

Dear Community,

I wish to put my hat into the ring of service on the University of Oregon Board of Trustees. As a former college president who credited my ability to help turn around a historic progressive college with the agency of its Board of Trustees, and educational leader working with the Association of Governing Boards (AGB) and American Council of Education (ACE) Senior Fellow to incorporate the viewpoint of faculty governance as a foundation for institutional excellence, my credentials were based in my original faculty experience at the UO.

I first came to the UO in Fall 1976, an Assistant Professor in the English Department, where I received tenure in 1982. In my second year, I won the Ersted Award, the single most important award to me I have received in my career. My teaching experience in the ethos of the UO has been so transformational in my life that I brought educators and leaders from around the world to UO in my role as U.S. Scholar in Residence for the USIA, and returned to Oregon in 2013 as a faculty member to bring back to the University what I have learned and gained in the experience that leadership at UO brought me in the world educational arena. I wish to serve on the UO Board of Trustees to impart the viewpoint of the UO of over 45 years, through the lens of our students, who have always been the focus of my sense of purpose of my intellectual and spiritual energies. My power of advocacy in U.S. higher education is from the faculty perspective of mentoring our students and determining what pedagogies invoke learning our world needs now more than ever.

My experience at UO is a diverse set of faculty experiences over the decades. I have been on elected bodies such as the UO Senate, the Provost's Council, appointed roles such as chair of the Ersted Award Committee, to roles such founding co-chair and director of the American Studies program, and more recently, for the Clark Honors College, serving on Admissions Committee, recruitment and orientation programs, Common Reading orientation lecturer, and other roles. The UO gave me opportunities to extend my voice to the community, first locally, statewide in the Oregon Commission on the Humanities, a Senior Fulbright Award, a Mellon Award, a Danforth Award, an ACLS award, a NEH award, a summer research award, an award from the CSWS, Daisy Duck student service award, and others. This recognition led to my federal appointment to represent the UO, Oregon, and U.S. higher education at the USIA as U.S. Scholar in Residence, where I served on leave from UO for two years in the mid 1980s. At that point I had been serving as Acting Dean of the Graduate School, heading the IS:IP program, working with the unionized graduate students, developing teacher training for the GTFs, and co-directing American Studies. I was then brought into the American Council on Education to serve as its resource for educational leaders (Chancellors, Presidents, Provosts, Deans) on "Educating for the 21st century: diversity, change, inclusion, and global learning." These activities led to public and private university and college service as deans, associate provosts, director of development (federal, corporate, foundations), and college president.

All of these roles were based on my perspective as a faculty member responsible for developing a curriculum and pedagogy to invoke students' learning. My own scholarship advocating and in some cases inaugurating programs on women's studies, ethnic studies, diversity, and inclusion,

now found a new center in the scholarship of teaching and learning. I have not only published on eco literature, women's studies, and the West, but on transformational learning and leadership.

It was my goal to return to the UO, my home academic community, to work with faculty colleagues and students on new pedagogies for learning across cultural and disciplinary boundaries. I have wanted to provide students a way to see whatever texts they are studying for their majors as platforms for their own voice in contributing to society to make a difference. I returned to UO to bring my own leadership experience and scholarship to bear on a new emphasis on student learning. I have worked on initiatives in STEMpathy, Innovation, and leadership across campus.

In my desire to serve the UO as a Trustee after all these years, tenured in two universities and now also in a NTFF role, I feel that my role would be powerful beyond that of experience with Boards from the perspective of governance in multiple academic roles. I believe that I represent a faculty point of view that by definition reflects the experience and goals of our students. To hear from me is to hear the collective and unique voices of our students, for whom I focus my career objectives. I am a published public poet, radio and podcast host, actor, dramaturg, and columnist, and international lecturer for Fulbright as a Fulbright Specialist and Ambassador, but above all, I am Dr. B for my students. They know that they come first, and it is their learning, and my sense of stakes in their learning for our society, on which I hang my hat.

Sitting at the table of the UO Trustees, I represent a perspective of the role of UO in students' lives over decades, and a belief that viewing decisions through the lens of students imparts a global framework to our work that has great bearing on ethical institutional practice. I see particular opportunity and challenge for the UO in these times that are transformational, from our emphasis of innovation in STEM and teaching, to our breadth of majors that are cutting edge, to evaluation of all programs in terms of core values of diversity and inclusion and engagement. Trustees would see in me a faculty member committed to scholarship and publishing, a public role as an intellectual, and service to community, being a leader in scholarship of teaching and learning, and an advocate for the values faculty embody. They would see someone wholly committed to mentorship, who won the national award for faculty-led study abroad in 2019, and the Provost's award for innovation for teaching in the pandemic this year (2021). I represent the UO at international conferences, speaking and writing on my experience and goals of teaching classes here, and my own aspirational work to increase learning outcomes. I bring our students to our local, state, and national communities, including to scholarly conferences, as interns and speakers. To know me is to know our students' and their desire to make a difference in our world.

It is my honor and pride to serve as a professor at UO over four decades, and it has been my goal to serve our new governance structure as a faculty trustee. Thank you for considering me.

Sincerely,
Barbara Mossberg

GOVERNOR'S OFFICE SUPPLEMENTAL QUESTIONS

1. Why would you like to serve on this board?

UO gave me the world as a faculty rep. Since 1976, UO sent me statewide to diverse stakeholders, including legislature, business breakfast groups, science, school, and labor leaders, donors, etc., to speak on behalf of the liberal arts research mission UO provides the state. This led to federal, national, and international roles as U.S. Scholar in Residence to represent Oregon in Washington, D.C., as a higher education and U.S. culture specialist, and senior scholar at ACE working with its Board, Commissions, and higher education and civic leaders, to develop educational initiatives on diversity, change, and inclusion. As president and faculty of Goddard College, I worked with our board to revitalize the college, and have since provided leadership for multiple boards. UO is my home academic community on which I hang my career hat as a teacher. I am here to give back and serve in the most powerful ways I can.

2. Would you briefly describe any experience, knowledge, or expertise you have with racial equity in public policy or public service?

I have used my voice as an educator to impact racial equity policy. As a senior Fulbright scholar and professor of American literature and culture, I introduced books by minority voices into the curriculum and as my lecture and consulting topic at cultural conferences and programs on teacher training for U.S. cultural study, including with government educational officials including in publishing and museums. At ACE I founded and directed the cross-sector Mary Robertson Smith Council of Scholars, whose mission was "thinking about difference differently" for new ways to integrate and amplify social justice in terms of policy and curriculum. As American Studies specialist for USIA in the 1980s, I developed programs for diplomats and federal officials based on black as well as Asian American, Chicano/a, and native American expression.

3. If you are selected to serve, what are the opportunities you see for that board or commission to address racial equity?

Working with a board as college president to transform the college, I know the power of a board. Mandates are usual, but institutions are not always ready or equipped to meet them. UO is. I see great opportunity for UO as our leadership across sectors commits to institutional and organizational policies to make a difference. We of UO are acutely aware how identity inequities are detrimental to learning, beginning with cultural climate impacting the vision and optimism needed for even aspiring to come to the University, and the spirit to sustain the rigors of university education. Our Board can ensure that our values of equity are expressed however we do business, in budgets for curriculum and pedagogical innovations, student services, programs bringing campus stakeholders together, and policy and support for UO leaders. As faculty, I can bring scholarship and best practice of equity policy to the table.

Dr. Barbara Mossberg, Professor of Practice, Clark Honors College, University of Oregon, is a renowned educational leader dedicated to encouraging hope "the world needs now" through service as a poet, actor, dramaturg, playwright, scholar, teacher, educational and board consultant, cultural entrepreneur and learning activist. Known for roles ranging from President of Goddard College, Poet in Residence, City of Pacific Grove, Dean, College of Arts, Humanities, and Social Sciences, Director, Integrated Studies, California State University, faculty for Interdisciplinary Ph.D. in Ethical and Creative Leadership at Union Institute & University, M.A. in Engaged Humanities, Pacific Graduate Institute, and creator and host of the weekly hour radio show (*The Poetry Slow Down*, podcast BarbaraMossberg.com), Mossberg is first and foremost a professor who teaches, preaches, and writes about the power of language "to engage our hunger and develop our capacity to matter utterly to our world." Prizewinning poet and teacher, Mossberg was tenured in the University of Oregon English Department and California State University Division of Humanities. Winner of the Ersted Distinguished Teaching Award, her first book on Emily Dickinson was named *Choice* "Outstanding Academic Book of the Year." Senior Fulbright Distinguished Scholar twice, Mossberg served a federal appointment as U.S. Scholar in Residence for the U.S. State Department, lecturing and consulting in over 20 countries, as well as leading tours for teachers, diplomats, media, cultural and civic leaders, as Senior Fellow for the American Council on Education, and engaging leaders in learning for our global interdependent world on topics of diversity and inclusion. A frequent keynote speaker, and newspaper columnist, her scholarship of over forty years celebrates creative leadership that has changed how we see and act in the world, with emphasis on environmental humanities. At the University of Oregon she teaches honors epic and leadership, eco literature and the "green imagination," John Muir, Emily Dickinson, Emerson and Einstein, "revolutionary imagination," and "travel as transformational learning," integrating theater and drama, poetry, science philosophy, and cultural history, both for undergraduates and for seniors in the Insight Seminar Program. For Osher Lifelong Learning Institute she has taught drama, poetry, travel writing, literature of gardens, with the goal of inspiring learning "for the whole person, the whole life, the whole world," Mossberg develops dramatic performances and scholarly studies of exemplars of artistic and scientific expression to encourage "civic heroics," empathy and courage. She also leads the dynamic Genius of Study Abroad course each summer, on "Travel as Transformational Learning" and "Revolutionary Imagination" in which students experience Dublin, London, Oxford and Paris to discover their own genius, researching, mapping, and retracing the literal and intellectual paths of historical figures who developed new ways to conceive of and express our world in terms of beauty and highest human values.

