

## ROLF NORGAARD

Program for Writing and Rhetoric  
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### Education

- Ph.D. Stanford University, 1982 (Comparative Literature)  
Major fields: Rhetorical theory; 18<sup>th</sup> and 19<sup>th</sup> century intellectual history and literature
- M. A. Stanford University, 1979 (Comparative Literature)
- University of Munich, Germany, 1974-75 (German Academic Exchange Service Grant—  
DAAD); courses in rhetoric, semiotics, linguistics and comparative literature
- B. A. Wesleyan University, summa cum laude, 1974  
Majors: College of Letters (interdisciplinary program in literature, philosophy, and  
history) and German

### Faculty Positions

#### **Teaching Professor of Distinction, College of Arts and Sciences University of Colorado Boulder** (Spring 2021 – present)

- The honorific title College Teaching Professor of Distinction is reserved for scholars and artists of national and international distinction who are also recognized by their college peers as teachers and colleagues of exceptional talent.

#### **Teaching Professor, Program for Writing and Rhetoric University of Colorado Boulder** (Fall 2017 – present)

- Awarded campus-wide distinction as a member of the first cohort of CU-Boulder faculty to receive promotion to Teaching Professor, based on extensive national reviews of teaching and service/research files.

#### **Senior Instructor, Program for Writing and Rhetoric** (formerly University Writing Program) **University of Colorado Boulder** (January 1987 – present)

- Research interests lie in the areas of composition theory and pedagogy, and rhetorical theory, history, and criticism. Specific interests include:
- Technical Communication, especially communication and management in technical and educational organizations.
- Program administration; curricular design.
- Rhetorical study of literacy practices and writing instruction in institutional settings.
- Information literacy and information ecologies.

- Academic rhetorics, analytic and argumentative writing, disciplinary rhetorics of inquiry.
- Writing across the curriculum and writing in the disciplines; genre theory.
- Ethical and civic Engagement; writing and civic discourse.

**Affiliated Faculty, Honors Program, University of Colorado at Boulder (2005-present)**

### **Administrative Positions**

**Associate Director, Program for Writing and Rhetoric (August 2008—present)**

- Primary responsibility for the upper-division curriculum, including a broad array of topics courses and courses serving the College of Engineering and the Leeds School of Business
- Primary responsibility for assessment activities in the Program for Writing and Rhetoric
- Major curriculum revision of upper-division PWR courses.
- Lead role in program reviews of the Program for Writing and Rhetoric (2008-09 and 2015-16), aligning its mission and activities with a campus-wide strategic plans (e.g. Flagship 2030).
- Substantive review of PWR courses to ensure their alignment with criteria for statewide transfer developed by the Colorado Commission on Higher Education.
- Lead role in the campus development and implementation of national writing assessment instruments, in particular the National Survey of Student Engagement (NSSE) instrument developed with the National Council of Writing Program Administrators (WPA).
- Conference on College Composition and Communication, Writing Program Certificate of Excellence, awarded November 2013. (I served as principal author of the Program for Writing and Rhetoric’s extensive application materials.)

**Coordinator, Interdisciplinary Certificate in Writing (Spring 2018 – present)**

- Primary responsibility of administration of the Interdisciplinary Certificate in Writing, which brings together seven units (Program for Writing and Rhetoric, English, Linguistics, Education, Communication, Journalism, and Media Studies) across three schools and colleges.
- Meet with and recruit interested students, and advise Certificate candidates on policies and curriculum.
- Advise Certificate candidates on the capstone ePortfolio course, review portfolios in progress, and certify completion of the Certificate.
- Meet with various campus stakeholders about the Certificate and develop updates to Certificate requirements.

**Interim Associate Director, Program for Writing and Rhetoric (January 2001 – May 2003)**

- Instrumental in establishing a new campus-wide Program for Writing and Rhetoric, during a period characterized by considerable institutional change and unsettled campus politics regarding writing, for much of the time without a full-time permanent program director. Responsible for:
- Integrating various existing campus writing initiatives and programs (among them the former University Writing Program).
- Developing and implementing a new suite of First-Year Writing and Rhetoric courses for the campus, including an on-line Directed Self-Placement system.
- Recruiting, hiring, training, and supervising instructors, lecturers, and graduate students.
- Day-to-day program administration, and effective collaboration with a number of campus offices.

**Coordinator, Writing across the Curriculum and in the Disciplines, University Writing Program**

- Liaison for *College of Engineering and Applied Science* (1988-2001). Initiated and directed multi-section upper-division technical communication course in consultation with the dean, associate dean, and department chairs, and supported various writing initiatives pertaining to engineering and natural science students.
- Liaison for *Leeds College of Business and Administration* (1995-2001). Initiated and directed multi-section upper-division professional communication course in consultation with the dean, associate dean, and department chairs, and supported various writing initiatives pertaining to business students.

**Books and Textbooks Published**

Rolf Norgaard. *Composing Knowledge*. New York: Bedford/St. Martin's Press, 2007. [Refereed publication]

Rolf Norgaard. *Ideas in Action: A Guide to Critical Thinking and Writing*. New York: HarperCollins (now Pearson/Longman), 1994. [Refereed publication]

Jana Matthews and Rolf Norgaard. *Managing the Partnership Between Higher Education and Industry*. Boulder, CO: National Center for Higher Education Management Systems (NCHEMS), 1984. [Refereed publication]

**Articles and Book Chapters Published**

“Knowledge in the making: How STEAM can transform notions of expertise.” In Vivian Kao and Julia Kiernan (eds.), *Writing STEAM: Composition, STEM, and a New Humanities*. New York: Routledge, 2022. Pp. 99-112.

“The Uncertain Future of Past Success: Memory, Narrative, and the Dynamics of Institutional Change.” In William Lalicker, Seth Kahn, and Amy Lynch (eds), *Contingency, Exploitation, and Solidarity*. Fort Collins, CO: WAC Clearinghouse and Parlour Press. Pp. 133-149. 2017 [Refereed publication; this edited collection won the Council of Writing Program Administrators (CWPA) Best Book Award for 2017.]

