, Indianapolis, IN. November 2004. (International Conference, Blind Review)
- “Gender Issues in English Teacher Education Programs.” Session chair at National Council of Teachers of English Annual Convention, San Francisco, CA. November 2003 (International Conference, Blind Review)
- “Look Who's (Not) Talking: Working Class Girls' Strategies for Academic Success.” Paper presentation at National Council of Teachers of English Annual Convention, San Francisco, CA. November 2003. (International Conference, Blind Review)
- “Life lessons: Working-Class Girls Search for Academic Success and Self through Texts.” Paper presented at the American Educational Research Association Annual Conference, Chicago, IL. April 2003. (International Conference, Blind Review)
- “Gender and Home Literacy: Working-Class Girls Using Texts to Construct Identity.” Paper presented at National Council of Teachers of English Annual Convention, Atlanta, GA. November, 2002. (International Conference, Blind Review)
- “Strategic Silences: Academically Successful Working-Class Girls, Literacy and the Formation of Identities.” Paper presented at the American Educational Research Association Annual Conference, New Orleans, LA. April 2002. (International Conference, Blind Review)

- “Loud on the Inside: Working-Class Girls, Literacy Academic Success.” Paper presented at National Council of Teachers of English Annual Conference, Portland, OR. March 2002. (Blind Review)
- “A Tunnel, a Box, a 400-yard Dash: English Teachers’ Changing Responses to High-Stakes Testing.” Paper presented at National Council of Teachers of English Annual Convention, Baltimore, MD. November, 2001. (with S. Miller) (International Conference, Blind Review)

## GRANTS

- Ball State University Special Assigned Time Grant* (Spring 2008). Funded for research on phase-three of a longitudinal study.
- Summer Assessment Grant* (Summer 2007, Total \$3,000). “Success and Retention Indicators in Teacher Education at BSU” (with Denise Seabert & Arlene Ignico).
- Summer Assessment Grant* (Summer 2007, Total \$3,000). “English Language Arts Program Review Standards Alignment” (with Kenan Metzger).
- Improving Teacher Quality Grant, ICHE*. (2005-07, \$476,126). Funded for teaching training/research project, entitled “Developing Project-Based Learning and Literacy Across the Curriculum” (with Mary Theresa Seig).
- Ball State University New Faculty Research Grant* (2003, Course release and \$1,500) Funded for research study, entitled “Female College Students’ Perspectives on Literacy, Gender, Class, and Self.”
- SEAM grant*, Hamilton Southeastern Schools, Fishers, Indiana (2003-04, Total \$25,405). Funded by the Lily Grant Foundation. [See C.5.e and Documentation Folder 4]
- Mark Diamond Research Fund*, (2000-2001, \$1,500). Funded for dissertation research.
- Sociocultural Literacy Strategies*, (1996, \$20,000). Funded by the Provost's Multidisciplinary Pilot Project Program, SUNY at Buffalo, Office of Research. Part of a research team of faculty and graduate students. (Co-principal investigators: Janice Almasi, James Collins, Laura Klenk, Suzanne Miller).

## OTHER REASERCH

- “National Council for Accreditation for Teacher Education (NCATE): Program Report for the Preparation of English Language Arts Teachers” *Internal Research*. (2016).

## PROFESSIONAL ACTIVITY

### **National:**

- Treasurer**, Gender and Literacy Assembly (GALA), National Council of Teachers of English, elected 2013-present.
- Member, Board of Trustees**, Women in Literacy and Life Assembly (WILLA), National Council of Teachers of English, elected 2009-present.
- Chair, Board of Trustees**, Women in Literacy and Life Assembly (WILLA), National Council of Teachers of English, elected 2009-2011.
- Chair**, Women in Literacy and Life Assembly (WILLA), National Council of Teachers of English, elected 2007-09.

**Chair**, Commission on Gender, Class, and Gender Issues in English Teacher Education Programs, National Council of Teachers of English, elected 2002-07.

**Associate Chair**, Women's Issues in Literacy and Life Assembly (WILLA), elected 2005-07.

**Participant**, CEE Leadership and Policy Summit, appointed Spring 2005.

One of 60 selected national "leaders" in English Teacher Education appointed to develop a framework of working principles and recommended actions, potentially impacting English-Language Arts teacher education programs and policy. CEE (Conference on English Education) is part of the National Council of Teachers of English (NCTE), which is an international organization.

**Conference Chair**, WILLA Summer Conference, to be held Muncie, IN, in June 2007.

**Member**, Commission on Gender Issues in English Teacher Education Programs, National Council of Teachers of English, appointed 1999-present.

**Member**, Forum on Diversity, National Council of Teachers of English, appointed 2004-06.

**Fellow**, National Writing Project, Summer, 1996. (Participated in the Western New York Invitational Summer Institute.)

### **State & Local:**

**Secondary Professional Representative, Burriss Advisory Council** (2017-present) This council is essentially the school board for Burriss. Its purpose is to monitor and guide budgetary and curriculum decisions.