BARBARA A. CLARKE MOSSBERG

**Professor of Practice, Clark Honors College
University of Oregon**

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1825 Longview Avenue
Eugene, Oregon 97403**

Education

1977	Ph.D.	Indiana University	English/Linguistics
1972	M.A.	Indiana University	English
1970	B.A.	UCLA	English/History

Professional Roles

Professor of Practice, Clark Honors College, University of Oregon, 2013

**Professor, Tenure (2002) and
Director, Integrated Studies Special Major, California State University Monterey Bay, 2004
2013**

President Emerita Goddard College, 2001--

California Laureate City Poet Emerita, Pacific Grove, CA, 2015-

**Affiliated Faculty, Ph.D. in Interdisciplinary Studies, Ethical and Creative Leadership, Union
Institute & University, 2010--**

Poet in Residence, City of Pacific Grove, CA, 2010--2015

**Founding Dean and Professor, Tenure, College of Arts, Humanities, and Social Sciences,
California State University Monterey Bay, 2002-2004**

**Senior Consultant, American Council on Education, Center for Institutional and International
Initiatives, 2001-2002**

President and Faculty, Goddard College, 1997-2001

Dean of Arts and Sciences, and President Executive, National University, 1996-1997

Director of External Relations (Foundations, Corporate, Federal), and

Associate Provost, Hobart and William Smith Colleges, 1993-1994

Senior Scholar, American Council on Education, Office of Women, and

Director, Mary Robertson Smith Council of Scholars, 1992-1996

Senior Fulbright Distinguished Lecturer (Inaugural Appointment), Bicentennial Chair of American Studies, University of Helsinki, 1990-1991

Senior Advisor, American Council on Education, 1988-1990

U.S. Scholar in Residence, Federal Appointment, U.S. Department of State, Washington, D.C., American Studies Specialist, Annual National Program to bring academic representative of American higher education and culture (UO “leased” me to the government; the one-year appointment was extended), 1986-1988

Associate and Acting Dean of the Graduate School, and

Director of the Individualized Interdisciplinary Masters’ Program (ISIP), University of Oregon, 1985-1986

Co-founder and Co-director of American Studies, University of Oregon, 1983-1986

Senior Fulbright Distinguished Lectureship, Bicentennial Chair of American Studies, University of Helsinki, 1982-1983

Assistant and Associate Professor, Tenure 1982, University of Oregon, Department of English, 1976-1988

Instructor, Indiana University, Department of English, 1973-1976

Teaching, Creative, and Scholarly Distinction, recent/selected

Provost’s COVID-19 Research Innovation Award, University of Oregon, 2021

Here for the Present, Park Place Publications, February 2021

Emily Dickinson Museum, Scholar’s Video Project, “Emily Dickinson for Our Times”

Fulbright Specialist Program, Selected for Roster, 2020

Friends of Finland Fulbright Council, 2020

Re-Imagining Education, Invited Participant in Grant Program Conference, 2020

Tupelo Press Manuscript Conference, 2020

Poet Laureate, Lilly Conference on College and University Teaching, 2010-

Certificate of Recognition, California State Senate, Public Service as Poet Laureate of Pacific Grove, CA, 2018

Outstanding Faculty Award, Portland State University's Symposium on International Faculty-Led Programs, 2018

Finalist, Certificate of Merit, Non-Fiction Award, “The Role of Poetry in Saving the Earth,”
New Millennium Writings, 25 Anthology, 2017

Writers Abroad, U.S. (Finishing Line Press) Delegate to Abroad Writers Conference, Dublin, Ireland, UNESCO World Literature City, 2016 [Chapbook *Sometimes the Woman in the Mirror Is Not You*, Finishing Line Press 2015, chosen to represent U.S. small literary press for Abroad Writers Conference]

Visiting Scholar, Department of Biochemistry, UCLA, 2012-

In Claritas Affiliate Fellow, 2011-

California Laureate Poet in Residence, City of Pacific Grove, 2010-; annual position extended by city in 2013 to indefinite tenure)

Alumni Hall of Fame, John Muir High School, Excellence in Performing Arts and the Environment

Featured Scholar/Poet, Fetzer Institute for Transformational Leadership

Scholar in Residence, Union Institute & University, Interdisciplinary Ph.D. Program

Senior Fellow, James McGregor Burns Academy of Leadership

Senior Scholar, National Council for Research on Women

Senior Distinguished Scholar, Mt. Vernon Institute

Sunken Garden Poetry Prize Semi-finalist (Mark Doty, Judge)

Snowbound Poetry Prize Semi-finalist

Rumi Prize, *Arts & Letters*, Poetry Finalist

Alice M. Capps Grandprize Winner, Olivet College (twice)

Finalist in the 41st *New Millennium Literary Awards for Poetry*, "The Avatar of Day," included in the 2017 Anthology, and on the NMW website, with other award winners.

30-30 Project Tupelo Press (twice)

Finalist and Honorable Mention, Poetry, *New Millennium Writers*

Distinguished Paper of the Year, “When There Are No Words, There’s Poetry: The Unlikely Case for How Poetry Matters in Real Life,” Eugene Round Table, 2017

Keynote Speaker, Phi Beta Kappa, Northern California, PTA (Oregon), Public Interest Environmental Law Conference (UO Law), Finnish Graduate School Inaugural (Tampere, Finland), Union Institute & University, Governor’s University, Lilly Conference on College and

University Teaching, Council for International Scholarly Exchange (CIES), Fulbright 44 Anniversary, NAFSA, ISEP, Eleanor Roosevelt International Conference, Emily Dickinson International Society International Conference, White House Conference for Women Leaders (American Council on Education), ACE-NIP Women's Leadership Conference, and others
Featured Speaker, Annual Forest Hospital Hospice Fundraiser, Restore Hetch Hetchy Fundraiser, Nour Foundation (New York City), International John Muir Conference (University of the Pacific), Institute of Noetic Sciences (National Cathedral, Teachers Chapel, Washington, D.C.), Fulbright Anniversary (Finland, Washington, D.C.), Sylvia Plath 75th Anniversary (Oxford University), Oregon Commission on the Humanities (OCH/National Endowment of the Humanities), LeaderShape, Society for Values in Higher Education, Maple Leaf and Eagle Conference, President's Inaugural (Antioch University), and others

Firestone Scholarship, Lilly Conference on College and University Teaching

American Council of Learned Societies Research Award

Mellon Fellow, Executive Seminar, Aspen Institute

Danforth Associate

Jane Grant Award, University of Oregon

Outstanding Academic Book of the Year, *Choice*

National Endowment for the Humanities, Research Award

University of Oregon Summer Research Award

Ersted Award, Outstanding Teaching, University of Oregon

Mortar Board Award, University of Oregon

Daisy Duck Award, University of Oregon

William Riley Parker Award, Outstanding Graduate Student Teaching, Indiana University

Community, Civic, Creative, Academic, and Professional Leadership Activity, selected:

Conference Director, Triennial International Meeting, Emily Dickinson International Society, Asilomar, CA

Founding Member, Editorial Board, *Humanities and Leadership*

Founding Member, Editorial Board, *Plath Studies: Interdisciplinary Journal*

President (Founding Vice President), Emily Dickinson International Society

Member, International Leadership Association

Sustaining Member, Association for the Study of Literature and the Environment

Editorial Board, *Journal of Excellence in College and University Teaching*

President, Forest Theater Guild

Board of Directors, Carmel Bach Festival, Cherry Center for the Arts, Forest Theater Foundation, and others

Creator and Host, **The Poetry Slow Down**, (formerly radiomonterey.com, and KRXA 540 AM/www.krxa540.com) (weekly hour talk-radio news show/podcast on the role of language arts in heroic civic culture, conscience, and courage, podcast BarbaraMossberg.com, Facebook, Barbara Mossberg's The Poetry Slow Down, twitter drb@barbaramossberg.com, 2008-

Scholarly Contributor, InClaritas, Retreat/Novel Solutions from Novels (with UN Institute for Training and Research (UNITAR), Puglia, Italy, 2017

Fellow, InClaritas, Scholarly Contributor, Renaissance Man Embracing the Other, Assisi, Italy, 2015

Featured Sierra Club Presenter, LeConte Memorial Lodge (Yosemite Cultural Heritage Center)/Sierra Club Headquarters, Yosemite National Park, Summer Speakers Program

Consultant/Speaker: Smithsonian Institution, Library of Congress, Association of State Colleges and Universities, American Council on Education National Identification Program, American Council on Education Commission on Women, University of Arizona, National Steinbeck Center, California State University Chancellor's Office on Teaching and Learning, California State University Long Beach, Meristem, Governors State University, Phelps Stokes Fund, Academy of Educational Development, Foreign Service Institute, Amideast, FBI/Executive Management, Sierra Club, Institute of Noetic Sciences, Aspen Institute, Fetzer Institute, Fulbright, Fulbright Alumni Association, Council for International Exchange of Scholars, United Nations Development Program (UNDP), U.S. Department of Education, U.S. Department of Agriculture, U.S. Department of State, University of Utah Medical School, Western Respiratory Association, UC Berkeley Boalt School of Law, University of Oregon School of Law, Society for Values in Higher Education, Society of Women Geographers, 130 universities and colleges, and others

Columnist, *Huffington Post*, Arts and Culture

Reader, Huntington Library, Pasadena, California

Faculty, Osher Institute for Lifelong Learning, Insight Seminar (University of Oregon)

Consultant to *Fragile Waters*, National Tour of Environmental Photography Exhibit, Ansel Adams and Colleagues

Faculty and course and curriculum development for new M.A. in Engaged Creativity Across the Disciplines, Pacifica University

Reviewer for Monterey Herald GO!