“Writing Information Literacy: A Retrospective and a Look Ahead” (with co-author Caroline Sinkinson). In *Information Literacy: Research and Collaboration across Disciplines*, eds. Barbara D'Angelo, Sandra Jamieson, Barry Maid, and Janice R. Walker. Boulder, CO: University Press of Colorado, 2016: 15-37. (Digital version available through the WAC Clearinghouse) [Invited article, refereed publication]

“Embracing Uncertainty: The Kairos of Teaching with Student Texts.” *Teaching with Student Texts: Essays Toward an Informed Practice*, ed. Joseph Harris, Charles Paine, and John Miles. Logan, UT: Utah State University Press, 2010: 229-242. [Refereed publication]

“An Archeology of the Classroom.” *Classroom Spaces and Writing Instruction*. Ed. Ed Nagelhout and Carol Rutz. Series editor, David Jolliffe. Cresskill, NJ: Hampton Press, 2004: 153-166. [Refereed publication]

“Desire and Performance at the Classroom Door: Discursive Laminations of Academic and Civic Engagement.” *Rhetorical Democracy: Discursive Practices of Civic Engagement*. Eds. Gerard A. Hauser and Amy Grim. Mahwah, NJ: Lawrence Erlbaum, 2004: 255-260. [Refereed publication]

“Writing Information Literacy: Pedagogical Enactments and Implications.” *Reference and User Services Quarterly* 43, 3 (Spring 2004): 28-34. [Invited article; refereed publication]

“Writing Information Literacy: Contributions to a Concept.” *Reference and User Services Quarterly* 43, 2 (Winter 2003): 124-130. [Invited article; refereed publication]

“The Curricular Physics of Rhetoric Education.” *The Realms of Rhetoric: The Prospects for Rhetoric Education*. Ed. Joseph Petraglia and Deepika Bahri. Albany, NY: SUNY Press, 2003: 129-150. [Refereed publication]

“Negotiating Expertise in Disciplinary ‘Contact Zones’.” *Language and Learning Across the Disciplines* 3,2 (1999): 44-63. [Refereed publication, LLAD Special Issue: “Communications across the Engineering Curriculum,” guest editor Steven Youra]

“The Rhetoric of Civility and the Fate of Argument.” *Rhetoric, the Polis, and the Global Village*. Ed. Jan Swearingen. Mahwah, NJ: Lawrence Erlbaum, 1999: 247-253. [Refereed publication]

“The Prospect of Rhetoric in Writing across the Curriculum.” *Making and Unmaking the Prospects for Rhetoric*. Ed. Theresa Enos. Mahwah, NJ: Lawrence Erlbaum, 1997: 149-156. [Refereed publication]

“The Rhetoric of Writing Requirements.” *Rhetoric, Cultural Studies, and Literacy*. Ed. Fred Reynolds. Hillsdale, NJ: Lawrence Erlbaum, 1995: 153-160. [Refereed publication]

### Short Articles and Notes Published

“Rhetoricizing Information Literacy.” A web-based, archived module for *Teaching Composition*, a national listserv sponsored by McGraw-Hill devoted to first-year composition that brings together senior faculty with newer faculty, adjuncts, and graduate students. Moderator: Chris Anson. November 2006. <http://www.mhhe.com/socscience/english/tc/>

“Comment on Peter Elbow’s ‘Ranking, Evaluating, Liking’.” *College English* 56, 1 (1994): 98-100.

### **Major Campus Reports and White Papers**

“Report and Recommendations of the Arts and Sciences Task Force on Instructor-Rank Faculty.” Submitted to Interim Dean James White and Arts and Sciences Council chair Stephen Mojzsis, March 17, 2019.

“Rethinking the Outdated Binary of Teaching and Service to Unleash Innovation and Support Student Success.” A White Paper for the Academic Futures Initiative submitted on behalf of Boulder Campus Instructor-Rank Faculty. Boulder Faculty Assembly, Instructor-Track Faculty Affairs Committee. November 16, 2017

“Report on ‘Teaching Faculty’ Ranks – the National Context.” Boulder Faculty Assembly. November 5, 2015.

“Report and Recommendations of the Boulder Faculty Assembly Ad-hoc Committee on the Status of Instructors.” March 12, 2010.

### **Articles in Development**

“Classroom Chronotopes and Kairotic Entanglements.” [40 pp. manuscript]

### **Papers Presented at Professional Meetings And Invited Lectures**

[ \* = National/International Conference with competitive, blind-refereed program ]

\* “Design Thinking: Revitalizing Knowledge Making in the Humanities”. Paper accepted for presentation at the Twenty-First International Conference on New Directions in the Humanities, Sorbonne Université, Faculté des Lettres, Paris, France, June 2023

\* “Transforming Expertise: How “Knowledge in the Making” Can Revitalize Humanities Education”. Paper presented at the Twentieth International Conference on New Directions in the Humanities, University of the Aegean, Rhodes, Greece. June 2022.

\* “Writing as a Design Art: Pedagogies of Doing in Writing across the Curriculum.” Paper presented at the Rocky Mountain Modern Language Association convention. Boulder, CO. October 2021.

\* “Writing as a Design Art: Pedagogies of Doing in Writing across the Curriculum.” Paper accepted and was to be presented at the Rocky Mountain Modern Language Association convention. Boulder, CO. October 2020. *Conference cancelled due to COVID-19.*

\* “Transforming Expertise: How ‘Knowledge in the Making’ Can Revitalize Humanities Education.” Paper accepted and was to be presented at the Eighteenth International Conference on New Directions in the Humanities, Ca’ Foscari University of Venice, July 2020. *Conference cancelled due to COVID-19.*

\* “Knowledge in the Making: How STEAM can Help WAC Transform Notions of Expertise.” Paper accepted and was to be presented at the International Writing Across the Curriculum Conference. Fort Collins, CO, June 2020. *Conference cancelled due to COVID-19.*

\* “Electronic Portfolios: Where the World of Student Learning Comes Together.” Paper accepted and was to be presented at the International Teachers of English to Speakers of Other Languages (TESOL) convention, Denver, CO, April 2020. *Conference cancelled due to COVID-19.*

“T1 at the R1: Reframing the Discussion on Full-Time Professional Teaching Faculty.” Invited Talk, Pac-12 Academic Leadership Coalition Conference. Held at the University of Colorado Boulder. November 2019.

