

## **Dale L. Miller**

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### **Summary of Qualifications and Professional Experience**

I have been rostered in the environmental studies program on the CU-Boulder campus since 1999, having previously taught technical and business writing part-time on the CU-Denver campus, owned a technical writing consulting company, and worked in middle management for a large corporation. I hold a Masters in Rhetoric and the Teaching of Writing, and a double Bachelors degree in Physics and Writing, with education or training in philosophy, literature, mathematics, electronics, and computer science. My three undergraduate theses were in the areas of Experimental Economics, Philosophy of Science, and in physics in magnetohydrodynamics theorizing about Heating Mechanisms in the Solar Corona. My Masters thesis was on Rhetorical Theory in Teaching Writing and Teaching Science. During my graduate studies I became particularly interested in literacy and learning—specifically literacy in science and technology, and how we facilitate learning, specifically in adults.

I began college as a young adult and parent following an 11-year career in the restaurant business that began at 15 years old; the latter 6 years were in management for a restaurant corporation owned by a large conglomerate. During those years I applied my innate desire to understand how things work, and how to make them work better. I discovered a talent I possessed for teaching and leadership, and also discovered how young I was—thus I grew a mustache so as to look older. Among other accomplishments, I mentored 21 assistant and trainee managers, supervised the building and opening of a new restaurant, bar, & disco, including the training of 4 managers and 120 employees, and helped develop a program in coordination with the state to hire and train workers with intellectual disabilities. I also pursued opportunities to improve my leadership skills through seminars and trainings in then-new management style of shared leadership, as well as other leadership training.

For 18 years, beginning in 1984 while an undergraduate student, I founded and operated a technical writing consulting company, in part creating documents that were used to teach adult learners in the workforce how to use computers and related technologies in the job functions they were already performing, ranging from simple accounting programs to complex systems used to design and test microchips, electronic circuit boards, and electronic test equipment, and how to use these new tools to create new applications and solutions. I also created and taught writing seminars for professionals. Other relevant work as a consultant includes computer user interface design, computer program development, optoelectronic equipment design and engineering functions, and creating manufacturing plans, advertising plans, marketing plans, and business plans that introduced new technologies and computer capabilities. For the latter 10 years I was a paid consultant helping to edit a literacy magazine for K–12 teachers for the Colorado chapter of the International Reading Association.

In recent years I have turned my curiosity and interest in building and creating things to sustainable development and building, and renewable and solar energy. Over 5 years' time, I and my wife designed and built a sustainable, solar-powered home that uses no “fossil” fuels, capturing all of the sun's energy required to heat, cool, and electrify the home, thus being what is called a “carbon neutral” or “net-zero” house. We received an

award and other recognition for our sustainable building process and for the house itself, and I have used these experiences in my teaching and service work, where my work outside the university has informed my teaching, and my work for the university and knowledge have been beneficial in community service. These endeavors opened up new paths and opportunities for me, including: a position as Chairman/President on a local water and sewer district board; a position as Commissioner and Chairman on the Lakewood Planning Commission; a position as Commissioner and Secretary on Rooney Valley Zoning commission; attending several citizen academies, including city/urban planning and mass transportation; and extended service on a citizen advisory committee charged with a major revision of local zoning codes in part to facilitate sustainable development and building, encourage pedestrian and bicycle travel, and permit urban agriculture and keeping of food-producing animals and honey bees. I have given numerous public and private presentations on energy, sustainable home building, urban agriculture, and sustainability.

More recently my experiences as a non-traditional student, entrepreneur, and in a wide variety of professional and leadership roles have shaped and focused my interest in student success both pre- and post-graduation from university, which I apply in my classes and service work that includes interaction with alumni and work on justice, equality, diversity, and inclusion issues.

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## Summary of Scholarly Interests

I have equal affection for and interest in writing and science and philosophy, and my areas of interest include teaching writing and teaching environmental science. I have presented papers to conferences by the American Association for the Advancement of Science and the Geological Society of America on the topics of problems with the science teaching paradigm and what can be learned from the teaching of writing paradigm; using writing in science classrooms (often called writing across the curriculum or writing in the discipline); incorporating reading and writing in the science classroom; and improving professional writing.

Although by nature nearly all of us are interdisciplinary, I believe that in our highly discipline-oriented American educational system one has to work hard to be interdisciplinary. I am fortunate to have had opportunities for my interdisciplinary interests to gel in both my work at the university—first as a physics and writing major, then in my graduate work studying rhetorical theory in writing and science, then in teaching in the Environmental Studies program—and in my work as a consultant using writing to develop and teach complex and sophisticated computer systems for a wide range of readers/learners, and in my personal endeavors. I have managed to blend my professional experiences and scholarly interests thus far in my career at CU to the benefit of students and the university, helping to utilize technology, bring a focus on professional as well as civic and academic writing situations, and support students as they develop their own career paths in environmental careers.

I have served on curriculum and course-development committees in Environmental Studies and for the Program for Writing and Rhetoric, and have influenced course and curriculum development in both of these programs and the Baker Residential Academic Program. I have also been able to utilize my interest in sustainable development and building, and participated in textbook development, reviewing numerous chapters, participating in a design and review charrette, and writing a chapter for an environmental science textbook.

Whereas my upper-division writing course and other career-focused activities have been aimed at third- and fourth-year students, more recently I have again turned my

attention to first-year student success, designing and teaching a First-Year Writing course that reinforces or teaches a variety of skills and habits that promote first-year student retention and later success in the Environmental Studies or other environmental-focused programs, and in the university in general.

My current research is related to the first-year writing course and is focused on the "culture of learning" on the college campus and in particular in Environmental Studies, on development of a textbook for teaching scientific and environmental writing, and on career development for Environmental Studies majors. More recently I have used my interest and activities related to student success both in and after graduation in college-level work on student success.