Senior Scholar, James McGregor Burns Academy of Leadership, University of Maryland (2005-2010)

Senior Distinguished Scholar, Mt. Vernon College (1994-1996)

Moderator, Executive Seminar, The American Experience, Aspen Institute, Wye, Maryland (1992-1993) (Mellon Fellow, Trustees Aspen Institute, Baca Grande, Colorado)

PUBLICATIONS/SCHOLARLY PRACTICE Selected

“The Role of Poetry in Saving the Earth,” **New Millennium Writings**, edited Alexis Williams, 2017

“On Mattering: Lessons from Ancient Wisdom, Literature, and the New Sciences,” **The Transforming Leader: New Approaches to Leadership for the Twenty-First Century**, ed. Carol Pearson, Barrett-Koehler Publishing, 2012.

“Practical Humanities: Lessons from Professor Sphinx (And Yes, It Is Rocket Science),” **The Soul Does Not Specialize: Revaluating the Humanities and the Polyvalent Imagination**, eds. Jennifer Leigh Selig, Dennis Patrick Slattery, Stephen A. Aizenstat, Mandorla Books, 2012.

“The Leader as Poet: Tennyson, Whitman, and Dickinson,” **Fictional Leaders: Heroes, Villains, and Absent Friends**, eds. Jonathan Gosling and Peter Villiers, Palgrave Macmillan, 2012.

“Through the Transatlantic Lens of “my” George Eliot” and Percy Bysshe Shelley: Emily Dickinson’s Expatriate Soul in Postcards from the Edge,” **The Emily Dickinson Journal** 21(2), 59-79. The Johns Hopkins University Press, 2012.

Introduction, and “How I Am Taught Green,” **A Passion for Place: Community Reflections on the Carmel River Watershed**, ed. Paola Berthoin, RisingLeaf Impressions, 2012.

“Literature and Leadership,” **Political and Civic Leadership: A Reference Handbook**, ed. Richard A. Coutu, Sage Publishing, 2010.

“The Journey of Leadership,” **Political and Civic Leadership: A Reference Handbook**, ed. Richard A. Coutu, Sage Publishing, 2010.

Forward to *Insights on Leadership*, Vol. 1, **Research and Theory**, ed. Russ Volckman, 2008.

“A Meditation on Leadership Thinking: Surprising Places to Look For and At Leadership And by the by, a case for Integral Leadership Theory,” **Integral Leadership Review**, Vol. VII, No. 5, ed. Russ Volckmann, November 2007.

“The Bridge As Powerful Metaphor Where Is It Taking Us? A Weaver’s Commentary,” International Leadership Association Building Leadership Bridges Series, **Leadership: Impact, Culture, Sustainability**, eds. Nancy S. Hubert and Michael Harvey, 2007.

"Opening Address to the 75th Year Symposium on Sylvia Plath at Oxford University, in **Plath Profiles: An Interdisciplinary Journal**, ed. William K. Buckley, 2007.

"Introduction to Elisabeth Gray's Play 'Wish I Had A Sylvia Plath, by Anthony Edwards," in **Plath Profiles: An Interdisciplinary Journal**, ed. William K. Buckley, 2007.

"The American Sphinx: The Hermaphrodite in American Literature: Extreme Communities of One," in **Communities and Connections: Writings in North American Studies**, ed. Ari Helo, Helsinki: Renvall Institute for Area and Cultural Studies, University of Helsinki, 2007.

"Teaching as Leadership, Love, and Forgiveness: Through the Lens of Comedy, Tragedy, and Chaos Theory," in **The Joy of Teaching**, ed. John Carta Falsa and Lynn Anderson, University Press of America, 2006.

"If Trees Are Us: A Relativity Theory Showing the Genius of John Muir's Domestic Vision of Nature for Public Policy and the National Ethos," eds. Sally M. Miller and Daryl Morrison, **John Muir: Family, Friends, and Adventures**, University of New Mexico Press, 2005.

"John Muir's Beauty School, The Art and Science of Lifesaving Literacy," in **Roots and Renewals: Writings by Bicentennial Fulbright Professors**, ed. Mark Shakelton and Maarika Toivonen (Helsinki: Renvall Institute for Area and Cultural Studies, University of Helsinki, 2001.

"This is What You Are Required to Learn: Notes for (Preserving) a Happening Illimitably Earth," **Proceedings from the Conference, The 2nd Nuclear Age and the Academy**, with Kofi Annan and Jonathan Schell, City University of New York, 2001.

"*Achieving Progress Without Losing Tilt*," *Presidents in Action Feature*, Strategies for Effective Educational Leadership," **The Presidency**, 2001.

"Leadership's Natural Ally: Applying Chaos Theory to Academe," **Chaos Theory and Higher Education Leadership: Leadership, Planning, and Policy**, ed. Marc Cutright, Peter Lang, 2001.

"Leadership and Chaos Theory", **InnoVision**, 1998 "Teaching for Turbulence: Chaos in the Classroom . . . and Other Strategies for Learning," **The National Teaching and Learning Forum**, ed. James Rhem, ORYX Press, Spring,1996.

"Chaos Across Cultures: New Thinking About Pluralism and Community," **Proceedings**, New York University/Nour Foundation;"Chaos on Campus: RX for Global Leadership". **Educational Record**. 1993.

"'And the Only Thing You Know Is What You Do Not Know': The Meaning of the Fulbright Experience," **The Fulbright Difference**, ed. Richard Arndt, Transaction Publishers, 1993. Excerpted in **William B. Fulbright Memorial** Service Booklet, 1995.

"Beyond Walls and Towards Difference--International Education and Chaos Theory: Paradigms for Creativity, Learning and Values for Women in Higher Education"[Keynote], **Proceedings for 5th International Conference on Women in Higher Education**, UTEP, 1992.

"Colleges Should Encourage and Reward International Experience", **Chronicle of Higher Education**, *Backpage Editorial*, 30 May 1990; rep. **AFS Connections** *Editorial* Fall 1990.

"American Culture," Introduction to **Handbook to the Study of the United States**, United

States Information Agency, 1989.

"Double Exposures: Emily Dickinson and Gertrude Stein's Anti-Autobiographies," in **Women's Studies: An Interdisciplinary Journal**, eds. Cristanne Miller and Suzanne Juhasz, 1989.

"The Road to the Road Not Taken: The Outsider as Archetypal American Hero", in **American Culture: Creolized. Creolizing**, ed. Erik Asard, (The Swedish Institute for North American Studies, Uppsala University, 1988).

"Backstage of the American Dream," **Ten Years of American Studies: The Helsinki Experience**, ed. Markku Henriksson (SHS Helsinki, 1987).

"Manifest Destiny in Post-West America in **Dimensions of American Studies**, ed. John Hopkins (University of Tampere, 1986).

"A Rose In Context: The Daughter Construct," **Historical Studies and Literary Criticism**, ed. Jerome McGann (University of Wisconsin Press, 1985).

"Back, Back, Back: Sylvia Plath's Mummy Muse," **Coming to Light: Women Poets in the Twentieth Century**, eds. Diane Middlebrook and Marilyn Yalom (University of Michigan Press, 1985).

"Emily Dickinson's Nursery Rhymes," **Feminist Critics Read Emily Dickinson**, ed. Suzanne Juhasz (Indiana University Press, 1983).

"Everyone Else Is Prose: Emily Dickinson's ... Community Spirit," **Critical Essays on Emily Dickinson**, ed. Paul J. Ferlazzo (G. K. Hall, 1983).

"Sylvia Plath" and "Genevieve Taggard," **American Woman Writers From Colonial Times to the Present. A Critical Reference Guide**, Vol. III, IV, eds. Langdon Faust and Lina Mainiero (Frederick Ungar Publishing, 1982).

"Emily Dickinson's 'I Never Had A Mother': Reconstruction in the House of Art," **The Lost Tradition: A History of Mothers and Daughters in Literature**, eds. Cathy N. Davidson and E. M. Broner (Frederick Ungar Publishing, 1980).

"Emily Dickinson: When A Poet Has No Beard" in **Portland Today** (August 1977).

"The Foreign Woman Writer", **Introduction to The Twentieth-Century Foreign Woman Writer, Folio**, ed. Martha O'Nan (State University of New York, 1977).

Song: "If A Song Could Right A Wrong," restorehetchhetchy.org, c June 2008

Play: "Fat Lady Flying."

Summary Poetry Publications: **Frontier Poetry**, **New Millennium Writing** (Finalist, Honorable Mention, Certificate of Distinction), **Cider Press Review**, **Calapooya 8**, **San Jose Studies**, **Indiana Writes**, **Cedar Street Times**, **John Muir**, **Family and Friends** (University of New Mexico), **Emily Dickinson**, **When A Writer Is A Daughter** (Indiana University), **The Helsinki Experience** (Renvall Institute: University of Helsinki), **Myrrh**, **Mothwing**, **Smoke** (Tupelo Press), **Tupelo Quarterly**, **Tupelo 30-30 Project** (poem a day posted for 30 days, two months),

Eugene Register-Guard, Spring Creek Trillium Project (writer-in-residence, Shotpouch Creek), and others. Musical drama “Trees” performed in concert version Springfest, John Muir High School.