“Shared Purpose, Shared Success: Improving Conditions for Full-Time NTT Faculty.” Invited Talk, sponsored by the Center for the Study of Academic Labor, for “Equity Week” at Colorado State University, Fort Collins, CO. October 2019.

\* “Ecological Approaches to Information Literacy in our ‘Post-Truth’ World.” Paper presented at the annual Conference of Writing Program Administrators (CWPA), Sacramento, CA, July 2018.

\* “Working Institutional Ecosystems: A Networked Approach.” Paper presented at the annual Conference of Writing Program Administrators (CWPA), Sacramento, CA, July 2018.

\* “The Social Construction of Certainty: Facts, Alternative Facts, and the Future of Community Writing.” Paper presented at the Second Biennial Conference on Community Writing, Boulder, CO, October 2017.

\* “After NSSE and the Writing Module: Leveraging National Data for Campus and Writing Program Action.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Portland, OR, March 2017.

“Imagining Agency: Participatory Literacy and the Work of a Professional Writing Faculty.” Paper presented at the Writing the Range Conference, University of Denver, April 2016.

“Assessing Ecologies of Writing to Guide Strategic Curricular Change.” Paper presented at the Writing the Range Conference, University of Denver, April 2016.

\* “Engaged Design: Pedagogies of Doing in Technical Communication.” Paper presented at the Conference on Community Writing, Boulder, CO, October 2015.

“Addressing and Integrating Accessibility and Universal Design in Course Content.” Paper presented at the Colorado Learning and Teaching with Technology (COLTT) Conference, Boulder, CO August 2013.

\* “Allotropes of the Academic Essay: Reimagining the Transition from Popular to Academic Culture through Editorial Cartoons in the Writing Classroom.” Paper presented at the Rocky Mountain Modern Language Association (RMMLA), Boulder, CO October 2012.

\* “Sharing Data for Research on Reading and Writing: Institutional Issues Regarding National Data Collection.” Paper presented at the National Council of Writing Program Administrators Conference, Albuquerque, NM, July 2012.

\* “After the NSSE/WPA Survey: Leveraging National Data for Campus and Program Discussions.” Paper presented at the National Council of Writing Program Administrators Conference, Albuquerque, NM, July 2012.

“The Classroom as Genre.” Presentation of research at the “Emerging Genres” workshop at the Rhetoric Society of America Summer Institute. Boulder, CO, June 2011.

\* “Protecting Writing Programs in Tough Times: A View from Faculty Governance.” Paper presented at the National Council of Writing Program Administrators Conference, Philadelphia, PA, July 2010.

\* “Business Ethics in the Popular Imagination: Editorial Cartoons as Pedagogical Opportunity.” Paper presented at the Teaching Business Ethics Conference, a national conference sponsored by the Association to Advance Collegiate Schools of Business (AACSB), Boulder, CO, July 2005.

“Classroom Kairos.” Invited lecture, sponsored by the English Department and the University of Denver Marsico Writing Initiative. University of Denver, January 25, 2005.

\* “Classroom Kairos and the Rhetoric of Pedagogical Desire.” Paper presented at the annual meeting of the Rocky Mountain Modern Language Association, Boulder, CO, October 2004.

\* “Information Literacy in Rhetorical Perspective: Writing Programs and Libraries as Strategic Partners in Classrooms, on Campus, and Beyond.” Paper presented at the annual meeting of the Conference on College Composition and Communication, New York, NY, March 2003.

\* “Desire and Performance at the Classroom Door: Discursive Laminations of Academic and Civic Engagement.” Paper presented at the biennial national conference of the Rhetoric Society of America, Las Vegas, NV, May 2002.

“Third Ways: Thinking Beyond Marriage and Divorce in the Relationship Between English Departments and Writing Programs.” Paper presented at the Special Interest Group on Independent Writing Units, annual meeting of the Conference on College Composition and Communication, Chicago, IL, March 2002.

\* “Inventing the Civic: Paradox and Promise in Composition’s Engagement with the Public Sphere.” Paper presented at the annual meeting of the Conference on College Composition and Communication, Chicago, IL, March 2002.

“Writing Information Literacy and Cyber-Literacy into Curricular Design: Academic Partnerships with University Libraries.” Paper presented at the 6<sup>th</sup> annual statewide Teaching with Technology Conference, Boulder, CO, August 2001.

\* “Teach(er)ing: An Activity-Theory Perspective on the Systematic Transparency of Teaching and Teacher Education.” Paper presented at the annual meeting of the Conference on College Composition and Communication, Denver, CO, March 2001.

\* “Classroom Chronotopes and Kairotic Entanglements: Professing Rhetoric in Competing Constructions of Space and Time.” Paper presented at the biennial national conference of the Rhetoric Society of America, Washington, D.C., May 2000.

\* “*Kairos*, *Chronotope*, and the Rhetorical Construction of the Writing Classroom.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Minneapolis, MN, April 2000.

\* “Reimagining the Transition from Popular to Academic Culture in the Writing Classroom.” Paper presented at the annual conference of the National Council of Teachers of English, Denver, CO, November 1999.

\* “The Rhetorical Life of Popularized Argument.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Atlanta, GA, March 1999.

\* “The Rhetoric of Civility and the Fate of Argument.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Chicago, IL, April 1998, and at the biennial national conference of the Rhetoric Society of America, Pittsburgh, PA, June 1998.

\* “The Tyranny of Content: WAC Anthologies in Rhetorical Perspective.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Phoenix, AZ, March 1997.

\* “The Prospect of Rhetoric in Writing across the Curriculum.” Paper presented at the national biennial conference of the Rhetoric Society of America, Tucson, AZ, May 1996.

\* “Redrawing Connections Among Expertise, Authority, and Community.” Paper presented at the annual national meeting of the Conference on College Composition and Communication as part of a roundtable forum on “The Metaphors Composition Lives By: Examining Central Concepts in Composition Theory,” Milwaukee, WI, March 1996.

“Making the Case: Using Business Law in the Composition Classroom.” Paper presented at the Colorado Community College Composition Conference, Greeley, CO, March 1996.