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### Recent Honors and Awards

- 2022 Invited Conference Chair of SOLAR 2023, the 52nd annual national conference of the American Solar Energy Society (ASES)
- 2022 Applied for and received Differentiated Workload (partial sabbatical) w/ 2-course release for research and professional development Fall semester
- 2022 Certificate of Appreciation, 15 Years of Service, 5 years as President & Chairman, Bear Creek Water & Sanitation District Board of Directors
- 2021 Invited Conference Chair of SOLAR 2021, the 50th annual national conference of the American Solar Energy Society (ASES)
- 2020 Letter of Appreciation for “contributions in 2020 to the AAC and its initiative to enhance experiential learning and career readiness for students, from Assoc. Dean Daryl Maeda.
- 2019 Elected Chairman, Faculty Advisory Board (FAB) to the Academic Advising Center (an ad hoc committee to the Arts and Sciences Council)
- 2019 Elected Chairman/President, Lakewood Planning Commission, Lakewood, CO
- 2018 Elected President/Chairman of the Board, Bear Creek Water & Sanitation District, Lakewood, CO
- 2017 Certificate of Appreciation, 10 Years of Service, Bear Creek Water & Sanitation District
- 2014 BFA Faculty Recognition Award — University of Colorado Boulder’s Boulder Faculty Assembly. This award is given to faculty members who have demonstrated continued support of the CU community through their Service activities.
- 2012 Marinus Smith award from the CU Parents Association.
- 2012 Campus Sustainability Award, Partnership for Sustainability, as part of the PWR Rhetoric and Sustainability Committee on which I served.

- 2012 Certificate of Appreciation for 5 Years of Service, Bear Creek Water & Sanitation District
- 2010 Teaching Excellence Award — Environmental Studies Program, University of Colorado-Boulder
- 2008 Sustainability Award — For Excellence in Sustainable Home Building, City of Lakewood, Colorado
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## Education

University of Colorado at Denver, Physics and Writing, BA 1990

Physics senior thesis topic:

*Heating Mechanisms in the Solar Corona*

Writing thesis topics in:

Economics: *Experimental Economics*

Philosophy of science: *Causality and Chance*

University of Colorado at Denver, English Rhetoric & Writing, MA 1997

- Thesis title: *An Inquiry into Teaching Science and Teaching Writing: Relocating Paradigms to the Same Neighborhood*

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## Work History

**1999 – Present: Environmental Studies Program, University of Colorado at Boulder**

**2006 – Present: Senior Instructor, Writing Program Coordinator**

**2017 – 2019: Associate Director for Undergraduate Curriculum**

**1999 – 2006: Instructor**

Detailed list of courses provided below in the section Teaching Experience; Teaching and Service statements provided separately. Teaching and Service highlights are below:

- Created a new course, ENVS 4990 (formerly the Honors Thesis course), Senior Thesis, a one-semester Capstone course that allows students to research and write a senior thesis as a capstone project. Piloted the course in Fall 2020, then offered as a regular capstone course in Spring 2021.
- Worked with Career Services staff and meeting with about 40 other faculty across campus teaching Internship-for-Credit courses to align Internship course expectations across campus regarding hours worked, assignments expected, and with campus legal staff to clarify and make Internship expectations consistent. ENVS's Internship program is second largest on campus.
- Responsible for coordinating ENVS first-year and upper division writing courses, which has included training and mentoring 4 instructors.
- Designed and re-designed several times an upper division scientific writing course (ENVS 3020) for Environmental Studies students (1999, 2003, 2006, 2012, 2017), preparing students to use rhetoric and writing processes in both academic and professional situations to acquire new knowledge and produce the variety of documents that will be expected of them in university and in their profession; to improve critical thinking skills; to learn how to interact as professionals through their written and oral communication; to learn how to research and develop a career path; to learn to apply a rhetorical process to resume-writing and other job-search

activities; to gain more technology literacy skills; to learn and practice the importance of awareness of racial, gender, ethnic, and other biases in language; develop skills for increasing awareness of and examining one's values.

- Designed a new First-Year Writing course (ENVS 1150), which was approved to satisfy Core requirements for First-Year Writing in 2015. In addition to writing skills, the course exposes students to opportunities in which to be involved on campus in student groups, various environmental programs and internships, and other support groups; teaches students about the culture of learning in ENVS—such as attending class, library research, preparing readings and writing for classes, and interacting with faculty; helps students to research their career and academic interests, ultimately developing a curriculum plan for their ENVS or other environmental major.
- Designed and taught a sustainability-focused Freshman writing course for the Program for Writing and Rhetoric (WRTG 1150).
- Designed the Honors Thesis course (ENVS 4990), that guides and assists students as they develop and complete Honors projects and Theses.
- Designed and taught Critical Thinking in Environmental Studies (ENVS 4800).
- Trained and supervised 3 GPTIs and 4 Instructors over 8 years to teach the upper- and lower-division writing course in Environmental Studies.
- 1999–2006: Designed, re-designed and taught for 7 years an ENVS-focused Freshman writing course in the Baker Hall Environmental RAP (Residential Academic Program) (ARSC 1150).
- 1999–Present: Serve on numerous committees in Environmental Studies, for the Program for Writing and Rhetoric, and across campus, including 20 years' service on the ENVS Curriculum Committee, that developed 2 major revisions of the ENVS undergraduate curriculum, in 2008–9 and 2013-14; 16 years on the PWR Faculty Advisory Committee; Faculty Advisory Board to the Academic Advising Center; ENVS Inclusive Excellence (now JEDI) committee; Alumni Outreach and Fundraising committee; ENVS Club and Activities Committee.
- 2001–2: Served on a college committee that developed the then-new Program for Writing and Rhetoric (PWR) Freshman Writing course; advocated for using rhetorical theory as a basis for the pedagogy, and for incorporating library seminars and technologies into the course, informed by the Baker RAP course I developed. Taught one of the first pilot sections of the course (WRTG 1150).
- 2002–Present: Co-Founded and continue to sponsor the Investigating Careers in the Environment (ICE) series of weekly talks that bring environmental professionals to campus to talk with students about their career paths, and each Fall semester a panel of graduate students, approximately 310 ICE Talks to date.
- 2002–2003: Designed and taught for 3 terms Introductory Environmental Science (ENVS 1000), a large lecture course (200–300 students), including supervising T.A.s and helping them to develop Recitations.
- 2004–2020: Served on the College Honors Council as an ENVS Honors Council Representative, and served in ENVS on 297 Honors Thesis committees.
- 2007–Present: Re-designed the ENVS Internship program and course (ENVS 3930), increasing internship opportunities and student participation in Internships (2007 & 2020).

- 2009–Present: Organize an Internship Fair offered each semester to which Internship Hosts are invited, and that typically drawn approximately 100 students and 20–25 Internship Hosts.

**2017 – Present: Chairman & President**

**2012 – 2017: Vice Chairman & Vice President**

**2007 – 2012: Board Member**

**Board of Directors, Bear Creek Water and Sanitation District**

Serving in an elected position as a member of the Board of Directors, which oversees and controls management of the water and sewer district and its resources, including \$50 million of infrastructure.