Book: **Emily Dickinson: When A Writer Is A Daughter**, (Indiana University Press), 1982. Choice Award for Outstanding Academic Book of the Year.

Monograph: **Chaos for Planners of the 21st Century** c 1994 (Applying Dynamical Whole Systems Theories to Higher Education Leadership Planning and Assessment Across Curriculum: Humanities at Work, for New York Women's Leadership Conference

Book (creative nonfiction): **Here for the Present, Live, from the Poet's Perch** (Patricia Hamilton,) 2020

Chapbook: **The Physics of Purple** (*poetry*), (The Buddy Press, c 1993).

Chapbook: **If You Promise to Let Me Write This Down I Will Buy You An Ice Cream** (*poetry*) (The Buddy Press, c 1989)

Chapbook: **Sometimes the Woman in the Mirror Is Not You**, (Finishing Line Press New Women's Writers Series, 2015)

Performance: Community musical theater, Walt DeFaria, Director, Golden Bough Playhouse, Pacific Repertory, Carmel, CA (Coach Jones, Mother, and other roles); Rosemary Luke, Director, Cherry Center for the Arts, *Lettice and Lovage* (Lettice), one month run; *Fat Lady Flying*, Cherry Center for the Arts, Jambelaya Playwright Festival; Indoor Forest Theater;, Playwright Festival; one woman plays on John Muir, Emily Dickinson, Sir Peter Shaffer, Cherry Center for the Arts, Carmel, CA. Dramaturg/On Stage Talks with Audiences: “Wish I Had a Sylvia Plath,” Elizabeth Gray, Cherry Center for the Arts, Oxford Playhouse (UK), 59E59 (Off-Broadway). Emily Dickinson: Cherry Center for the Arts, Goddard College, University of Helsinki, Pacific Grove Public Library, Mt. Vernon College, and others.

Readings: Great Weather for Media, Boston Italian-American Poets, Jacar Press, Oregon Poetry Association, Che Figata, Tupelo Manuscript Conference, Maple Leaf and Eagle Conference, Fetzer Institute, Tsunami Books, New Zone Gallery, Canterbury Woods, Central Coast Writers, University of Helsinki, Embassy of Finland (Washington, D.C.), Fulbright Anniversary Conference, Pacific Grove Public Library, Benecia Public Library, University of Maryland, Willows Theater, BookWorks Bookstore and Cafe, Old Capitol Books, Sand City Café, Little House in the Park, Gazebo Jewell Park, Lilly Conference on College and University Teaching (Miami University), Lilly Arctic, Carmel Women's Club, Hult Center, George's Garage, U.S. Botanical Gardens, Caltech, Stanford University, Many Rivers Sierra Club, Politics and Prose Bookstore, Pilgrim's Way Bookstore, Yosemite National Park, Elbow Room, Swedish Theater, University of Oregon, Abroad Writers Conference Dublin, The Fair Oaks, academic and professional conferences, civic occasions, and others.

ThePoetrySlowDown with Professor Barbara Mossberg, Creator and Host, one-hour weekly radio shows (2008-present: barbaramossberg.com, produced by Zappa Johns.

Columns and Articles: *Huffington Post*: <http://www.huffingtonpost.com/author/barbara-mossberg>

Presentations Cultural Leadership/ History [For complete list please see appendix]

LITERARY PRIZES, READINGS, PERFORMANCES

Paper of the Year, Round Table Club (Eugene, OR), 2019

Anthology publications: New Millennium Award for Nonfiction, *New Millennium Writings* 41, Finalist, Certificate of Distinction, for “How Poetry Can Save the Earth;” New Millennium Award for Poetry, *New Millennium Writings* 42 Finalist, for Poem, “Avatar of Day”; Weekly hour radio show, *The Poetry Slow Down* (barbaramossberg.com, produced by Zappa Johns), often including student work and community cultural events; Readings include Tsunami Books and Poetry Tslam with UO students, City Poet Emerita/Pacific Grove Public Library, University of Helsinki/Fulbright, and as Poet Laureate Miami University/Lilly Conference on College and University Teaching.

KEYNOTE AND FEATURED LECTURES (Public & Academic/Professional Conferences)

“The Genius of American Kind-ness,” Maple Leaf and Eagle Conference, University of Helsinki, Finland, May 2020 (December 2020)

“If $e=mc^2$: Imagine!”, Round Table, Eugene, OR, February 2020

“Emily Dickinson’s Lingua Franca,” Session: “Is Translation a ‘Loaded Gun?’” Modern Language Association, Seattle, WA, January 2020

Why Did I Ask You That? Why Did I Ask You Why Did I Ask You That?: Generative Journals and the “Use of Metacognition in Teaching Across the Curriculum for DIY Socratic Transformational Learning,” 39th Annual Original Lilly Conference on College Teaching, Oxford, OH, November 2019

Invocation: “Teaching Einstein,” Lilly Conference Poet Laureate, 39th Annual Original Lilly Conference on College Teaching, Oxford, OH, November 2019

“Reader’s Theater for Liberal Arts: *Picasso at Café Lapin Agile*,” 39th Annual Original Lilly Conference on College Teaching, Oxford, OH, November 2019

Quantum Entanglements: The Genius of Fulbright’s Chaos (Theory), Fulbright 42 Annual Conference and Advocacy Day, Washington, D.C., October 2019

“President’s Address: Emily Dickinson, ‘The Poet’ Emerson called for in the 1830’s, and ‘Called Back’ for Our World Today as Eco Poet,” Emily Dickinson International Conference, Asilomar, CA, August 2019

“Teaching Emily Dickinson: Now More Than Ever?” Emily Dickinson International Conference, Asilomar, CA, August 2019

“Strategies for Transformational Learning: Meta Meta Journal Prompts and Impromptus: “Irrefutable, unplagerizable, ungradable--assessing evidence in evidence-based learning,” Lilly Conference, Austin, TX, January 2019

“Staging Aging: (Exit Pursued by a Bear), or, The Tragedy and Comedy of our Curtain Fates, Public Lecture, University of Oregon Insight Seminar, Baker Center, Eugene, Oregon, October 2018

“Emily Dickinson Whose Life ‘Had Stood a Loaded Gun’,” Bullets into Bells: Poets and Citizens Respond to Gun Violence: Poetry, Dialogue, and Action,” Temple Beth Israel, Eugene, OR, October 2018

“The Origin of the Emancipation Proclamation and the Yosemite Grant: The Underestimated Role of Poetry The Deep Structure of Sub-verse Under-Standing: Literature’s Role Seeding the Soil in Eco-Law for Social and Environmental Justice,” Maple Leaf and Eagle Conference, University of Helsinki, 2018

“The Genius of Empathy: Women as Change-Makers and STEMpathy for Global Health Learning the World Needs Now,” 14th Annual Western Regional Global Health Conference: Change Makers: The Essential Role of Women in Global Health, University of Oregon, April 2018

“Bossy Barbara’s Guide to Joy,” Alumni Center Lecture, University of Oregon, February 2018

“John Muir’s Purple Prose Strategies to Save the Earth,” Obsidian Club, February, 2018

“Strategies for Transformational Learning: Meta Meta Journal Prompts and Impromptus: “Irrefutable, Unplagerizable, Ungradable--Assessing Evidence in Evidence-Based Learning,” Lilly Conference on Teaching, Austin, TX, January 2017
Invocation, “Finding Oneself in Literature,” Poet Laureate Annual Original Lilly Conference on Teaching, November 2017

“*Nobody Knows This Little Rose*: The Secret Life of Emily Dickinson--Revelations of the Wild Eco Soul, Public Address for Insight Seminar Program, University of Oregon Extension, October 2, 2017

“The Flowering of Subversive Eco Emily,” Amherst College, August 11, 2017
Getting to the roots of Emily Dickinson’s sense of eco consciousness: to what extent is Dickinson’s verse sub-verse?

Through the lens of Emily Dickinson’s poems on nature, we can consider her work as a whole in terms of eco imagination. Although I have begun articles and lectures on eco criticism and eco activism with Dickinson’s “a little madness in the spring,” I still don't know what the meaning of "but God be with the clown" is. From public interest law conference members to UNESCO to Association of Literature and the Environment to my eco students to visitors to Yosemite National Park and John Muir specialists, Dickinson seems improbably central to eco thinking, even as the eco critical movement did not exist when she wrote. Or is that true? What were the issues and context in which she wrote her subversive (or was it subversive?) verses on land-use and land ownership? We have our fingers on the pulse of what may be the most profound relevance of Emily Dickinson in today's world for environmental legal practice and teachers/advisors/leaders, no matter what the discipline or level.

“The Novel as a Source of Novel Thinking about Global Problems,” InClaritas Retreat, Bari, Italy, April 6-8, 2017

“Resurrection and Restoration in Yosemite National Park,” Restore Hetch Hetchy Annual Fundraiser, City Club, Berkeley, CA, March 11, 2017

“Poetry Matters: The Unlikely But True Role of Poetry In Our Lives,” Round Table Club, Eugene, OR March 2017 (Distinguished Paper of the Year, 2017)

“John Muir’s Purple Prose Strategies to Save the World,” Public Address for Insight Seminar Program, Knight Library, University of Oregon Extension, February 11, 2017.

“John Muir’s Purple Prose Strategies to Save the World” Featured Public Address, “This Land Is Our Land,” 100th Anniversary of the National Parks Festival Program, Pacific Grove Public Library, December 16, 2016; part of the regional National Parks Centennial celebration, performing with John Muir impersonator Lee Stetson, at Julia Morgan’s Asilomar Conference Center. (Photo available)

Named Poet Laureate, Lilly Conference on College and University Teaching, and invited to open annual conference with an original poem, Miami University, November 17-21, 2016.