\* “Writing in Disciplinary ‘Contact Zones.’” Paper presented at the national Penn State Conference on Rhetoric and Composition, College Park, PA, July 1995.

\* “Out of WAC: A Missed Opportunity for Connecting Expert and Public Communities.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Washington D.C., March 1995.

“Cultural Criticism as an Introduction to Academic Culture: Political Cartoons in the Classroom.” Paper presented at the Colorado Community College Composition Conference, Greeley, CO, March 1995.

\* “The Rhetoric of Writing Requirements.” Paper presented at the biennial national conference of the Rhetoric Society of America, Norfolk, VA, May 1994.

\* “Sponsorship and License: The Strange Double Life of Writing Requirements.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Nashville, TN, March 1994.

“Evaluation as a Rhetorical Act.” Paper presented at the Colorado Community College Composition Conference, Greeley, CO, February 1994.

“Rethinking Thesis-Driven Writing.” Paper presented at the Colorado Community College Composition Conference, Golden, CO, March 1993.

\* “Goethe’s Borrowed Thunder: Cultural Passwords as Rhetorical Acts.” Paper presented at the biennial national conference of the Rhetoric Society of America, Minneapolis, MN, May 1992.

“Advising Writing: How We Sabotage Our Own Counsel.” Paper presented at the annual meeting of the National Academic Advising Association, Boulder, CO, April 1992.

\* “Politics and Pedagogy Against the Grain: Situating the Cross-Disciplinary Writing Course.” Paper presented at the annual national meeting of the Conference on College Composition and Communication, Cincinnati, OH, March 1992.



## **Administrative Experience**

### **Program Administration**

- As Associate Director of the Program for Writing and Rhetoric, University of Colorado at Boulder, (2008-present), key responsibilities include the upper-division writing curriculum, liaison with departments, schools, and colleges, and writing and program assessment.
- Coordinator, Interdisciplinary Writing Certificate. (2017-present). Developed and won campus approval for the Certificate. Key responsibilities: ongoing liaison with 6 partner units in 3 schools/colleges. Recruit and advise students. Mentor certificate candidates. Review capstone eportfolio.
- As associate director for the newly formed Program for Writing and Rhetoric (2001-03), responsible for developing and directing a suite of new first-year writing and rhetoric courses for the Boulder campus.
- Under the general direction of part-time interim directors (January 2001-August 2002), and a new director (August 2002-May 2003), responsible for many facets of ongoing daily program administration.
- Ongoing close collaboration with a number of campus offices (e.g. admissions, registrar, orientation, advising, honors program, student services, residential academic programs, etc.)
- Active participant in statewide discussions with other four-year and two-year institutions in Colorado concerning such issues as the general education curriculum, competencies/outcomes, and assessment/testing.
- Participated in week-long Summer Workshop of the National Council of Writing Program Administrators, Tempe, AZ, July 2001 (for new and returning veteran WPAs).
- Active participant on national listservs devoted to writing program administration (WPA-L) and to rhetorical theory and history (H-Rhetor).

### **Faculty Hiring, Training, and Professional Development**

- Responsible for interviewing and hiring full-time instructors, part-time honoraria lecturers, and graduate students serving in the Program for Writing and Rhetoric (Fall 2000—Spring 2003).
- Directed two-week pre-semester orientation seminar for new teaching staff in the Program for Writing and Rhetoric (Fall 2001 and Fall 2002).
- Supervised and mentored new teaching staff. Organized mentoring systems connecting new faculty with more experienced faculty in the program.
- Coordinated professional development activities (e.g. workshop on developing a teaching portfolio; ongoing series of Rhetoric Workshop meetings) and arranged for visits by national figures in the field (e.g. Lisa Ede, Andrea Lunsford, John Gage, Cheryl Geisler, Nancy Sommers).

### **Instructional Technology and Information Literacy**

- Instrumental in developing and securing \$185K funding for two-year campus-wide pilot of ePortfolios (2016-2018).
- Advanced the use of multimedia, wikis, blogs, and social media in writing courses.
- Developed, in collaboration with University Libraries, an on-line information literacy component to First-Year Writing that also develops students' skills in information technology. Integrate information literacy into instructional technology.
- Active participant in campus-wide discussions on education technology, information literacy, and IT literacy.
- Facilitated development of a demonstration project using wireless laptop computers in composition classrooms.
- Participant in the 2001 and 2012 Summer Institute for Technology, Scholarship, and New Media Pedagogy, sponsored by the Faculty Teaching Excellent Program.
- Active in developing digital composition pedagogies and curricula.

### **Assessment and Placement**

- Designed, administered, and analyzed a major survey of upper-division students to assess the ecology of writing activities on campus (Spring 2016)
- Developed and implemented an Exit Survey for all sections of PWR courses. 2011-present.
- Lead role in the campus development and implementation of national writing assessment instruments, in particular the National Survey of Student Engagement (NSSE) instrument on writing (The NSSE "Writing Module") developed with the National Council of Writing Program Administrators (WPA).
- Lead role in assuring campus compliance with statewide course transfer and curricular criteria from the Colorado Commission on Higher Education.
- Coordinated assessment activities for First-Year Writing and Rhetoric.
- Designed and implemented web-based placement process for First-Year Writing and Rhetoric, drawing on national research and models (directed self-placement).

### **Writing across the Curriculum and in the Disciplines**

- Develop curriculum proposals to more closely align upper-division course offerings in the PWR to disciplinary communities on campus.

- Oversee initiatives in the Program for Writing and Rhetoric that serve students in business and in engineering.
- Collaborate with deans and department chairs regarding curricular decisions pertaining to writing instruction.
- Collaborate with the Department of Mechanical Engineering (Daria Kotys-Schwartz) in studying curriculum and assessment for the two-semester senior design sequence, MCEN 4045/4085 (2010-present)
- Offer consultation services and workshops to interested faculty in various departments.

### **Fundraising, Branding, and Communication with Stakeholders**

- Participant in campus and program branding focus groups.
- Represent the program to key campus and external constituents.
- Authored proposal that led to the national Certificate of Excellence for the Program for Writing and Rhetoric (granted November 2013).
- Active participant in fundraising activities. Develop materials for presentation to donors.
- Arranged for an endowed writing award for Engineering students (Mackison Prize).