**2019 – 2020: Chairman/President**

**2017 – 2019: Vice Chairman**

**2014 – 2021: Commissioner**

**Planning Commission, City of Lakewood, CO**

Serving as a member of the Planning Commission and Board of Adjustments for the City of Lakewood, the fifth largest city in Colorado. The Planning Commission is a quasi-judicial body consisting of seven members appointed by the Lakewood City Council to serve four-year terms. The Planning Commission conducts public hearings on rezoning and subdivision applications for specific parcels of land to make recommendations to the City Council, and is the approval authority for most special use permits and waivers. The Planning Commission makes decisions and recommendations based on the Comprehensive Plan and requirements in the City's development regulations.

The Planning Commission also reviews and makes recommendations on such items as the capital improvement and preservation program, ordinance revisions, neighborhood plans, and other planning programs.

The Planning Commission is responsible for the preparation, update, and adoption of a Comprehensive Land Use Plan for the continued growth and development of the City. We spent over a year revising the city's Comprehensive Land Use Plan, which includes a separate document, the city's first Sustainability Plan. Both plans were approved by the Planning Commission, then the City Council in 2015. The Comprehensive Land Use Plan and Sustainability Plan will guide the continued growth and development of the City. The Planning Commission also reviews and makes recommendations on the capital improvement and preservation program, ordinance revisions, neighborhood plans, and other planning programs.

The members appointed to serve as the Planning Commission also serve as and perform the duties of the **Board of Adjustment**.

**2016 – 2021: Commissioner, Secretary**

**Rooney Valley Commission, City of Lakewood, CO**

The Rooney Valley Commission is a quasi-judicial body, serving as the Zoning Commission for the Rooney Valley Intergovernmental Agreement area in Lakewood and the Town of Morrison. The Commission is comprised of six members, three appointed by Lakewood and three appointed by Morrison.

**1990 – 2003: Honorarium/Lecturer and T.A. Teaching Writing**

**University of Colorado at Denver**

Taught over 40 sections of writing courses at all levels of undergraduate writing, including Scientific Writing, Technical Writing, Business Writing, Advanced Composition, Intermediate Composition, Research Paper Writing, and Freshman Composition. I designed and taught courses on-line, and gained experience using technology in teaching.

**1984 – 2001: Technical & Scientific Documentation Designer, Founder, Writer, Editor  
Sage Documentation Co., my own consulting company**

For over 18 years worked as a professional writer and editor—planning, creating, and maintaining a variety of scientific, technical, and business documents, including these: scientific theory and manufacturing testing procedures; computer software and hardware use and system administrator manuals; service documentation; marketing and advertising documents; business and marketing plans; training manuals for franchisees; policy & procedures manuals for franchisees; layout/paste-up experience in publishing monthly newsletters and a University publication. I have work experience on Prime, VAX, and several micro computer systems, several word processing programs, graphics programs, and desktop publishing programs. I have knowledge of printing processes, computer networks, and on-line documentation.

For 10 years I was an editor for the thrice-annual professional magazine, the *Colorado Communicator*, a literacy magazine primarily for K-12 teachers, published by the Colorado Council of the International Reading Association (CCIRA). Was the lead editor for a special issue on Literacy & Science.

Other experience with Sage includes developing and teaching writing seminars for biologists, geologists, geophysicists, hydrologists, and other professionals at an environmental engineering consulting firm, one of which was approved by the CU-Denver English Department for CEU (continuing education unit) credit for the professional engineers at the firm.

Specific experience includes: writing for academic & business readers; software and hardware manuals for non-technical readers as well as physicists, optoelectronic device designers, electrical engineers, computer scientists, geophysicists, microchip test designers, and programmers; writing test procedures, writing marketing plans, advertising, and newsletter & magazine publishing. Experience includes designing and writing manuals and publications for:

- √ Colo. Council of the International Reading Association
- √ Well log analysis software
- √ Seismic data analysis software
- √ Microchip design and Microchip test systems
- √ Electronic Board Test Systems
- √ Avionic equipment design, testing, & maintenance
- √ Optics and materials theory
- √ A variety of consumer software and hardware computer and office equipment products and applications

**1983 – 1984: Technical Writer and Editor**

**Comtech Services, Inc., a communication consulting firm.**

Experience includes writing software manuals for general technical audiences, microchip designers, and geologists. This experience, combined with earlier business management experience led me to found my own technical consulting company, Sage Documentation Co.

**1982 – 1983: Writer/Editor Intern**

**University of Colorado at Denver**

Designed, wrote and edited a new version of the UCD Bulletin and the Information sections of the Schedule of Courses.

**1981 – 1982: Writer, paid Internship**

**Associated Grocers of Colorado**

Prepared two monthly publications including writing, editing, interviewing, and graphic layout.

**1976 – 1986: Bee Keeper, Founder**

**Dadi's Honey Company**

Founded and operated part time, a commercial bee keeping business based in Delta County, Colorado. Managing approximately 120 hives, produced up to 10,000 pounds of honey each year, as well as purchasing honey from other local bee keepers, all of which was marketed and sold at farmers markets in western Colorado and in the Denver area.

**1975 – 1980: Restaurant Management and Supervision**

**Far West Services, Inc. a subsidiary of WR Grace Company based in California with 250 restaurants, operating Coco's, Snack Shops, Reubens, Plankhouse, Sundays, Lt. Robert E. Lee, Reuben E. Lee, and other restaurants**

I left Far West in 1980 to go to college, to study physics and writing.

Earned five promotions in six years, ultimately serving as general manager in two different restaurants and a complex (two restaurants in one building). I was responsible for all aspects of operations in my restaurants, including food, service, bar, and disco.

Experience includes supervising as many as seven managers in two restaurants and approximately 175 employees, supervising bookkeepers, writing annual budgets for each restaurant, training managers and employees, and the innumerable tasks associated with operating what were then \$1-2 million per year businesses (comparable restaurants in 2020 dollars, ~\$7-15 million).

As the manager of a new Reubens restaurant in Arvada, Colorado, I oversaw the construction of the new building, which included the restaurant seating, kitchen and prep areas, bar/lounge, and a discotheque, and the training of 4 assistant managers and the hiring and training of 120 employees (including DJs for the disco).

Programs I developed include employing and training students with physical and emotional disabilities, in cooperation with 2 Arvada-area high schools and the State Division of Training and Employment, and a charitable-contribution program

eventually providing the Arvada Center for the Performing Arts with a music system for their dance studio, and the then-novel and risky implementation of non-smoking areas in all of the restaurants I managed, which became a standard practice.