“What’s Wrong With Critical Thinking? (And other terrors of interrogation),” Hour Featured Address

Lilly Conference on College and University Teaching, Miami University, November 17-21, 2016
In which we reflect on the impact of the language we use to distinguish, justify, and possibly save liberal arts education. In response to news headlines and stories about core curriculum wars, a meditation on our role in the public (mis)understanding of learning objectives defining academe today. As we weigh an ethos of disapproval against essential thinking and apprehension skills, we invite inquiry into the heart of education, including a vision of its agency and urgency and insurgency for encouragement, expectations, and needs for individual and community transformation.

“Life and Death Stakes of Poetry, or, Are Poets Deluded?” Featured Address

Lilly Conference on College and University Teaching, Miami University, November 17-21, 2016
The No Place Safe from Poetry brings us an evidence-based case (this being Lilly) for poetry as a requirement for graduation, civil society outcomes, and essential survival. Acknowledging it is “difficult” and “despised” and considered largely (all right, hugely) irrelevant, a luxury we cannot afford, we rigorously consider the role of poetry in fields of leadership, environment, law, war and peace, civil and human rights, health care, education, journalism, politics, geology, public policy, engineering, math, physics, film, media, medicine, music, art, psychology, and business. Oh, is that all? No, we go further. We not only argue for poetry in your course and your school’s curriculum, we claim its role in saving lives. Only lives? No, also the earth. And more, we assert its role in making us not only able to live on, but want to. NPS: The Conspiracy

“Emily Dickinson Hears Coates Loud and Clear: Hungering and Mattering When Life is Hell The Role of the Liberal Arts,” Orientation Lecture for Incoming Class of Clark Honors College, on University Common Reading, Ta-Nehesi Coates, *Between the World and Me*, September 22, 2016

“This Whole Experiment in Green: Eco Sci-Po Emily Dickinson,” Peer-reviewed paper, Emily Dickinson International Society, Cité Internationale Universitaire, Paris, France, June 24-26, 2016

'The Angled Road Preferred Against the Mind': Experimental Dickinson
In which Emily Dickinson is considered eco clown in the tradition of Hafiz, Shakespeare, Emerson, and e. e. cummings. This paper finds the eco whisperer in Emily Dickinson, Dante's Virgil leading us through the woods and woodcraft, as a scientist envisioning a quantum world which e.e. cummings, an experimental poet physicist who lived in Paris, characterized as "happening illimitably." Emily Dickinson sets forth such vision pre-Einstein in 1875 in "A little Madness in the Spring." Our opportunity here in Paris is to investigate this poem as key to Dickinson's conception of her work as a science poetry writer here on earth-- in fact, to identify Dickinson as a scientist responsive to Ralph Waldo Emerson's 1844 essay "The Poet"--an experiment in language calling for experiment in language.

"Fulbright as Transformational Learning," Fulbright Anniversary Ceremony, Senior Fulbright Distinguished Lecturer, University of Helsinki, Finland, May 2016

"The Nation of Nobody: Metaphysics of Fractal Belonging in U.S. Cultural History, or, Outsiders as the Elect(ed) in Alien-nation," Peer-reviewed address, Maple Leaf and Eagle Conference, University of Helsinki, May 18-20, 2016
(being read at *Journal of Scandinavian American Studies*)

"Poetry and Public Policy in Defense of Earth," Concluding Keynote, Public Interest Environmental Law Conference, University of Oregon School of Law, Eugene, Oregon, March 17, 2016

A set of cases of environmental law and public policy on ownership and stewardship of the land as a lens into the role that poetry may play in civic leadership and a civic cultural mindset—the Yosemite Grant, an act of Congress signed into law in 1864, the follow-up Enabling Act of 1890, with President Benjamin Harrison, creation of Yosemite National Park, 1892-1906, NPS of 1916, and *Sierra Club vs. Secy Morton* (1969-71).

"The Deep Structure of Sub-versive Under-Standing: Literature's Role Seeding the Soil in Eco-Law—A Sub-versive Talk," Peer-reviewed Paper, Association for the Study of Literature and the Environment, University of Idaho, Boise, Idaho, June 23, 2015

In which we apply our conference theme to leadership learning: how laws and policy governing landscape are a result of literary tectonics and pyrotechnics under the surface, in ways Thomas Jefferson characterized the Constitution, as "an expression of the American mind"--a consciousness discerned if we drill down to bedrock, a psychic under-scape of literature, sleuthing for ways of under-standing the invisible or overlooked role of what William Carlos Williams in "To Asphodel, That Greeny Flower" (described by Homer and Dante as a flower in the under-world), characterized as "difficult" and "despised" poems, without which "men die miserably every day."

"I Dwell in Possibility': Jump Starting and Back Up On Our Poetic Feet: Poetry's Rousing and Sustaining Role in Women's Leadership," International Leadership Association, Asilomar, CA, June 7-9, 2015

In which we see Poet's Perk as Leadership Perks. Whether Emily Dickinson's "I dwell in Possibility," or Shakespeare's pity-party "That time of year thou may'st in me behold," a sonnet of a wilted poor-me worrying for three quatrains, only to flip the demoralized state with insouciance in the final couplet, poetry gives us a new way to think about and frame and resolve our fears, set-backs, obstacles, and challenges as women and leaders. We'll examine what's possible with our creative imaginations when

we march and dance our poetic feet, walking the talk of leadership not only for booting up and refreshing our day, but saving the day, for ourselves and for the people and community with so much at stake in our resilience and way with Possibility.

“Quantum Wholeness: Investigating Otherness as Essential Human Identity,” In Claritas Retreat

On answers in art, science, and civic society, Assisi, Italy, April 2015

We are drawn to the call to consider humanity’s crisis that occurs when people encounter and collide with “others” through migration, immigration, exile, diasporas, or movements of foreign workers, nomads, refugees, and any experience in which we engage with others who are seemingly different from ourselves. In Claritas invites us to consider our ideas about otherness and ultimately our humanity in light of what is at stake for human societies dealing with identity-based upheavals, turmoil, and conflict. In this reflection of our work together in Assisi, I begin with the Retreat theme of “Renaissance Man Embracing the Other,” and the idea that “the Renaissance flourished because of an unprecedented influx of outsiders and foreign ‘thought,’” to consider ideas about polarity and opposition in ancient and emergent texts and symbols from around the world including myth, Mayan and Persian poetry, Shakespeare, Einstein, Mark Twain, Emerson, and popular culture.

“Distinction in the Age of the Holocene Extinction: The Role of the Liberal Arts in Humanity's Survival Schemes,” Orientation/Common Reading Lecture, Clark Honors College, University of Oregon

“Nobody Reads Homer Like Emily Dickinson,” Master Class, Amherst College, Emily Dickinson International Society, Annual Meeting, August 2015

“Nobody Knows This Little Rose: The Secret Life of Emily Dickinson – Revelations in Emily Dickinson’s Flower Poems,” Pacific Grove Public Library, December 15, 2014

In honor of Emily Dickinson's birthday and the Language of Flowers Art Exhibit, our own Dickinson scholar, will share her insights on what the poet's relationship with flowers tells us about the inner life of Emily Dickinson.

To my mind, the dominant themes of Dickinson’s life revolve around her identity specifically, the problem of feeling herself perceived as a Nobody when in fact she feels within her a power of greatness. This conviction of greatness I believe predates the ambition to be great, and to be seen as great. It is what drives her courage and her bravery before the reader, in daring to divulge both her ambition and her belief in her greatness (to be frank). The tension between her inner conviction of her worth, and the world’s opinion of her “small size” Hah! drives the voice in the poem to our souls’ front doors.

I am exploring with you a sense of Dickinson’s curious approach to what would conventionally be tragic. There is ecstatic force in her understanding of life’s traumas and of life and death issues. I love to see her buoyant and feisty, self-deprecating and aware, enjoying and forgiving herself and her world, and nowhere does she manifest this sensibility as in her poems about the life of flowers, in which she makes fun of herself, gently, for giving in to sorrow. Some of her most exceptional poems balance a tone between comic and tragic, with dazzling imagery about mourning.

“Literary Case Studies for Environmental Law,” MA/International, University of Oregon Law School, October 30, 2014

"Emily Dickinson in the Next Generation," Emily Dickinson International Society, Amherst, MA, August 2014

Poetry reading and lectures as Poet in Residence, Pacific Grove, Little House in Jewell Park, July 2014

“Rousing Civic Conscience: The Poetry Required of Environmental Activism,” Many Rivers Chapter, Sierra Club, Annual Fundraiser, Eugene, June 2014

“Loving Leadership,” Graduation Address, Alpha Phi Omega, University of Oregon, June 2014

THE 15th BIENNIAL MAPLE LEAF AND EAGLE CONFERENCE ON NORTH AMERICAN STUDIES: North America in the World, and the World in North America University of Helsinki, May 12-16, 2014

Perhaps more than any other region in the world, North America defines itself, and is defined by others, in global terms.