### **Grants/Funding Awarded**

- Calderwood Grant, Program for Writing and Rhetoric (\$1000, Spring 2020)
- ASSETT Faculty Fellows Program. Grant for technology and pedagogy project on electronic portfolios. (\$3,000, 2018-2019)
- Instrumental in developing and securing funding for a two-year campus-wide pilot of ePortfolios (\$185K, 2016-2018)
- Grant for development of new course “Field Studies in Civic Engagement” (\$3,000 from the Institute for Ethical and Civic Engagement, campuswide competition, summer 2008).
- Client Project Development for WRTG 3035 “Technical Communication and Design.” Engineering Excellence Fund. Summer 2007. \$2,000.
- Curriculum/pedagogy development grant focusing on making science/engineering related courses more engaging for diverse student populations (\$1,750 from LEAP, Leadership Education for Advancement and Promotion, fall 2006 and spring 2007).
- Grant for development of course on the “Rhetorics of Civic Engagement” (\$3,000 from the Institute for Ethical and Civic Engagement, campuswide competition, summer-fall 2005).

- Service-Learning Grant, for development of service-learning version of the course “Technical Communication and Design” (\$3,000 from the Service Learning Program, campuswide competition, summer 2005).
- Workshop Funding for the “Rhetoric Workshop,” a campuswide interdisciplinary forum for faculty and graduate students (\$1,000 annually 1998-2013, from the Center for the Humanities and the Arts).

## **Teaching and Curricular Development**

### **Teaching Awards**

- Recipient, Boulder Faculty Assembly Excellence in Teaching Award, April 2006 (highest campuswide teaching award).
- Nominated for competitive campus-wide teaching award (Boulder Faculty Assembly Excellence in Teaching Award), spring 2002.
- Recipient of Residence Life Academic Teaching Award: Fall 2005, Fall 2003, Fall 2002, and Fall 1998.

### **Teaching Assignments**

- Regularly teach a range of undergraduate classes:
 

WRTG 1150	First-Year Writing and Rhetoric
WRTG 1250	Advanced First-Year Writing and Rhetoric
WRTG 3020	Topics in Writing: Composing Knowledge Topics in Writing: Political Rhetoric Topics in Writing: Rhetorics of Academic Discourse Topics in Writing: Rhetoric and Culture of Science Topics in Writing: Science in Literature (Norlin Scholars course) Topics in Writing: Popular Culture Topics in Writing: Rhetorics of Civic Engagement (Service learning course) Topics in Writing: Field Studies in Civic Engagement
WRTG 3030	Writing on Science and Society
WRTG 3035	Technical Communication and Design Service Learning: Technical Communication and Design
WRTG 3040	Writing on Business and Society
WRTG 3045	Writing for Emerging Workplaces
WRTG 3090	Advanced Writing: Computer Science

- Teach and help develop several graduate-level courses, seminars and workshops:

Summer-long intensive workshop in Technical Communication. Research Experiences in Solid Earth Sciences for Students (RESESS) internship program for minority graduate students in the geosciences. UNAVCO/NSF grant. Summers 2008-11 and 2013-2018.

Rhetoric Workshop (interdisciplinary forum for faculty and graduate students, sponsored by the Center for the Humanities and the Arts), 1998-2013.

Summer-long intensive workshop in Technical Communication. SOARS internship program for minority graduate students in atmospheric and geosciences. University Consortium for Atmospheric Sciences (UCAR)/National Center for Atmospheric Research (NCAR). Summers 2007-2011.

August orientation seminar for graduate students teaching in the Program for Writing and Rhetoric, Fall 2001 and Fall 2002.

Writing about Literature (NEH summer graduate course for high school teachers), 1987-1989.

### **First-Year Writing and Rhetoric**

- Responsible for curriculum design, pilot/assessment, and implementation efforts for a new First-Year Writing and Rhetoric course for the Boulder campus. Drawing on the national WPA Outcomes statement, and developed with campus-wide collaboration, the course addresses the campus's specific interests in critical reading, analytic and argumentative writing, and the connections between academic and civic discourse (1999-2003).
- Developed, through collaborative discussions, several additional courses to complement the mainstream version of first-year writing and rhetoric: an extended (four-credit-hour) version offered in conjunction with the Program's Writing Center, and a three-credit-hour advanced version for more capable writers (2001-2003).
- Designed and taught first-year writing courses for the Honors Residential Program and for the Norlin Scholars Program (2000-present).
- Designed, assessed, and implemented a web-based placement mechanism for several planned versions of first-year writing and rhetoric. This placement and enrollment-management tool uses principles informed by an approach known as Directed Self-Placement (2001-2003).
- Designed and implemented, in close collaboration with University Libraries, an integrated approach to teaching critical information literacy by embedding information literacy instruction into first-year writing and rhetoric and its curricular materials. Key features of this collaboration include a series of on-line full-text reading threads and web-based assignments keyed to students' ongoing work. First-Year Writing and Rhetoric plays a central role in campus-wide planning to address information and information-technology literacy (2000-2003).