I also trained many of Far West's Rocky Mountain Region manager trainees during that time; trainees may or may not have had restaurant experience, but were required to have a college degree, and the training period lasted six months to one year before a trainee would receive a job assignment with management responsibilities. In total in my years with Far West, I supervised and mentored 21 trainee and assistant managers, most of whom were then promoted to higher-level management positions.

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### **Professional Development and Relevant Activities**

After Colorado voters approved Amendment 37 in 2004 establishing a renewable portfolio standard (RPS) for the state electric utilities that initially required Colorado electrical utilities to produce 10% of their electricity using wind and solar, my wife and I began the process of designing and building a sustainable home that utilizes solar technologies and permits us to continue urban gardening and beekeeping, as well as keep food-producing animals including chickens. As the general contractor and principal builder, this endeavor caused me to work closely with financial institutions, state water engineers, county health officials (for septic system design), city planning and building departments, the local water and sewer districts, architects, and with building material suppliers, sub-contractors, and various trades.

Over the following 5 years we designed many aspects of and built a home, implementing sustainable building practices that ranged from using insulating concrete forms for foundation walls, to minimizing construction waste and energy, to recycling/reusing construction waste, to the use of three types of solar systems to heat, cool, and power the building.

The home is of a passive solar design, which also utilizes two active solar systems: The first is a 8.2 kilowatt photovoltaic array that generates all of the home's electrical needs. The second system uses solar thermal collectors to heat water for domestic use and radiant floor heating. As a part of the solar thermal system, we built an experimental thermal energy storage "pod" in large planters in the front of the house in which excess heat in the summer is stored, then drawn out to heat floors later in the fall. For supplemental heat, we installed a wood-burning fireplace in which we burned waste lumber from the construction of the house that would normally go to a landfill (glued or engineered wood cannot be burned). It took five years to burn all the waste lumber.

The result is we minimized construction energy costs whenever possible by choosing locally made products, and decreased by about 80 percent the amount of waste sent to the landfill. The house does not use natural gas or other "fossil" fuel, and so is the type of building that is "carbon-neutral" or "net-zero." The PV system is connected to the local electrical grid through a "net meter," so there is a minimum utility charge each month of about eight dollars; however, the three solar systems capture or produce all of the energy needs of the building.

The necessary research and experience blended well with my life-long love for building things, and my training in physics and environmental science, and has provided me with numerous opportunities to teach about sustainable practices in my classes, to present at academic and professional conferences and city meetings, and

give tours of the house, all focused on sustainable building and solar systems. Each semester I give a presentation to my and other classes on sustainable home building, which generates a great deal of interest and excitement for the topic. Surprisingly, even as environmental studies majors, many students know little about sustainable building and solar systems. Many students go on to do research and projects on these topics.

We received a Sustainable Home Building award from the city of Lakewood, and the house was featured on the Fall 2009 cover of *Green Mechanical Contractor* magazine. Dozens of builders and contractors have toured the house, as did most of the planning and building departments, Planning Commission, City Council, and the Mayor of the City of Lakewood, about 50 people in all. Individuals have traveled from as far away as Maine and New Hampshire to tour the house and learn about the active solar systems and other features. Other notable visitors to our house were an official and contract engineer with the FAA in the process of designing a solar thermal system for an airport.

Another area of professional development has been textbook reviewing and writing. I developed and taught the Introduction to Environmental Science course (ENVS 1000) for three semesters, which led to requests by two textbook publishers to review chapters of environmental science textbooks. In summer 2010 I was invited along with 11 other instructors from colleges and universities across the country to a charrette at Sundance Resort in Utah to workshop on a new environmental science textbook, which has since been published. I reviewed chapters, and developed classroom teaching materials, including PowerPoint presentations, for use by instructors using the textbook. Apparently because of my experience as a professional writer, my education, teaching experience, my reviews of previous chapters, and work at the charrette, I was invited to write a chapter for the textbook on environmental hazards, which I completed and submitted.

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## Presentations / Service / Outreach / Volunteer Work

### 2022–23 — American Solar Energy Society (ASES):

#### **Solar 2023: Transforming the Energy Landscape for All**

Serving on the National Organizing Committee as Conference Chair, attending weekly planning meetings for SOALR 2021, the 52nd annual conference of the American Solar Energy Society, helping to define session topics, speakers, etc. for the 2023 conference which will be held August 8-11, 2023, on the CU Boulder campus. The conference theme highlights social and environmental justice issues, including a track with panels, papers, and presentations on these topics, and for the first time the conference has a goal of including 100 students as presenters, volunteers, and interns.

### 2020–21 — American Solar Energy Society:

#### **SOLAR 2021: Empowering a Sustainable Future**

Served as Conference Chair, attending weekly planning meetings for SOALR 2021, the 50th annual conference of the American Solar Energy Society, helping to define session topics, speakers, etc. for the 2021 conference on CU Boulder campus. Of particular note, at my request, the conference for the first time included a session track on Social and Environmental Justice. Although ASES was developing DEI guidelines for its own employees, interns, and volunteers, over 50 years the conference had not addressed justice, equality, or equity issues. For 2021, the conference theme highlighted these issues, and

included a track with panels, papers, and presentations on social and environmental justice, and tribal and rural advances

I was able to help introduce, promote, and reinforce the justice theme for and at the conference: A message from the conference chair posted on the web site in the months before the invited academics, professionals, and policy makers to the conference with a focus on equality and justice. The conference opened with words and a "blessing" from a Native American medicine man. My conference-opening speech also focused on justice and equality. I invited former Colorado Governor Bill Ritter to be a keynote speaker—he had led the implementation of Colorado's renewable portfolio in the early 2000s—and he spoke about a general lack of focus on justice and equity in those early days of renewable energy efforts. The conference's closing speaker, Amory Lovins, also brought more attention to environmental and social justice aspects of a sustainable energy system.

In a post-conference survey, we found the two most popular session types were on new technologies and on social and environmental justice. ASES will be including the justice track in future conferences.

### **2021 – 13 Years of a Carbon Neutral Home**

#### **American Solar Energy Society, SOLAR 2021: Empowering a Sustainable Future, August 2021, Boulder, Colorado**

This presentation reviewed the trials and tribulations, strengths and limitations, and outcomes: what a single homeowner can accomplish and contribute through a single sustainable, net-zero or carbon-neutral home. Twenty-two percent of total U.S. energy consumed is used in residential buildings: "My wife and I completed building our carbon-neutral home 13 years ago in part to show it could be done, and have thus kept thousands of pounds of carbon each year from entering the atmosphere. Since that time, hundreds of thousands of homes have been built in the U.S., with few actually coming close to the low emission levels of our home. We lament this reality, and continue to speak out about it."