THE GLOBAL ROOTS OF AUTOCHTHONOUSITY: OVER THE MANTEL, OVER THE SHOULDER, OVERHEARD--WRITERS WAVE THE FLAGS OF THEIR FAVES WALKING THE GLOBAL TALK Beginning with the definition of autochthonous, used by Michael Kammen to describe Thomas Jefferson's writing of The Constitution, arising out of America's psychic soil (*auto-self chthonian* arising indigenously from the soil), we confront the paradox of American literature: to invoke what is most native and original, self-consciously expressive of the spirit of the place, "the genius of: the place, it takes an outside force, context, global, foreign influence. Thus with Ralph Waldo Emerson, Henry David Thoreau, and other "original" writers calling for a new originality of literature, to be most national calls upon a reading of and engagement with works and minds from across the globe, and time, communing with, inspired by, and covering otherness. In this meditation upon the character of a self-conscious national literature, we realize that a global curriculum generates American consciousness, ironically, defined by roots over all the world. The epigraph for this paper on Emerson, Thoreau, Whitman, and Emily Dickinson is the Mayan saying, "you are my other me."

“Shakespeare's Own Decision Not to Colonize the New World: "The Tempest" as Transatlantic Eco History, " Oregon Shakespeare Festival, Ashland, Oregon, for CHC annual student program, May 10-11, 2014. My lecture on "The Tempest" presented research showing the intersection of the rhetoric of 16th century explorers and colonizers of the Americas and the colonizers of Ireland to characterize "the new world" and native Americans in Shakespeare's work.

"The Roots of Comedy: 'Coconuts' As A Lens into Classic Greek Theater,"
Oregon Shakespeare Festival, Ashland, May 2014

"A Leadership Meditation," Holden Leadership Center, University of Oregon, May 2014

"Poetry In the Grove," Monthly public lectures on poetry at The Little House in Jewell Park,
City of Pacific Grove Poet in Residence Program, from Rumi to Gary Snyder, 2013--
"(In a World of Chaos:) The Poetry of Leadership Resilience," and

"If the World Is Round, the Center Is Where You Are Standing – Chaos Theory for Leaders
and Why I Wouldn't Leave Home Without It," Building, Bridging, and Blazing Pathways for
Women and Leadership: Celebrating the Past, Present, and Future, International Leadership
Association International Conference on Women's Leadership, Asilomar, Pacific Grove, 2013

"How We See Trees Can Save Our Lives," LeConte Memorial Lodge, Sierra Club
Headquarters, Yosemite National Park, 2013

"Trees! – a tree-mendous tribute to poetry and song in the preservation of Earth's First
Temples," Earth Day, Pacific Grove, 2013

"The Generative Stress of Washington, D.C.: Emily Dickinson and the Crisis of --Belonging,"
Emily Dickinson International Society, Washington, D.C., 2013
"Transformational Leadership: On Mattering," International Leadership Association, Denver
(CO), 2012

"Rocking Nobody: Emily Dickinson As Cross-Over Artist, Crossly Crossing the Line from
Hymn-billy Gospel Anarchist to Rock Star," Emily Dickinson International Society, Case
Western Reserve University/Cleveland Rock and Roll Hall of Fame, 2012

"Classic Roots of Arbor Day," Pacific Grove, 2012

"Growing Old and Bold with Poetry," Pacific Grove Public Library, 2012

"Emily Dickinson, Nobody's Cognoscenti: Viva!" Cherry Center for the Arts, annual Dickinson
birthday lecture and drama program, 2007--

"Happiness, I Insist: Creativity and Lifelong Strategies of Resistance," Carmel Foundation, 2012

"John Muir's Purple Prose Strategies to Save the World," LeConte Memorial Lodge, Sierra
Club Headquarters, Yosemite National Park, Summer Speakers Program, yearly since 1998

Keynote Speaker, Chautauqua, "Wild Ancestors and Civic Culture," Pacific Grove, California,
2012

"Emily Dickinson as Eco writer – Sister of Thoreau, John Muir, Emerson: How and why to see
our world as a clown ," Master Class, Amherst College, 2011

Keynote Speaker, Chautauqua, "Reflections on Butterfly Town," Pacific Grove, California 2011

Featured Speaker, California Central Writers Club, "The Power of Nobody to Change the World," Monterey, California, 2011

"Archetypes of Comedy and Tragedy in Literary Aspects of Transformational Leadership: To see oneself in archetypal terms, entering the leadership fray, with some noble intent, is itself transformational," International Leadership Association, London (UK), 2011

Featured Speaker, Garden Heritage Society, "John Muir and the Purple Prose Fight to Save the World," Big Sur Environmental Institute, 2010

Speaker, "The Power of the Butterfly: --"The Estranged Artist as Cultural Leader unlikely literary engagements with power politics on behalf of peace, civil rights and environmental legislation," International Leadership Association, Prague, Czechoslovakia, 2009

Speaker, Margaret Mead Centennial Symposium, The Smithsonian Institution, The Interplay of Cultures: Wither the U.S. in the World? Library of Congress, Washington, D.C., 2001

Featured Speaker, Lilly Conference on College and University Teaching, Annual National Meeting, Science in the Limelight: Using Theater to Integrate Arts and Sciences, Miami University, Oxford, Ohio, 2001

Sierra Club/LeConte Memorial Lecture Series, Yosemite National Park, The Cultural Example of John Muir's Leadership in American Public Life, The Art and Science of Saving the World, The Role of Literary Imagination in Shaping Consciousness and Conscience: How Writers Imagine Wilderness If Trees Are Us: John Muir's Domestic Literary Strategies for Saving the Earth, RX for Earth: John Muir's Purple Prose Strategies, Glory Be: The Art and Science of Beholding The Liberal Arts Education: What the World Needs Now; Cultural Glaciers: The Shaping of the American Landscape by America's Icons The Role of the Visionary in Transforming American Life, 1998--

Featured Speaker, The John Muir Center, University of the Pacific, Conference on John Muir, "If Trees Are US: Uncle Sam and John Muir's Domestic Literary Strategies for Saving the Earth," The Feather River Inn, California, 2001

Featured Speaker, "Genius and Gen Ed: The Lifesaving Literacies of John Muir's Arts and Sciences," Lilly Conference on College and University Teaching, Miami University, Oxford, Ohio, 2000

Presentations Educational Leadership

--President's Panel, The Second Nuclear Age and the Academy, International Conference with Kofi Annan, This is What You Are Required to Learn: Notes for an Education Which Beholds the Happening Illimitably World, Center on Violence and Human Survival, John Jay College, City University of New York [one of three presidents representing U.S. liberal arts colleges], 2000

--Convocation Speaker, The Role of Arts and Humanities in Inventive Genius the World Needs Now, Vermont Technical Institute, 2000)

Presentations Administrative Leadership

--Chair, For the New College and University President, Annual Meeting, American Council on Education, San Francisco, California, 2002
--American Council on Education National Leadership Program Speaker, The Role of the Board of Trustees in Promoting Presidential Goals, Washington, D.C. , 2001
--American Council on Education National Leadership Program Speaker, The Art and Science of Leadership: Mentoring, Washington, D.C., 2000

Presentations American Cultural Studies: Educational Approaches

--Canada: Keynote Address: The Role of International Education for Education the World Needs Now: The American Studies Model, Council for International Exchange of Scholars, Montreal, Canada [representative for U.S.], 2000
--Finland: Plenary Address: John Muir's Arts and Science Education: Model Curriculum for the 21st Century--Maple Leaf and Eagle Conference [on occasion of 25th Anniversary of the Fulbright Program] (September 2000).

Presentations International American Cultural Leadership Programs

--"Educating for the 21st Century/International Education: The American Challenge" Series for U.S. and international institutions and organizations.
--"Educating in a Pluralistic Society: The Mandates and Challenges,"
--"Multiculturalism, and its Cultural Context," series for Swedish universities.
--"Higher Education in the United States: The Cultural Context/.The Issues/.The Challenges," Series for Ministers of Education and Culture (Africa, Middle East), International Higher Education Officers, for United States Information Agency, the Phelps Stokes Fund.
--"Interpreting America: America As Text," Lecture series and onsite visits to cultural centers for U.S. and foreign diplomats, educators, museum curators, publishers and textbook writers, State Department escort interpreters, government officials: an integrative, interdisciplinary analysis of American educational and cultural institutions.
--"American Cultural History: "Spending the Day in Explanation" Political and Educational Institutions and Values," for United States Information Agency, Foreign Service Junior Officer Training Programs, International Agencies.
--"Contemporary American Literature: How A Culture Writes Itself," Seminar on "Arts in America: Towards the Year 2000 (and Beyond)," Training Seminars for United States Information Agency, Government and Foreign Service Officers.

Other Keynote, Plenary, Featured Addresses, Selected [Please see appendix]

Miami University, Lilly Conference on College and University Teaching, "The Drama of Genius," and "Muir, Farmer, Eleanor Roosevelt, Feynman: Exemplars from Arts and Sciences in the Case of Interdisciplinary Studies for Civic Leadership," 2008.

Summary Plenary, Maple Leaf and Eagle Conference, "'Trees!:' An American Cultural History-- Report on the Progress of the Book for a Musical Dramatizing the Role Art and Literature from the Classics and British 18th and 19th century Writers Play In U.S. Environmental Public Policy and Legislation," University of Helsinki, 2008.

Oxford University, "I Am Never, Never, Never Coming Home:' The American Expatriate Writer, Emily Dickinson, Gertrude Stein, Sylvia Plath," 2007.

Oxford University, Opening Address to the 75th Year Anniversary Symposium on Sylvia Plath, 2007.

Oxford University, "American Euripides: Sylvia Plath and the Transatlantic Classic Tradition of Tragedy and Comedy in the American Canon," 2007.

Oxford University, Opening and Closing Presentations on the Play, "Wish I Had a Sylvia Plath," by Elisabeth Gray, 2007.

Cherry Center for the Arts, Opening and Closing Presentations on the Play, "Wish I Had a Sylvia Plath," by Elisabeth Gray, 2007 (winner Edinburgh Fringe Festival).