## Writing across the Curriculum and Writing in the Disciplines

- Founded campuswide interdisciplinary Rhetoric Workshop, a regular forum for faculty and graduate students in which to pursue their work in rhetoric, broadly construed. Sponsored and funded by the Center for the Humanities and the Arts, University of Colorado at Boulder (1998-2013).
- Designed and teach 10-week intensive summer workshop on Technical Communication for minority students in the geosciences (juniors, seniors, early graduate students). Research Experiences in Solid Earth Sciences for Students (RESESS), hosted by UNAVCO, Boulder CO, funded by the National Science Foundation. Summers 2008-2011, 2013-present
- Designed and taught 10-week intensive summer workshop on Technical Communication for minority science students (juniors, seniors, early graduate students). SOARS internship program. University Consortium in Atmospheric Sciences (UCAR)/National Center for Atmospheric Research (NCAR). Summers 2007-2011
- Grant recipient, Engineering Excellence Fund, for developing client base for service learning projects in Technical Communication and Design (WRTG 3035), \$2000, summer 2007.
- Developed service-learning course “Rhetorics of Civic Engagement” (spring 2006). Grant from the Institute for Ethical and Civic Engagement (\$3,000) award for this course in summer 2005.
- Developed new course WRTG 3035: Technical Communication and Design. This rhetorically informed introduction to technical writing focuses on client-driven design projects; it treats design as a collaborative, user-oriented, problem-based activity, and technical communication as a rhetorically informed and persuasive design art. (fall 2004-present). Service Learning grant (\$3,000) award for this course (fall 2004).
- Faculty Fellow, year-long campuswide seminar “Dialogue between Cultures” (funded by the National Endowment for the Humanities), 2002-03.
- Initiated, designed, and directed a rhetorically informed upper-division writing course (WRTG 3030) for engineering students and natural science majors, serving some 450 students per year (1988-2001). This analytic and argumentative writing course was redesigned at several junctures to include oral presentation skills, case materials, a focus on ethics and social context, and a focus on genre. Responsible for instructor orientation, course assessment, and ongoing liaison with the Engineering Dean and various department chairs.
- Initiated, designed, and directed a rhetorically informed upper-division writing course (WRTG 3040) for business students and economics majors, serving some 450 students per year (1995-2001). Course includes oral presentation skills, case materials, and genre-based business writing with an analytic and argumentative emphasis. Responsible for instructor orientation, course assessment, and ongoing liaison with the Dean of Business and various faculty.
- Faculty Fellow, Center for the Humanities and the Arts, University of Colorado at Boulder (1997-98); team-taught year-long CHA seminar for faculty and graduate students on civility and censorship.
- Faculty member in “Writing about Literature,” an intensive national summer institute for high-school teachers at the University of Colorado at Boulder, funded by the National Endowment for the Humanities (1987-89).

## Honors Thesis Committees

Alexis Wilkes (EBIO). Summa cum laude. October 2021  
Brianna Hopper (Chemistry). Summa cum laude. April 2021.  
Madeline Pettine (Astrophysical and Planetary Sciences). Summa cum laude. April 2021  
Amy Malacalza (IPHY). Summa cum laude. March 2021  
Sophia Wonneberger (General Honors). Summa cum laude. April 2020  
Carolyn Olmsted (Linguistics). Magna cum laude. April 2020  
Robert Meushaw (MCDB). Summa cum laude. April 2020  
Austin Suger (MCDB). Summa cum laude. April 2020  
Jessica Rea (Psychology and Neuroscience). Summa cum laude. November 2019.  
Alice Droeger (Psychology and Neuroscience). Magna cum laude. October 2018.  
Emily Anderson (Political Science). Summa cum laude. April 2018.  
Alexandra Teague (Psychology and Neuroscience). Cum laude. April 2018.  
Gabrielle Vermeire (Political Science). Magna cum laude. April 2018.  
Anne Roche (Psychology and Neuroscience). Summa cum laude. October 2017.  
R. Mason Eastwood (Psychology and Neuroscience). Summa cum laude. October 2017.  
Michele Weindling (English). Magna cum laude. April 2017.  
Kaylyn Van Deusen (Psychology and Neuroscience). Summa cum laude. March 2017.  
Kathryn Bodnar (English). Summa cum laude. April 2016.  
Madeline Jones (Integrative Physiology). Cum laude. April 2016.  
Morgan Blaker (Psychology and Neuroscience). Magna cum laude. March 2016.  
Ayathi Apostolopoulos (Chemistry and Biochemistry). Summa cum laude. March 2016  
Mary Roszel (Psychology and Neuroscience). Magna cum laude. March 2016.  
Jessica Smith (Psychology and Neuroscience). Summa cum laude. March 2016.  
Veronica Baker (International Affairs). Magna cum laude. November 2015.  
Leslie Selcer (English). Summa cum laude. October 2015.  
Cali Greksa (Sociology). Summa cum laude. April 2015.  
Niki Osbaugh (Chemistry and Biochemistry). Summa cum laude. April 2015.  
Alexia Newgord (Computer Science). Summa cum laude. April 2015.  
Devon Harger (Speech, Language, and Hearing Sciences). Summa cum laude. April 2015.  
Kristin Anderson (General Honors). Summa cum laude. April 2015.  
Jennifer Scheideler (Psychology and Neuroscience). Summa cum laude. April 2015.  
Leah Weiss (Psychology). Magna cum laude. April 2015.  
Layne Perkins (Psychology and Neuroscience). Summa cum laude. April 2015.  
Andrew Ormsby (Political Science). Summa cum laude. March 2015.  
Noreen Mian (Psychology and Neuroscience). Summa cum laude. March 2015.  
Bryan Hankinson (Geography). Magna cum laude. October 2014.  
Travis Usinger (Psychology and Neuroscience). Summa cum laude. October 2014.  
Jay Bennett (English). Summa cum laude. April 2014.  
Ciera Bauer (English). Summa cum laude. April 2014.  
Cale Walsh (History). Cum laude. April 2014.  
Alaina Carr (Psychology). Magna cum laude. April 2014.  
Rachel Hersch (English). Summa cum laude. November 2013.  
Amanda Walker (Psychology). Summa cum laude. April 2013.  
Rachel Miner (Political Science). Summa cum laude. April 2013.  
Michael Fitch (Anthropology). Magna cum laude. April 2013.  
Sofia Laguna (English). Summa cum laude. April 2013.  
Julia Primis (Psychology). Summa cum laude. October 2012.  
Kelly Battin (Political Science). Summa cum laude. April 2012.  
Alicia Beaman (International Affairs). Magna cum laude. April 2012.