### **2017 – Bear Creek Water & Sanitation District Special Election**

As a member of the Board of Directors, I initiated and led a year-long process that ended with a Special Election in the district that would invest \$1 million of District revenue in infrastructure in a portion of the district first settled in the 1880s that did not have water and sanitary sewer service available, the funds to be re-paid as homeowners built new homes or disconnected from domestic wells and septic/leach field systems.

As a part of the public education process, I co-led 2 community meetings, and authored numerous pages of documents detailing the process and consequences.

### **2015 – Government Communication with the Public: Engendering Support for Initiatives**

#### **Conference on Communication and Environment by the International Environmental Communication Association, June 2015, Boulder, Colorado**

Chaired an invited panel of Boulder City and Boulder County experts.

### **2015 – Communicating Sustainable Business and Business Practices**

#### **Conference on Communication and Environment, International Environmental Communication Association, June 2015, Boulder, Colorado**

Chaired an invited panel of local sustainability and business communication experts.

**2014–15 – Comprehensive Land Use Plan Advisory Group & Sustainability Plan  
Advisory Group**

**Lakewood Planning Department, Lakewood, CO.**

Participated in, as an invited citizen then Planning Commissioner, regular meetings providing feedback on all aspects of the revision of the City's Comprehensive Land Use Plan and first Sustainability Plan. The group comprised city planning employees, city council members, planning commissioners, and invited citizens.

**2013–2015 – Board of Directors**

**International Environmental Communication Association**

Served on the Board of Directors for the International Environmental Communication Association, a 501(c)(3) non-profit professional organization of practitioners, teachers, scholars, students, artists and other organizations engaged in research and action to find more ethical and effective ways to communicate about environmental concerns in order to move society towards sustainability.

**2010, 2011, 2013, 2015 – Dental, Medical, & Optical Aid**

**Cascas, Peru**

I participated in four dental/medical/optical aid trips to Cascas, Peru, a small farming community in the northern Andes. The village is located approximately 3 hours from Trujillo, Peru, or 12 hours from Lima, by bus, and the area has about 5000 inhabitants. No other town is nearby, and the area is supported principally by agriculture. The clinic is held in a local church building, using medical, dental, and optical equipment and supplies we bring to the location. Hundreds of residents are treated at the clinics, most of whom might not otherwise seek health care assistance, or have it available. Much of my duties include providing and ensuring reliable electrical power and repair of the sensitive dental and medical instruments, and general supervision. A 2017 clinic was cancelled at the last minute due to intense rains and severe flooding that washed out roads, making travel to the area impossible.

In August 2015, the clinic had 2692 patient visits, most of whom visited more than one of the medical, dental, or optical areas:

540 visits to the dental clinic, 1807 visits to the medical clinic, and 377 visits to the optical clinic, which provided corrective glasses to 315 individuals and referrals to 24 more.

In June 2013, the clinic had 2754 patient visits, most of whom visited more than one of the medical, dental, or optical areas:

955 visits to the dental clinic, 1017 visits to the medical clinic, and 782 visits to the optical clinic which provided corrective glasses to 629 individuals and referrals to 42 more.

In June 2011, the clinic had approximately 2400 patient visits: nearly 500 visits to the dental clinic, nearly 1400 visits to the medical clinic, and the optical clinic tested and provided glasses or referrals to approximately 600 people.

In September 2010, the clinic treated in total about 1580 people: 780 dental patients, and about 800 medical patients, mostly OB/GYN and pediatric visits, and other assorted medical problems. In addition, the clinic provided optical screenings and distributed about 300 pairs of glasses to children and adults.

**2013, 2014 – Colorado Green Building Awards Selection Committee**

### **Colorado Green Building Guild**

As an invited member of the Selection Committee, I helped review the current years' applicants and chose winners for the Boulder Valley Green Building Awards, and the Colorado Green Building Awards. Categories included, residential, commercial, government, and historic buildings that were new, re-built, renovated, or retro-fitted with a broad range of green and sustainable features including, design, materials, energy, water conservation, land use, and waste management.

### **2009–2012 – Zoning Improvement Community Advisory Group**

#### **Lakewood Planning Department, Lakewood, CO.**

Attended as an invited citizen semi-weekly then monthly meetings providing feedback on all aspects of the revision of the zoning ordinances for the City of Lakewood. The group was composed of city planning employees, city council members, and invited citizens.

### **2011 – Special Districts Association of Colorado Conference Presentation**

#### **Breckenridge, CO**

#### **Title: “Sustainability, Social Responsibility, and Special Districts”**

Presented to an audience of directors and employees of Special Districts in Colorado, of which there are about 2600, including water & sewer districts, fire and ambulance districts, recreation districts, cemetery districts, and more. About 800 district representatives were in attendance at the conference.

*Presentation Abstract:* Sustainability planning is often graphically presented as a 3-legged stool, the legs denoting the equal importance of economic, environmental, and social aspects of sustainable development and planning. In practice, however, the focus is often on economic outcomes of changed behaviors. The presentation examines sustainability planning in Special Districts with equal emphasis on all three aspects, including some recommendations for future goals and planning.

### **2010 – Public Presentation on Urban Agriculture**

#### **Lakewood City Council Chambers, Lakewood, CO.**

As a part of my work on the Zoning Improvement Community Advisory Group, I created a public presentation on the topic of urban agriculture as it relates to the revision of the City's zoning ordinances. Topics included gardening, animal husbandry including raising chickens, bee keeping, and more. Information was drawn from my work on campus in environmental studies as well as personal and professional experience as a gardener and bee keeper for 30 years, having owned and operated a small commercial bee and honey business. I helped to organize the public event which included booths staffed by representatives from local organizations such as Denver Urban Gardens and various bee keeping organizations.

### **2010 – Transit Alliance Citizen's Academy**

#### **Transit Alliance, Denver, CO.**

Completed a 3-month course that provided training in urban mass transit planning and development, including bus, light rail, and commuter trains as well as land use issues associated with transit, such as transit oriented developments.

