

Annual Review Statements on Service to the Program and Campus

2014

Like last year, most of my non-teaching activities were related to my position as Assistant Director for First Year Writing. I think I served the program and campus well by fielding routine questions from faculty, mediating student-faculty concerns, and working with students on advising, transfer requests, and WRIT questions. I pride myself on responding quickly to emails and solving problems in a timely fashion (a trait that folks around here seem to appreciate) and I've definitely gotten the hang of Banner now, which makes that easier. I also scheduled all WRIT and FSEM classes throughout the year and monitored registration.

I interviewed lecturer applicants and attended all job talks. I solicited and reviewed application materials and selected adjuncts for 2014-2015 and helped Patrick Kelling get up to speed quickly for teaching in the fall. (I will be holding an adjunct orientation like last year's in October for our adjuncts who start teaching in the winter). I also met individually with our new adjuncts several times last year to discuss curriculum and other questions they had about teaching at DU.

I've worked quite a bit with Rob Flaherty on assessment issues and technology. I designed a Common Curriculum assessment instrument, presented it to faculty, and then collected and analyzed the results to meet the needs of our current HEC report. I also shared our portfolio needs with developers in OTL, did a think-aloud protocol as I set up a portfolio collection in the new DU Assessment system to offer feedback, and then met with Rob and a developer to learn how the new system works. When I realized that they had removed the feature that allows faculty to access their students' portfolios, I contacted the developers and made sure they added that feature again before lecturers would need their files for our portfolio reflection activity. Once the new system was up and running, I created our fall assessments and will be using the much more user-friendly system to arrange winter portfolio collection. I also recently participated in the university-wide workshop for Assessment coordinators and had a chance to discuss assessment practices with faculty from other disciplines.

I served on the FSEM committee, which reviewed all FSEM applications, conferred on feedback and evaluations from last year, and discussed potential changes to how Destinations trips are handled. I participated in the ASEM assessment discussion in June and enjoyed the chance to share notes with professors from across campus.

I also worked with Taiping Xu, a visiting scholar from China. We discussed some differences between teaching writing here and in her country, I shared teaching materials with her, she attended about half of the meetings for one of my spring

1133 classes, and I put her in touch with Joanna Ruocco so she could attend some 1122 classes as well. Recently, I helped a DU graduate student who is working in Indonesia and was asked to present a workshop on Academic Writing in the US. I solicited materials from Amber Engelson and sent him some handouts and suggestions as well.

I served on the Curriculum and Assessment Committee. Most of our committee work was completed in the fall and covered in my service statement from last December. We developed the new pilot portfolio reflection process, and I participated in the June writing workshop for that and led our September meetings to discuss assessment. I drafted our assessment report and shared that with the committee, and will be entering our new Assessment Plan and last year's results into the new DU Assessment system soon.

One of my 1733 students from last year, Amanda Pennington, continue to build on her research into mental health issues and reducing the stigma associated with mental illness. As a result, she co-founded MIND, a student organization devoted to these issues, and worked with Sarah Belstock of the Health and Counseling Center to coordinate DU's first Mental Health Day. She and another student conducted interviews with students and faculty to create a video for the event, and I agreed to participate. I was then asked to participate in a panel discussion for the culminating event of the day to share my own experiences as an academic with depression and anxiety and to discuss how writing can help students deal with mental health issues. Since then, the group has edited the video for presentation at all new student orientations, and I'm pleased to be part of this initiative. Amanda recently emailed, "Thank you for doing this - you've been very inspiring to me through this whole process, and your encouragement during WRIT 1733 and beyond has been critical to making all of this happen. Your participation in this will continue to make a world of difference in our university's perceptions of mental health!"

2015

My primary task in the fall was teaching FSEM, which I discuss in my Teaching Reflection. My course and advising relationships were very successful, and I believe that teaching these courses and advising first-year students well provides an important service for the University in terms of intellectual environment and retention. I nominated two students to present at Early Works and we all enjoyed the event.

I then completed three FSEM Assessment Workshops in the winter and spring. I believe the sessions were productive, and it has been nice to see some of the resulting changes this year. I also never cease to be impressed by my colleagues, who always make strong contributions. Our participation increases the program's

visibility on campus and allows us to share strategies for effectively including writing in the FSEMs with faculty in other disciplines.