Katherine Doggett (Communications). Cum laude. April 2012.  
 Michael Palmisano (History). Cum laude. April 2012.  
 Anna Zelinskaya (Psychology). Magna cum laude. April 2011.  
 Aimee Hartecramer (International Affairs). Cum laude. April 2011.  
 Cacia Steensen (EBIO). Summa cum laude. April 2011.  
 Catherine Fowler (Anthropology). Summa cum laude. April 2011.  
 Annie Hiatt (General Honors). Principal Advisor. Summa cum laude. March 2011.  
 Katie Wataha (History). Summa cum laude. April 2010.  
 Kathryn Williams (Art and Art History). Magna cum laude. April 2010.  
 Shannon Stasi (Psychology). Magna cum laude. April 2010.  
 Allie Mills (Film Studies). Magna cum laude. April 2010.  
 Peter Clowes (International Affairs). Summa cum laude. April 2010.  
 Katherine Hermann (Philosophy). Summa cum laude. March 2010.  
 Frances Carr (Psychology). Summa cum laude. April 2009.  
 Erica Jacobson (Economics). Summa cum laude. April 2009.  
 Katherine Bruch (International Affairs). Summa cum laude. April 2009.  
 Carlyn Williams (General Honors). Principal Advisor. Magna cum laude. April 2008.  
 Darren Tarshis (Physics). Summa cum laude. April 2008.  
 Jessica Bralish (Journalism). Summa cum laude. April 2008.  
 Michael Holland (English). Summa cum laude. April 2008.  
 Katherine Hermann (History). Summa cum laude. February 2008.  
 Adam Stetson (General Honors). Magna cum laude. November 2007.  
 Stephen Baumann (English). Cum laude. November 2007.  
 Jocelyn Liipfert (East Asian Languages). Summa cum laude. November 2007.  
 Britta Ambauen (Fine Arts). Magna cum laude. April 2007.  
 Austin Haggard (Communications). Summa cum laude. April 2006.  
 Melanie Mayo (Ethnic Studies). Magna cum laude. April 2002.  
 Brandon Smith (Philosophy). Magna cum laude. April 2001.  
 Katherine Schmidt (Chemistry). Summa cum laude. April 2001.

## **Leadership and Service**

### **Program level**

Direct and/or coordinate numerous aspects of writing program service and administration, including instructor training and evaluation, course and curriculum development, professional development, and assessment.

Developed and Coordinate Interdisciplinary Certificate in Writing.

Represent the program to campus and external constituencies.

Chair or active member of a range of key committees (e.g. Executive Committee, Program Review Committee, First-year Writing Committee, Upper-Division Curriculum Committee, Assessment Committee, Service Learning, Development and Outreach, Interdisciplinary Certificate in Writing and Rhetoric) in the Program for Writing and Rhetoric.

Directed writing-across-the-curriculum activities in the College of Engineering and Applied Science and the College of Business and Administration.

Member, Program Review Self-Study Committees (1991, 1998, 2008-09, 2015-16)



Credit transfer evaluator for students in the College of Arts and Sciences, College of Engineering and Applied Science, and the Leeds School of Business.

Frequent consultant to faculty in other units on developing strategies for teaching and assessing analytic and argumentative writing. Guest lecturer in courses offered by other departments.

### **College Level**

Co-Chair, Dean's Advisory Committee on Instructors (2021-present)

Co-Chair, Task Force on Instructor-Rank Faculty, College of Arts and Sciences (2018-2022).

Member, Arts and Sciences Curriculum Committee (2000-2006, associate committee chair 2004-2006).

Member, Honors Program Advisory Board (2004-2020).

Member, Arts and Sciences Council (2000-2003).

Member, Arts and Sciences Appeals Committee on Academic Rules and Policies (Spring 2003).

Member, Associate Chairs / Undergraduate Directors Committee in the College of Arts and Sciences (1996-1998; 2001-2003).

Member, Arts and Sciences Council Committee on Committees (2000-2002).

Member and lead author, Arts and Sciences Council Ad-hoc Committee on Retention, Career Management, and Academic Community (2000-2001).

Writer/Editor, Dean's Strategic Planning Initiative, College of Engineering (Fall 2000).

Member, College of Arts and Sciences Standing Committee on Academic Ethics (1997-2000).

Faculty advisor and orientation advisor, College of Arts and Sciences (1994-98).

Member, Dean's Strategic Planning Initiative, College of Business (Spring-Fall 1996).

Member, Dean's Ad-hoc Committee on Education, College of Engineering (Spring 1995).

### **Campus and System Levels**

Member, Advisory Board, CU-Boulder's Center for Teaching and Learning. (Kirk Ambrose, Director.) (Fall 2019 – present)

Member of a system-wide effort to review revisions to the By-Laws and Policies of the Regents of the University, led by Vice President for Academic Affairs Michael Lightner. Regular meetings and detailed review of line edits. (Fall 2017 – Spring 2019)

Co-chair, Academic Misconduct Investigative Committee, convened by Joseph Rosse, Assoc. Vice Chancellor for Research Integrity and Compliance, to investigate in detail charges of plagiarism pertaining to a senior tenured faculty member. (Fall 2017 – Spring 2018)

Member, Foundations of Excellence Initiative, reviewing the CU-Boulder First-Year experience. (Fall 2017 – Spring 2018)

Member, Provost's Task Force on developing a new Center for Teaching and Learning (Fall 2016—Fall 2017).

Member, Steering Committee for Campuswide ePortfolio Pilot (Fall 2015-present). Member, ePortfolio subcommittee of the campus-wide Learning Management System Task Force (Fall 2016-Spring 2017).

Member, Boulder Faculty Assembly Executive Committee (Fall 2011-present).

Chair, Boulder Faculty Assembly Standing Committee on Instructor-Track Faculty Affairs. (Fall 2011—Spring 2018, Fall 2019—present).

Member, Provost's Leadership Institute (Fall 2014-Spring 2015)

Member, Boulder Faculty Assembly MOOC Working Group. (Fall 2013-Spring 2014).

Member, campus-wide Fulbright Review Committee. Review applications for international study and research, interview applicants, offer seminars on the effective preparation of Fulbright applications. (2009-present)

Member, campus-wide Assessment Oversight Committee (2007-2013)

Chair and lead author, Boulder Faculty Assembly Ad-hoc Committee on the Status of Instructors. (Fall 2009-Spring 2010)

Member, Chancellor's Strategic Planning Task Force ("Flagship 2030"), committee on Undergraduate Education (Spring 2008-Fall 2008)

Member, Boulder Faculty Assembly By-Laws Committee (2007-2009)

Chair, Boulder Faculty Assembly Teaching Excellence Award Selection Committee (Spring 2007 and Spring 2016).