**2009– Pirates Writing Club**

**Green Gables Elementary School, Lakewood, CO**

At the request of the school principle, I organized a writing club for 8–10 year-old boys, which we decided to call the Pirates Writing Club—because the boys liked pirates. Boys who participated had been selected by their teachers as students who could benefit from additional writing instruction. The club was voluntary, and met once each week for most of the spring semester during the boys’ lunch break. At those ages, writing is in large part a reflection of a boy’s confidence in his ability to develop an idea and express his thinking. Attendance was quite good, and there was marked improvement in their writing. All service work should be this fun and personally rewarding.

**2009 – Invited Presentation on Sustainable Building, “Building our Sustainable Solar Home: An Owner/Builder Perspective”**

**EarthWorks Expo 2009, Denver, CO.**

Created and presented on the topic of sustainable home building to an audience of individual home builders and contractors, using my home as a case study.

**2009 – Invited Presentation on Energy, “Nuclear in a Nutshell”**

**Hyatt Retirement Community, Highlands Ranch, CO.**

Created and presented on the topic of the basics of nuclear energy, then led a discussion on the topic with a group of retired scientists, lobbyists, and energy enthusiasts.

**2008 – Citizen’s Planning Academy**

**Lakewood Planning Department, Lakewood, CO.**

Completed a 3-month course providing 12 weeks of training in urban planning, land use, and zoning ordinances.

**2007 – Invited Presentation, “Portraying the Beauty of an Equation: Advice for Writing Professional Papers”**

**Geological Society of America meeting, Denver, CO.**

Created and presented on the topic of improving professional writing, including reports and grant requests.

**1992 – 2001**

I have presented several papers to meetings of the American Association for the Advancement of Science on the topics of problems with the science teaching paradigm and what can be learned from the teaching of writing paradigm; using writing in science classrooms (writing across and in the curriculum); and incorporating reading and writing in the science classroom. As a rostered instructor in ENVIS, it is my goal to assist those teaching in ENVIS in their efforts to use writing to support learning in their courses.

**AAAS-SWARM Division Conference, El Paso, Texas 2001(paper accepted)**

“THE INTERDISCIPLINARY CLASSROOM:  
HELPING STUDENTS TO IDENTIFY THEIR INTERESTS AND BUILD A CAREER”

**AAAS-SWARM Division Conference, Las Cruces, NM 2000**

“THE INTERDISCIPLINARY CLASSROOM:  
HELPING STUDENTS TO DO MEANINGFUL WRITING IN SCIENCE CLASSES”

**AAAS-SWARM Division Conference, College Station, Texas 1997**

“TEACHING SCIENCE:  
HONORING VALUABLE QUESTIONS”

**AAAS-SWARM Division Conference, Tucson, AZ 1992**

“TEACHING SCIENCE:  
NAILING DOWN A SHIFTY PARADIGM”

**1989 – 2000: Bear Creek Soccer Club**

Coached over 50 teams, from 4-year-olds to high school-age players. Created player development programs and summer camps.

Served on the Bear Creek Soccer Club’s Board of Directors for 5 years.

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**Conferences Organized**

**2023: Solar 2023: Transforming the Energy Landscape for All, American Solar Energy Society (ASES)**

Serving on the National Organizing Committee as Conference Chair, attending weekly planning meetings for SOALR 2021, the 52nd annual conference of the American Solar Energy Society, helping to define session topics, speakers, etc. for the 2023 conference which will be held August 8-11, 2023, on the CU Boulder campus.

**2021: Solar 2021: Empowering a Sustainable Future, American Solar Energy Society (ASES)**

Served as Conference Chair, attending weekly planning meetings for SOALR 2021, the 50th annual conference of the American Solar Energy Society, helping to define session topics, speakers, etc. for the 2021 conference held August 3-6, 2021, on the CU Boulder campus. For the first time in 2021, the conference theme highlighted social and environmental justice issues, and included a track with panels, papers, and presentations on these topics and more.

Due to the COVID-19 pandemic, the conference was "hybrid", with a little over half of the 425 registrants attending in person, and the other half streaming live sessions. Also, all speeches, keynotes, sessions, and talks were recorded and remain available on-line. This 2021 conference was the second-most attended conference in its 50-year history.

**2015: Conference on Communication and Environment (COCE), Boulder CO  
International Environmental Communication Association (IECA)**

For 2 years, I Co-Chaired the Organizing Committee in the IECA for the 2015 COCE, held June 11–14, 2015 on the CU-Boulder campus. We were responsible for all aspects of the

conference including developing the conference theme, budgets, call for papers, arranging the submission review and program committee, inviting keynote speakers, overseeing 3 ENVS student interns, and arranging on-campus conference spaces, local accommodations, conference food, pre- and post-conference activities and excursions, and “greening” the conference, which included “virtual” attendance through streaming live sessions and recording all other sessions, providing carbon off-sets for travel, recycling and composting during the conference, and more.

In all there were 325 attendees from over 25 countries on (almost) all continents: Europe, Asia, Africa, South America, Australia, and North America. A post-conference survey showed the attendees to be quite enthusiastic about the conference theme, sessions, panel discussions, keynote speakers, opportunities to network with international colleagues, and about CU and Boulder.

Attendees and presenters included numerous CU faculty, researchers, and graduate & undergraduate students from Environmental Studies, Journalism, Communications, the Program for Writing and Rhetoric, INSTAAR, CIRES, and others.

I organized and chaired two panel discussions at the conference, one on communicating ideas in sustainability business-to-business, and the other on communicating environmental and sustainable initiatives government-to-citizens.

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## Publications

- “Science and Writing as Literacy Activities,” *The Colorado Communicator*, V21, 2, Feb. 1998.  
“Grappling with Open-ended Problems: An Interview with Randy Tagg, a Professor of Physics,” *The Colorado Communicator*, V21, 2, Feb. 1998.