I was happy to serve on our inaugural Reappointment and Promotion Committee. There was only one colleague up for consideration and it was a very clear case for promotion, however this allowed us to focus on the process of conducting these reviews and issues that might arise in the future. Our committee from last year will meet with this year's committee soon to discuss the process and recommendations.

In the winter I also did some copyediting for WRIT Large and plan to do so this year as well or to help in other ways. In the spring, I moderated a panel at Writing the Range and participated in COMPosium. I was proud of my students and I enjoyed the chance to see what my colleagues' classes are doing.

This summer, I had the opportunity to combine service and teaching when I taught a short course for Volunteers in Partnership's Summer Link program. This program brings first-generation and refugee students from Denver public high schools to campus for a week; they live in the dorms, attend lectures and workshops, and take an academic class. One of my FSEM students recommended me to Linda Quintinar, which I took as a great compliment. I appreciated the chance to work with a different student population—students of color in a similar situation to mine as a high school student—and I enjoyed the challenge of choosing the best content for a class that only met for 12 hours. I would love to teach in this program again next year and to work with the VIP program on other initiatives.

2016

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2017

I taught another successful FSEM and enjoyed strong advising relationships with my students. I was pleased to present about this class with students from the previous two years at Denver Comic Con and another student just asked me to be the faculty sponsor for a new student organization dedicated to international volunteer work.

In addition to teaching the class, I took part in three FSEM assessment workshops and events like *Embodying One DU*. I participated in the initial *One Book* meeting, served on the *Many Voices, One DU* selection Committee, and helped with the *Many Voices* book launch. One of my students last year participated in *Encountering Stories*, and one is submitting this year as well. I and/or some of my students attended every program event last year.

I am participating in the FSEM ePortfolio Initiative. I submitted prompt ideas and a sample quarter schedule, which Kara and Megan included on our Portfolio site as a resource for others in the group. I also encouraged a senior faculty member from another program to embrace the joys of low-stakes writing and writing to learn/as learning rather than focusing only on graded, formal, and summative writing.

Winter 2017: Organized Frederick Douglass Day with Juli Parish (upload materials created and shared with Metro Writing Center)

I was a copy-editor for *WRIT Large* and helped with COMPosium again this year.

I served on the Hiring Committee, which was obviously successful.

2018

I taught a successful FSEM in the fall and maintained strong advising relationships throughout the year, with several students following me to WRIT classes. As part of FSEM this year, I participated in the ePortfolio Initiative led by Kara Taczak and Megan Kelly with Jennifer Karas. I shared prompts and examples during our workshop sessions and designed assessment questions for participants to add to their course evaluations.

One FSEM student has asked me to be the faculty sponsor for a new student club called Media Matters, which will bring students from multiple majors together to analyze political messages in popular media and how they impact audiences. We'll be submitting the constitution and recruiting members in the fall.

I served on the Reappointment and Promotion Committee, reviewing extensive files for three associate professor candidates, drafting the letter for one, and collaborating with Richard Colby and Kara Taczak on revision and editing for each of our drafts. It seems I'm destined for this role, as when I agreed to stay in the pool for 2018, the lottery selected me to serve on the Reappointment and Promotion Committee again (and it picked me for the program's first promotion committee, as well).

Juli Parrish and I coordinated what I hope will be the first annual Douglas Day Transcribe-a-thon. I created instruction sets for transcribing the Freedmen's Bureau Papers, a flyer with examples of how we use archival research in WRIT 1133, and slides with apropos Frederick Douglass quotes and images to run in the background (see attachments). I also shared these materials with Liz Kleinfeld to support the event at Metro. On the day of, I helped with set-up and my students participated while I floated and offered instruction or consolidated cupcakes in the Chan and the Writing Center. We were disappointed with the turnout, but several classes and other students and faculty participated and we did some good. Now that we have the materials ready, it will be easy to either run this each year as a minor event or to scale up with more advertising (well beyond *The Bridge*) and related programming.

I proposed and was accepted to teach WRIT 2500: Topics in Writing Theory and Research for Winter 2019. The topic/ title is Public Good, Personal Gain, and the Ethics of Persuasion. I have been working on course content over the summer, including while participating in the OTL's Course Design Institute.

I also completed minor service in the form of attending and promoting program events, tabling at Pioneer Day fairs, judging for the Undergraduate Research Symposium, attending student performances, keeping the work room and refrigerator clean, and generally trying to be a good citizen of the program and university.