Goddard College, Power of Words Conference on Transformational Language Arts, "Emily Dickinson's Power Book, or Why the Freedom Writers Read Homer," 2007.

Keynote, John Muir Center International Conference, "On a Global John Muir: Kilts and Tilts, Tights, Tunics, and Togas: Drilling Down to the Classical Roots of John Muir's Literary Achievements – An Old World Education, A Geological and Botanical Talk," 2007.

"Flower Power: Reflections on Steinbeck and Ecology," Steinbeck Festival, National Steinbeck Center, 2007.

"Chaos Theory, Poetry, and Wilderness," Robinson Jeffers Society International Conference, 2007.

Grand Rounds, University of Utah Medical School, "The Genius of Empathy – Poetry, Equation, and the Classical American Tradition" also: "For Medical Students: Tillie Olsen's *Tell Me A Riddle*" and for Medical Faculty: "Emily Dickinson's Life Work:

"Environmental History and What Is at Stake in an Integrated Calendar on Arts and Sciences – A Case Study of a National Park, Law, Literature, and Public Policy," Lilly Conference, Miami University, 2007.

Featured Speaker Cherry Center for the Arts Creativity Series: "The Mathematician in Magician's Clothing: A Portrait of the Artist – In which a writer considers the creative process and finds struggle and crisis as roots of creativity itself, using her own poetry to illuminate such topics as: "Lemonade Out of Lemons: The Importance of Calamity"; "Why Is the Math Book Happy? The Importance of Problems"; "Failure, Mistakes, and Mess: The Importance of Obstacles"; "Creativity is Discovering the Lobster is Edible: The Importance of Need"; "Equations, Relations, and Other Elations for Revelation: The Importance of Estrangement and Alienation"; "You Say Chaos Like It's A Bad Thing: The Importance of Confusion"; "The Fusion of Arts and Science", 2007.

Moderator and Speaker, NEH Big Read Program, National Steinbeck Center and California State University Monterey Bay, 2007.

Keynote, Phi Beta Kappa Annual Conference, "Speaking of Presidents: Emily Dickinson, John Muir, Thoreau, George Washington, and Abraham Lincoln – literary engagements with national leadership and ethos on behalf of civil, human, and environmental policy and peace: The role of writers in national leadership and legislation," 2006.

"Classics and American Literature: The Role of Arts and Humanities in Legislation on the Environment and the Restore Hetch Hetchy Initiative," University of California Boalt Hall School of Law, 2006.

Closing Plenary: "Classical Resilience: The Poetry of Aging," Lilly Conference on College and University Teaching, 2006.

"'Inside Out/Outside' In: Transcendental Twins Who Walk the Talk: Emily Dickinson and John Muir's Radical Portrayal of Nature Through Domestic Imagery," Nordic Association of American Studies, Vaxjo University, Sweden, 2006.

Featured Speaker for Annual Truckee Forest Hospital Benefit for Hospice, "John Muir: The Forest as Hospital, Home, Hospitable: Bring Your Dictionary of Wild for Transformation and Hope," 2006.

"Moderator and Speaker, NEH Big Read Program, National Steinbeck Center, 2006.
Featured Speaker for Washington, D.C., Sierra Club Environmental Book Club, "John

Muir's First Summer in the Sierra," Politics and Prose, 2006.

Colloquy of Three Muir Scholars: "John Muir and the American and Classical Literary Tradition," Yosemite National Park, 2006.

"Genius, Gen Ed, Ecology and Ethos: Organizing Foundational Undergraduate Curriculum Around Science Writing and Science Exemplars," Lilly Conference on College and University Teaching, Miami University, 2005.

Antioch University President's Inauguration: "Where Ignorance IS Fatal: Ancient and Emergent Wisdom the World Needs Now – A Call for Common Genius, Conscience, Courage, and the Greater Good, or: Classics Education in Arts and Sciences; or, *Come Back to the Raft, Sphinx Honey*," 2004.

"When I Behold: The British Curriculum in John Muir's University of the Wilderness," Maple Leaf and Eagle Conference, University of Helsinki, 2004.

U.S. Higher Education Representation, Federal, National, International:

Fulbright International Education Committee, Fulbright Annual Meeting, Athens Greece, 2004; U.S. Representative (Keynote Speaker) CIES (Annual Conference, Montreal, 2000), Reviewer of AHSA (American Hospitals and Schools Abroad) for U.S. Congress, 1995, Commission on Women, American Council on Education, 1994-1996

Lecturing/Consulting – Selected Dramaturg and Pre and Post Discussion, Wish I Had A Sylvia Plath, Cherry Center for the Arts, Oxford Playhouse (UK) (2007, 59E59 (Off-Broadway) 2010); Opening Speaker, 75th Anniversary Conference on Sylvia Plath (Oxford UK); Maple Leaf and Eagle International Conference, Closing Plenary (2008); Nordic American Studies Association, Vaxjo, Sweden (2008); Lecture on American Women Writers, Oxford University (2007); Keynote Phi Beta Kappa Northern California Chapter, President's Day, Conference on Peace (2007); Keynote John Muir International Conference, University of the Pacific (2007); Transformational Language Arts Annual Conference, Goddard College (2007); Keynote Annual Forest Hospital/Hospice Fundraiser (2007); Featured Speaker, 25th Anniversary Fulbright/Bicentennial Chairs in American Studies, University of Helsinki (2006); Grand Rounds, University of Utah School of Medicine (2005); University of California Boalt Hall

School of Law (2005); Carl Cherry Center for the Arts (2005-); Big Sur Environmental Institute (2006-).

Career Profile:

Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight, and Positive Change, Dannelle D. Stevenson and Joanne E. Cooper, Stylus Publishing, 2008, USA Today, U.S. News and World Report.

Poetry Readings/ Performances

Over 400 poetry readings in the U.S. and overseas; performances of "Fat Lady Flying," a dramatization of my poetry and photography as a scholarly international lecturer, Cherry Center for the Arts; original one-woman play on Emily Dickinson performed annually for Dickinson's birthday and at theaters, community centers, universities, and fundraisers since 1976; original play based on Peter Shaffer's works ("Inspector Mossberg and the Mystery of Peter Shaffer"); as dramaturg for *The New Umbrella* and *Not Man Apart*, reworking classics (two have won awards at the Edinburgh Fringe Festival), and work with community theater groups on such topics as "origins of drama and civic ethos," "what's at stake in community theater," "classics, now more than ever."

The Poetry Slow Down weekly hour poetry programs on themes of poetry and civic culture (2008-present) are podcast at BarbaraMossberg.com. Lists of shows are archived at BarbaraMossberg.com.

Media/ Performance Selected

--Original drama musical (work-shopped): "Trees A Tree-mendous Tribute, (The Role of Poetry and Music in Legislation to Save the Earth" Concert Version for Springfest, John Muir High School, Pasadena, CA 2011, 2012; Forest Outside Theater (Carmel), Earth Day, 2013
--Winner of International Competition for Exhibit of Art and Poetry, I READ THE NEWS TODAY OH BOY: commissioned poem in collaboration with artist Stephanie Martin on environmental theme, Benicia Public Library/California Poet Laureates; host of three-month exhibit at Pacific Grove Public Library, 2011-2012
--"Inspector Mossberg and the Peter Shaffer Mystery," Original One-Woman Play Interpreting Shaffer's Dramas and Life, Playwright's Festival, Forest Theater, 2007.
--Original one-woman show on Emily Dickinson, Forest Theater and Cherry Center for the Arts, 2006, 2007, 2008, 2009, 2011, 2012 (Pacific Grove Public Library 2010, 2011, 2012). "Lettice and Lovage," (Lettice), Cherry Center for the Arts, 2006 (4-week run).
--Video: SUNY Brockport NEH series on creativity; scholarly version in University of Wisconsin study. "A Daughter's Art," text and narration, produced by Mary Helen Burnham, University of Oregon. Flashmobs, YouTube (Emily Dickinson, Pablo Neruda), 2011, 2012
--International Competition, "I READ THE NEWS TODAY OH BOY," Poet Laureate Program, Benicia Public Library (traveling to California Poet Laureate city libraries), "Resurrection: on the sighting by scientists of fox thought extinct, caught by remote cameras leaping orangely," 2012, 2011
--Poetry has been performed on *The Poetry Slow Down*, KRXA 540AM, Podcast at BarbaraMossberg.com, and performed as drama and readings for "Fat Lady Flying," at Cherry Center for the Arts, (Carmel, CA), Pacific Grove Public Library, Pacific Grove Chautauqua, Artisana Gallery (CA), The Works (CA), Tsunami Books (OR), East Village Café (CA), Fair Oaks Assisted Living (CA), Canterbury Woods (CA), California Central Coast Writers (CA), Monterey Zen Center (CA), Carmel Foundation (CA), Politics and Prose (Washington, D.C.), Elbow Room (CA), Swedish Embassy (San Francisco), Finnish Embassy (Washington, D.C.), LeConte

Memorial Lodge, Yosemite National Park, as Poet in Residence for Lilly Conference of University and College Teaching, Grand Rounds/Visiting Scholar University of Utah Medical School, as Scholar in Residence for Union Institute & University, and for Lilly Arctic Institute (AL), International Leadership Association (London, Prague, Denver, Pacific Grove), Fetzer Institute (MI), Emily Dickinson International Society (Oxford UK, Amherst, Cleveland, Washington, D.C.), Maple Leaf and Eagle Conference (Helsinki), Fulbright/Finnish Embassy (Washington, D.C.)