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## Professional Affiliations (present and past)

- American Association for the Advancement of Science
- National Council of Teachers of English
- Colorado Special Districts Association
- American Solar Energy Society
- American Planning Association
- Foundation for Critical Thinking
- American Wind Energy Association
- International Environmental Communication Association
- International Reading Association

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## Committee Service and Advising

### Current/Recent Service includes:

- ENVS Associate Chair for JEDI & Chair, ENVS JEDI Committee
- ENVS Executive Committee (2022–)
- Merit Review Committee (2022–)

Chair, ENVS Club and Activities Committee  
ENVS Alumni Outreach & Fundraising Committee  
Chair, Faculty Advisory Board to the Academic Advising Center,  
an ad hoc committee to the Arts and Sciences Council  
ENVS Justice, Equity, Diversity, and Inclusion (JEDI) Committee (formerly  
Inclusive Excellence Committee) (2016–present)  
Co-Leader JEDI Working Group for Program Culture  
Co-Leader JEDI Working Group for UG & Grad student  
Recruitment, Retention, and Professional Success  
Faculty Sponsor of the Investigate Careers in the Environment (ICE) series of  
career talks for students (2002– present)  
Chair, ENVS Undergraduate Curriculum Committee (2017–2019)  
ENVS Executive Committee (2013–2019)  
A&S Search Committee for new Academic Advisor to ENVS & GEOG (2019)  
UCB Honors Council representative for Environmental Studies (2004–2020)  
ENVS Undergraduate Curriculum Committee (1999 – 2019)  
Faculty Sponsor of the student-run Environmental Club (2009–2014, 2020)  
ENVS Undergraduate Honors Thesis Committees, 300+ to date  
Faculty Sponsor for numerous UROP projects for ENVS Students  
Advised numerous ENVS Independent Study Students  
CU in DC Faculty Sponsor—students in 2012—present  
PUEC Chair and member for Instructor re-appointments in A&S and ENVS:  
– 2018, 2017 (2 PUECs), 2014, and 2013

**Previous Service has included:**

Search Committee for ENVS Academic Advisor (2010)  
Search Committee for PWR Director, chaired by Dean Boonin  
Program for Writing and Rhetoric Freshman Writing Committee  
Program for Writing and Rhetoric Professional Writing Committee  
Program for Writing and Rhetoric By-Laws Revision Committee  
ENVS Executive Committee  
ENVS Teaching/Class Review Committee  
Student Services Committee, an ENVS/ENVD committee  
PWR Faculty Advisory Committee (Executive committee)  
Mentoring the GPTI teaching writing in ENVS

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**Teaching Experience**

Below is a list of the 226 primarily Environmental Studies classes I have developed and taught since 1999 at University of Colorado-Boulder to over 4000 students. The list includes lower and upper division courses taught—freshman/sophomore level and junior/senior level, and Internship sections:

Fall 2022	Internship in Env. Studies	(ENVS 3930)
	Honors Thesis Research (2 students)	(ENVS 4850)

Summer 2022	Advanced Writing in Env. Studies—Maymester (ENVS 3020) Internship in Env. Studies (ENVS 3930)
Spring 2022	Advanced Writing in Env. Studies (ENVS 3020) Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930)
Fall 2021	First-Year Writing in Energy, Environ., & Sustainability (ENVS 1150) Advanced Writing in Env. Studies (ENVS 3020) Internship in Env. Studies (ENVS 3930) Honors / Senior Thesis in Env. Studies (ENVS 4990) Honors Thesis Research (2 students) (ENVS 4850)
Summer 2021	Advanced Writing in Env. Studies—Maymester (ENVS 3020) Internship in Env. Studies (ENVS 3930)
Spring 2021	Advanced Writing in Env. Studies (ENVS 3020) Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930) Honors Thesis Research (1 student) (ENVS 4850)
Fall 2020	First-Year Writing in Energy, Environ., & Sustainability (ENVS 1150) Advanced Writing in Env. Studies (ENVS 3020) Internship in Env. Studies (ENVS 3930) Honors / Senior Thesis in Env. Studies (ENVS 4990) Independent Study (Claire Perez) (ENVS 4840)
Summer 2020	Advanced Writing in Env. Studies—Maymester (ENVS 3020) Internship in Env. Studies (ENVS 3930)
Spring 2020	Advanced Writing in Env. Studies (ENVS 3020) Honors / Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930) Independent Study (Sean Fitzgerald) (ENVS 4840)
Fall 2019	First-Year Writing in Energy, Environ., & Sustainability (ENVS 1150) Advanced Writing in Env. Studies (ENVS 3020) Honors / Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930)
Summer 2019	Advanced Writing in Env. Studies—Maymester (ENVS 3020) Internship in Env. Studies (ENVS 3930)
Spring 2019	Advanced Writing in Env. Studies (ENVS 3020) Honors / Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930) Independent Study (Theodore Nolan) (ENVS 4840)
Fall 2018	First-Year Writing in Energy, Environ., & Sustainability (ENVS 1150) Advanced Writing in Env. Studies (ENVS 3020) Honors / Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930)
Summer 2018	Advanced Writing in Env. Studies—Maymester (ENVS 3020) Internship in Env. Studies (ENVS 3930)
Spring 2018	Advanced Writing in Env. Studies (ENVS 3020) Honors / Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930)

	Independent Study (Neely Rettig)	(ENVS 4840)
Fall 2017	First-Year Writing in Energy, Environ., & Sustainability (ENVS 1150)	
	Advanced Writing in Env. Studies	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2017	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies	(ENVS 3930)
Spring 2017	Advanced Writing in Env. Studies	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
	Independent Study (Michaela DaMato)	(ENVS 4840)
Fall 2016	First-Year Writing in Energy, Environ., & Sustainability (ENVS 1150)	
	Advanced Writing in Env. Studies	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
	Independent Study (Mary Essa)	(ENVS 4840)
Summer 2016	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies	(ENVS 3930)
Spring 2016	Pilot: First-Year Writing in Energy, Environ., Sustainability (ENVS 1150)	
	Advanced Writing in Env. Studies	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Fall 2015	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2015	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies	(ENVS 3930)
Spring 2015	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Fall 2014	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2014	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies	(ENVS 3930)
Spring 2014	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Fall 2013	Advanced Writing in Env. Studies—3 sections (one section taught as an overload)	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2013	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies (un-paid overload)	(ENVS 3930)

Spring 2013	Advanced Writing in Env. Studies—3 sections (one section taught as an overload)	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Fall 2012	Advanced Writing in Env. Studies—3 sections (one section taught as an overload)	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2012	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies (un-paid overload)	(ENVS 3930)
Spring 2012	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Internship in Env. Studies	(ENVS 3930)
Fall 2011	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2011	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies (un-paid overload)	(ENVS 3930)
Spring 2011	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Fall 2010	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Environmental Writing—for PWR	(WR TG 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2010	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
	Internship in Env. Studies (un-paid overload)	(ENVS 3930)
Spring 2010	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Fall 2009	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Freshman Writing—Sustainability theme for PWR	(WR TG 1150)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
Summer 2009	Advanced Writing in Env. Studies—Maymester	(ENVS 3020)
Spring 2009	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)
	Internship in Env. Studies	(ENVS 3930)
	Freshman Writing— Baker RAP	(WR TG 1150)
Fall 2008	Advanced Writing in Env. Studies—3 sections	(ENVS 3020)
	Internship in Env. Studies	(ENVS 3930)
	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
Spring 2008	Honors / Senior Thesis in Env. Studies	(ENVS 4990)
	Internship in Env. Studies	(ENVS 3930)
	Advanced Writing in Env. Studies—2 sections	(ENVS 3020)