Representative, Boulder Faculty Assembly (elected by pool of 32 small A&S departments), 2003-2006.

Chair, Boulder Faculty Assembly Committee on Academic Affairs (2006-2007); member of committee (2003-06).

Member, Provost's Task Force on "CU 101" (2006-2007)

Boulder Faculty Assembly representative on the *Silver and Gold Record* Editorial Board (1999-2003).

Member, Search Committee for Director of Program for Writing and Rhetoric (2000-2001; 2001-2002, 2009, 2011).

Member, Steering Committee on Reconfiguring Writing Instruction on the Boulder Campus (1999-2001).

Member, Committee on the Curricular Redesign of First-Year Composition (2000-2001).

Member, Campus-wide Strategic Planning Committee on Information Literacy and Information Technology (Fall 2001).

Member, Committee on Technology in On-campus Education, Alliance for Technology, Learning, and Society (ATLAS), Boulder campus (fall 1997).

### **State and National Levels**

CU-Boulder representative to CCHE/Department of Higher Education working group on access and remedial education. (2012-2013)

Invited speaker, In-Service Program for High School English Teachers, Cherry Creek School District, September 24, 2004.

CU-Boulder representative (area group: writing) to CCHE Conference on Statewide General Education Core (2001-2004).

Statewide co-chair, Colorado Commission on Higher Education (CCHE) Faculty-to-Faculty Conference, discipline group English/Composition (1995-97), and campus representative for discipline group English/Composition (1993-2004).

Member, Colorado Commission on Higher Education (CCHE) Task Force on Entry-Level College Competencies (1995-96).

Reader for professional journals and academic presses (e.g. Yale University Press, SUNY Press, Utah State University Press, *JAC: A Journal in Composition Theory*).

Reader for national publishing houses in rhetoric and composition (e.g. Pearson/Longman, Bedford/St. Martin's Press, Oxford, Prentice Hall, and Houghton Mifflin).

### **Private Sector Service**

Consultant to business and industry on technical and professional writing (e.g. Quest Integrity; Summit Blue Consulting; Qwest / US West Advanced Technologies).

Expert witness in consumer law legal cases bearing on writing, persuasion and visual design in debt-collection documents.

### **Community Service**

Mentor and Communication/Writing Instructor, Research Experiences in Solid Earth Sciences for Students (RESESS) minority internship program, NSF/UNAVCO, Boulder, CO. Summers 2007-2011 and 2013-2018.

Mentor and Communication/Writing Instructor, SOARS minority internship program, University Consortium for Atmospheric Sciences (UCAR)/National Center for Atmospheric Research (NCAR). Summers 2007-2011.

Facilitate sponsorship of design projects for Boulder area non-profit organizations, as part of service learning initiative in WRTG 3035 Technical Communication and Design.

Literacy volunteer, Boulder Valley School District, Foothill Elementary, Summit Middle School, Fairview High School, Boulder, CO (1998-2011).

Pre-Literacy volunteer, Our School Preschool, Boulder, CO (1995-1999).

### **Previous Professional Experience**

#### **Assistant to the Dean, College of Engineering and Applied Science University of Colorado at Boulder (October 1986 – May 1988)**

- Responsible for conceiving and implementing a writing component in the College's engineering curriculum. Advised the dean on communication and publications.
- Documented and facilitated meetings with the Engineering Development Council (now the Engineering Advisory Council)
- Documented key meetings with department chairs, University officials, and outside visitors.
- Developed, wrote and edited Collegewide Strategic Plans (1987, 2000) and other planning documents.
- Coordinated site visits with national funding agencies (e.g. NSF).
- Researched, drafted, and edited the dean's speeches, articles, columns, as well as other College documents.
- Assisted in producing special brochures and publications, and in developing major funding proposals to government agencies, foundations, and corporations.

#### **Independent writer/editor specializing in education policy and science and technology (1985-86).**

- Provided research, writing, and editorial services on contract. Clients included major engineering corporations, state agencies, and education commissions.

#### **Senior Writer/Editor, National Center for Higher Education Management Systems (NCHEMS), Boulder, CO (1983-86)**

Collaborated with senior staff on planning, developing, and executing major research and consulting projects on higher-education management, strategic planning, and education policy. Specific responsibilities:

- Wrote or edited reports, articles, monographs, and books intended for researchers, administrators, or the general public.
- Developed and wrote newsletters, brochures, grant proposals, and public-relations material.
- Assisted in the production and dissemination of publications.
- Supervised other writers and editors.

### **Honors and Awards**

Named College of Arts and Sciences Teaching Professor of Distinction, Spring 2021. The honorific title College Teaching Professor of Distinction is reserved for scholars and artists of national and international distinction who are also recognized by their college peers as teachers and colleagues of exceptional talent.

Named "Teaching Professor" (honorary designation for career accomplishment), Fall 2017. Awarded campus-wide distinction as a member of the first cohort of CU-Boulder faculty to receive promotion to Teaching Professor, based on extensive national reviews of teaching and service/research files.

Recipient, Boulder Faculty Assembly Campus-wide Award for Excellence in Leadership and Service, April 2014.

Conference on College Composition and Communication, Writing Program Certificate of Excellence Award. (I served as principal author of the Program for Writing and Rhetoric's extensive application materials.) November 2013.

Recipient, Boulder Faculty Assembly Faculty Recognition Award, October 2013.

Recipient, Boulder Faculty Assembly Excellence in Teaching Award (highest campus-wide teaching award), April 2006

Faculty Fellow, Center for the Humanities and the Arts, University of Colorado at Boulder, 1997-98.

Stanford University, Graduate Fellow in Comparative Literature, 1975-79.

University of Munich, Germany, German Academic Exchange Service (DAAD) Grant, 1974-75.

Wesleyan University, Research Fellow, Center for the Humanities, 1973-74.

Wesleyan University, Phi Beta Kappa, 1973 (early election).

### **Professional Affiliations**

Rhetoric Society of America

National Council of Teachers of English

Conference on College Composition and Communication

National Council of Writing Program Administrators