**Project Co-Director (2005-2007)** "Developing Project-Based Learning and Literacy Across the Curriculum." This is a two-year, grant supported project which is designed to improve literacy teaching and learning by training teacher-mentors in the Muncie and Indianapolis Public (IPS) Schools.

**University Collaborator.** (2003-05) Hamilton Southeastern Schools SEAM Grant, Fishers, Indiana. Presented a three-hour in-service workshop to Hamilton Southeastern teachers and participated in monthly meetings with SEAM grant participants. The purpose of the SEAM grant was to close the gap in content area reading from middle school up to the college level. My role was to assist the participating teachers with research development and research gathering.

**University Collaborator.** (2010) History Textbook Selection Committee. Muncie Community Schools, Muncie, Indiana.

**Member, Apple Tree Board of Directors** (2004-07)

**Participant, Partners for Parent Involvement**, 2001. Interviewed parents about their perspectives on the Buffalo Public Schools.

### **Ball State University:**

#### **English Department:**

- Director, English Education Programs 2008-15, 2017-present
- Member, Search Committee for specialist in Secondary English Education, 2011-12
- Chair, Search Committee for specialist in Secondary English Education, 2011-12
- Member, Promotion & Tenure Committee, 2017-18 (Secretary), 2016-17 (Secretary), 2014-15, 2013-14, 2012-13, 2010-11 (Secretary), 2008-09, & 2004-05
- Member, Portfolio Review Committees (DP2 & DP3), 2006-2017
- Member, Graduate Studies Committee, 2006-2007
- Coordinator, Unit Assessment System Coordinator, 2005-present

- Area Chair, English Education, 2005-2015, 2017-present
- New Faculty Mentor, for Kenan Metzger, 2005-2007
- Chair, Search Committee for specialist in Secondary English Education, 2004-2005
- Member, Graduate Studies Committee, 2003-2005
- Member, Ad Hoc Committee on Departmental Program Assessment, 2002-2004
- Director, Indiana Writing Project (Spring 2004).
- Co-facilitator, Rubric Workshop for English Department Faculty. May 2002
- Member, English Education Area Committee, 2001-present
- Member, Undergraduate Studies Committee, 2001-2003
- Chair, Search Committee for specialist in Elementary English Education, 2001-2002 & 2002-2003
- Member, English 210 Subcommittee, 2001-2002

**College:**

- Chair, Teacher Education Committee (TEC) 2014-present; member 2009-present
- Member, Professional Development Committee, 2001-09

**University:**

- Member, Professional Education Committee (PEC), 2017-present
- Co-Chair, Disposition Committee 2011-13  
Based on instructor and student comments about the disposition assessment process at BSU, and after surveying other universities with similar education programs, I drafted a new disposition rubric, which will reviewed by the committee.
- Member, Decision Point Dialogue (DPD) Committee, 2009-13
- Member, Introductory Course (EDSEC 150) Group Committee, 2004-10
- Guest Presenter, Decision Point Dialogue (DPD) Committee, modeled how the Secondary English Education area utilized data findings to change our program assessments to meet the new NCATE Unit (i.e. university) accreditation mandates.
- Elected Representative, Professional Education Committee (PEC), 2006-09  
One of three elected members representing the College of Science and Humanities.
- Member, Unit Assessment System (UAS) Committee, 2001-2005  
In response to mandates for the Indiana Professional Standards Board (IPSB) and new policies for the National Council for the Accreditation of Teacher Education (NCATE), we are implementing wide-ranging reform of teacher education programs, policies, and procedures. These reforms are designed to produce a system of accountability and performance based on standards, allowing for systemic program assessment and review. A major feature of UAP Initiatives is the establishment of four major summative assessments, or Decision Points, including the use of digital portfolios. Besides attending regular meetings throughout these years, I helped design the *Unit Assessment System* (UAP) for our department; assisted in identifying how the Standards were specifically being met in our courses as indicated by specific artifacts; and created artifact rubrics for the UAP and for specific DP2 and DP3 artifacts.

- University Research Committee, New Faculty Grants, Outside Reviewer, 2005-06.

### **Courses Taught**

#### **Undergraduate:**

ENG 150: Introduction to English Education  
ENG 210: Introduction to English Studies  
ENG 369: Professional Experience  
ENG 395: Teaching English in Secondary Schools  
ENG 412: Reading Printed Materials in the English Classroom  
ENG 414: Young Adult Literature  
ENG 444: Senior Seminar (Readings in Multicultural American Literature)  
EDSE 460: Student Teaching: Secondary School  
EDSE 465: Elective Student Teaching: Secondary, Junior High/Middle, or All-Grade

#### **Graduate:**

ENG 670 Seminar in English Education (taught as professional development course for Muncie and IPS teachers)  
ENG 512/671: Reading Literature in the English Classroom  
ENG 676 Teaching English Language Arts in Secondary Schools

**Dissertation Committee Member: 3**

### **AWARDS**

Finalist for Excellence in Teaching Award, Ball State University