Fall 2007	Honors / Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930) Advanced Writing in Env. Studies—2 sections (ENVS 3020)
Spring 2007	Honors / Senior Thesis in Env. Studies (ENVS 4990) Internship in Env. Studies (ENVS 3930) Advanced Writing in Env. Studies—1 section (ENVS 3020)
Fall 2006	Honors / Senior Thesis in Env. Studies (ENVS 4990) Advanced Writing in Env. Studies—2 sections (ENVS 3020)
Spring 2006	Honors / Senior Thesis in Env. Studies (ENVS 4990) Advanced Writing in Env. Studies—2 sections (ENVS 3020) Freshman Writing— Baker RAP (WRTG 1150)
Fall 2005	Honors / Senior Thesis in Env. Studies (ENVS 4990) Advanced Writing in Env. Studies—3 sections (ENVS 3020)
Spring 2005	Honors Thesis in Env. Studies (Co-taught w/Jim White) (ENVS 4990) Critical Thinking in Env. Studies (ENVS 4800) Advanced Writing in Env. Studies—2 sections (ENVS 3020) Freshman Writing— Baker Environmental RAP (WRTG 1150)
Fall 2004	Honors Thesis in Env. Studies (Co-taught w/Jim White) (ENVS 4990) Advanced Writing in Env. Studies—3 sections (ENVS 3020)
Spring 2004	Advanced Writing in Env. Studies—2 sections (ENVS 3020) Freshman Writing—Baker Environmental RAP (WRTG 1150)
Fall 2003	Critical Thinking in Env. Studies (ENVS 4800) Advanced Writing in Env. Studies—2 sections (ENVS 3020) Introduction to Environmental Science (ENVS 1000)
Spring 2003	Advanced Writing in Env. Studies—2 sections (ENVS 3020) Introduction to Environmental Science (ENVS 1000)
Fall 2002	Advanced Writing in Env. Studies—2 sections (ENVS 3020) Freshman Writing—Baker Environmental RAP (WRTG 1150) Introduction to Environmental Science (ENVS 1000)
Summer 2002	Advanced Writing in Env. Studies (ENVS 3020)
Spring 2002	Advanced Writing in Env. Studies—3 sections (ENVS 3020)
Fall 2001	Advanced Writing in Env. Studies—2 sections (ENVS 3020) Freshman Writing—Baker Environmental RAP (ARSC 1150) Freshman Writing—Pilot course for PWR (ARSC 1150)
Summer 2001	Advanced Writing in Env. Studies (ENVS 3020)
Spring 2001	Advanced Writing in Env. Studies—3 sections (ENVS 3020) Freshman Writing—Pilot course for the PWR (ARSC 1150)
Fall 2000	Advanced Writing in Env. Studies—2 sections (ENVS 3020) Freshman Writing—Baker Environmental RAP (ARSC 1150)
Summer 2000	Advanced Writing in Env. Studies (ENVS 3020)
Spring 2000	Advanced Writing in Env. Studies—2 sections (ENVS 3020) Freshman Writing—Baker Environmental RAP (ARSC 1150)
Fall 1999	Advanced Writing in Env. Studies—3 sections (ENVS 3020)

Below is a list of the 41 classes I developed and taught at University of Colorado-Denver, both as a Honorarium/Lecturer and as T.A. The list illustrates the balance of lower and upper division courses taught—9 freshman/sophomore level and 32 junior/senior level:

Spring 2003	Business Writing	(ENGL 3170—3 weekend format)
Fall 2002	Business Writing	(ENGL 3170—3 weekend format)
Spring 2002	Business Writing	(ENGL 3170—3 weekend format)
Fall 2001	Business Writing	(ENGL 3170—3 weekend format)
Spring 2001	Business Writing	(ENGL 3170—3 weekend format)
Fall 2000	Business Writing	(ENGL 3170—3 weekend format)
Spring 2000	Business Writing Technical Writing format)	(ENGL 3170—3 weekend format) (ENGL, CMMU, TC 3154—3 weekend format)
Fall 1999	Technical Writing week format)	(ENGL, CMMU, TC 3154—once per week format)
Summer 1999	Technical Writing	(ENGL, CMMU, TC 3154—2 sections)
Spring 1999	Business Writing Business Writing Technical Writing week format)	(ENGL 3170) (ENGL 3170) (ENGL, CMMU, TC 3154—once per week format)
Fall 1998	Business Writing Technical Writing Business Writing Technical Writing format)	(ENGL 3170) (ENGL, CMMU, TC 3154) (ENGL 3170—once per week format) (ENGL, CMMU, TC 3154—five weekend format)
Summer 1998	Technical Writing Technical Writing week format)	(ENGL, CMMU, TC 3154) (ENGL, CMMU, TC 3154—once per week format)
Spring 1998	Business Writing Technical Writing Technical Writing week format)	(ENGL 3170) (ENGL, CMMU, TC 3154) (ENGL, CMMU, TC 3154—once per week format)
Fall 1997	Technical Writing Technical Writing format)	(ENGL, CMMU, TC 3154) (ENGL, CMMU, TC 3154—five weekend format)
Summer 1997	Intermediate Composition Advanced Composition Technical Writing	(ENGL 2030, On-line course) (ENGL 3084, On-line course) (ENGL, CMMU, TC 3154)
Spring 1997	Freshman Composition Intermediate Composition	(ENGL 1020, On-line course) (ENGL 2030, On-line course)
Fall 1996	Technical Writing format)	(ENGL, CMMU, TC 3154—weekend format)

Summer 1994	Writing Seminar for Professional Engineers Units at UCD)	(approved for 0.8 Continuing Education
Fall 1993	Technical Writing	(ENGL 3154)
Fall 1992	Intermediate Composition Technical Writing	(ENGL 2024, now 2030) (ENGL 3154)
Summer 1992	Intermediate Composition	(ENGL 2024, now 2030)
Spring 1992	Intermediate Composition	(ENGL 2024, now 2030)
Fall 1991	Intermediate Composition Technical Writing	(ENGL 2024, now 2030) (ENGL 3154)
Spring 1991	Intermediate Composition Technical Writing	(ENGL 2024, now 2030) (ENGL 3154)
Fall 1990	Freshman Composition	(ENGL 1020)