Poetry Publications

“When I Die You Don’t Have to Divert the River for Me,” *Frontier Poetry*, 2020

“How Poetry Can Save the World,” NMW 42 Anthology, Finalist, Certificate of Distinction, 2016

“I’m Shaking It I’m Making It But the Woman in the Mirror Doesn’t Move At All,” *Tupelo Quarterly* Launch Issue, October 2013, *Sometimes the Woman in the Mirror Is Not You*, Finishing Line Press, 2015

“Avatar of Day,” NMW 41 Anthology, 2018 (Finalist)

“Bon Chic, Bon Guerre: Ode to My Holy Inappropriate BCBG Dress,” NMW Anthology,” 2017

“This Thing Called Friendship Is Bigger Than We Know,” NMW 39 Anthology, 2015 (Honorable Mention Award)

“I Am Working So Hard at Not Being Old,” and “Every Day I Don’t Eat Chicken Is a Good Day,” from the *Tupelo Press 30-30 Project*, February 2014, and in *Sometimes the Woman in the Mirror Is Not You*, Finishing Line Press 2015

“How I’m Taught Green,” in *Passion for Place*, ed. Paola Berthoin, RisingLeaf Impressions, 2013

“Avatar of Rise and Shine,” (as “Avatar of Day”), “The Redemption of Worries,” “The Ridiculous Cheerfulness of a Mouse,” “Dining with a Glacier,” “When I Die You Don’t Have To Divert The River For Me,” “Re *Dead on Arrival*/Attention US Citizens: Please Protect Yourself By Going [Here](#),” “Your Inner Quiche Is Perfect: Let’s Focus On Getting the Crust as Good,” “I Am In Love with Humans Thrilled by the Blood Red Moon,” (and in *Eugene Register-Guard*, September 15, 2015), “What To Do When Your Team Is Losing,” “Glacial Pace,” “Homo Genius,” “Coconut Macadamia Pie Seemed Such a Good Idea,” “Limber Pines Can Live As Long As 2000 Years: for the Number Eighteen in us, For Example,” “I Think Pablo Neruda’s ‘Bestiary’ Could Change Nature’s Mind About the Plan To Have Sun Devour Earth,” “The nice thing about a poem,” “Do Exactly As I Say And You Can’t Go Wrong,” “The River Calls Me Out And Up, A Charm, Flavored Like a Quark,” “On Turning: Unsure Emoticon,” “Cooking for John Muir,” “All Things That Rise Must Converge, Or, What Farmor Knew: A Meditation On Love, Rising, Patience, Rising Again,” “Would It Take Much More To Save the World?,” “The Improbability of Orange,” “We In The Flight Path” (also in *Eugene Register-Guard*, 2015), “The Metaphysics of Bounce,” “Have a Bad Fifteen Minutes and a Good Rest of Your Life,” “Urgent Care Advice,” “*wild*, n. uncivilized, undomesticated, not tamed or controlled,” and “Leaping Annie” were posted for the *Tupelo Press 30-30 Project*, September 2015

--“Recovering Beauty and Use,” University of Utah School of Medicine *Bulletin*, 2005

-- “Willow” Suite, frontispiece epigraph for *John Muir: Family and Friends*, ed. Sally Miller and Daryl Morrison, University of New Mexico Press, 2005

--“Landlocked,” *Indiana Writes*, 1976

--“At Last, My Ass Kissed in Macy Window,” as “Manifest Destiny,” *San Jose Studies: Discovering America*, 1976

--"Book Me, Sir: John Muir Takes a Sauna with The Finnish Ladies of Kuopio," as "John Muir Takes a Sauna with the Finnish Ladies of Kuopio," Olivet College, Grand prize winner, Abbie M. Copps Award, 1994

--"Bones and Flesh: Peabody Museum of Natural History," *Calapooya* 8, 1980

--"The Audience," in Barbara Mossberg, *Emily Dickinson: When A Writer Is A Daughter* Indiana University Press, 1982

--"What Do You Bring Back for Your Mother Who Goes to Garage Sales," Olivet College, Grand prize Winner, Abbie M. Copps Award, 1996

--"Washing the Lake," *Aamulehti* (Tampere, Finland), 21 June 1991

--"Fat Lady Flying," in "The Practical Humanities, Lessons from Professor Sphinx, and Yes, It is Rocket Science," *The Soul Does Not Specialize: The Case for Revaluing the Humanities and the Polyvalent Imagination*, eds. Stephen Aizenstat, Jennifer Leigh Selig, Dennis Patrick Slattery, Mandorla Press, 2012

--"Loafing and Inviting My Ease" as "How I Am Taught Green" in *Passion for Place*, ed. Paola Berthoin, RisingLeaf Impressions, 2012

--"The Case for Unreasonable Faith," is published as "Words for a Ceremony," *Cedar Street Times*, August 10, 2012

--"Love Poem for Christer," in *Myrrh, Mothwing, Smoke: Erotic Poems*, eds. Marie Gauthier and Jeffrey Levine, Tupelo Press, 2013

--"You Wave That Flag, Honey, A Prayer for Your First Dish Rag," *Cider Press Review* (Vol. 15, Issue 2), April, 2013

Interdisciplinary Scholarship of Teaching and Learning:

"Genius, Gen Ed, Ecology and Ethos: Organizing Foundational Undergraduate Curriculum Around Science Writing and Science Exemplars," Lilly Conference on College and University Teaching, Miami University.

Antioch University President's Inauguration: "Where Ignorance IS Fatal: Ancient and Emergent Wisdom the World Needs Now A Call for Common Genius, Conscience, Courage, and the Greater Good, or: Classics Education in Arts and Sciences; or, *Come Back to the Raft, Sphinx Honey*."

Lilly Conference on College and University Teaching (Miami University): Keynote, "From the Sphinx to Startrek, Teaching Humanity, Humanities, Humanely, for a New World;" Plenary, "Auto-Brio-Graphy: How Writing Transforms Nobody;" "Genius Across the Disciplines;" "Science in the Limelight: Teaching Science Through Drama Is Foundational Across the Disciplines;" "Exemplars: An Interdisciplinary Approach;" "Using Films on Teaching;" "Wild Duck in the Pond: The Interdisciplinary Program;" Lilly Conference East, Plenary, "Curriculum for Courage and Conscience and Creativity;" Lilly Arctic, "The Case of Purple Prose in Saving the World;" workshops for teachers on use of journals, film, poetry, sonnets, and reflective writing across the disciplines.

Goddard College, Power of Words Conference on Transformational Language Arts, "Emily Dickinson's Power Book, or Why the Freedom Writers Read Homer."

Keynote, John Muir Center International Conference, "On a Global John Muir: Kilts and Tilts, Tights, Tunics, and Togas: Drilling Down to the Classical Roots of John Muir's Literary Achievements An Old World Education, A Geological and Botanical Talk."

"Flower Power: Reflections on Steinbeck and Ecology," Steinbeck Festival, National Steinbeck

Center.

Grand Rounds, University of Utah Medical School, "The Genius of Empathy – Poetry, Equation, and the Classical American Tradition" also: "For Medical Students: Tillie Olsen's *Tell Me A Riddle*" and for Medical Faculty: "Emily Dickinson's Life Work"

"Environmental History and What Is At Stake in an Integrated Calendar on Arts and Sciences – A Case Study of a National Park, Law, Literature, and Public Policy," Lilly Conference, Miami University.

Featured Speaker Cherry Center for the Arts Creativity Series: "The Mathematician in Magician's Clothing: A Portrait of the Artist – In which a writer considers the creative process and finds struggle and crisis as roots of creativity itself, using her own poetry to illuminate such topics as: "Lemonade Out of Lemons: The Importance of Calamity"; "Why Is the Math Book Happy? The Importance of Problems"; "Failure, Mistakes, and Mess: The Importance of Obstacles"; "Creativity is Discovering the Lobster is Edible: The Importance of Need"; "Equations, Relations, and Other Elations for Revelation: The Importance of Estrangement and Alienation"; "You Say Chaos Like It's A Bad Thing: The Importance of Confusion"; "The Fusion of Arts and Science."

Workshop: "The Joy of Teaching: Leadership, Love, and Forgiveness: the model of chaos theory, tragedy, and comedy," from book *The Joy of Teaching*.

Editorial Board, *The Journal of Excellence in College and University Teaching*

Continuing Education Programs

"Why and How to Read," with Professor James Earl, Baker Center, Insight Seminar, University of Oregon

Insight Seminar, 2017: "John Muir," Knight Library, University of Oregon (four-week program)

Insight Seminar, 2017, "Emily Dickinson," Knight Library, University of Oregon (four-week program)

Osher Institute for Lifelong Learning, 2008-2013-; "Literature That Changed the World," "American Women Writers," "The Power of Story, From Gilgamesh and Homer and Aeschylus through Jim Shepard," "What Drama"; "Let's Hear It For the Despised Poem," "Backpack Lit" (Essential Literature for the Journey), "A Tale of Two Cities: Conscience, Courage, Social Justice--Arts and History of Paris and London."

Continuing Education Programs: Ongoing Addresses/ Lectures/ Seminars Developed for International Programs

Lecture series and onsite visits to cultural and educational centers for U.S. and foreign diplomats, government education officials, educators, administrators, cultural and foreign policy officers, and others; an integrative, interdisciplinary analysis of American educational and cultural institutions

Undergraduate, Graduate, and Postgraduate Teaching and Topics

University and College Courses, undergraduate through doctoral studies:

Eco Literature, Epic Literature, Epic and Leadership, Eco Epic and the Green Imagination, Travel as Transformational Learning, Revolutionary Imagination, Emerson and Einstein (Interdisciplinary Artist Activists), Thesis, First-Year Seminar (The Power of Story); Creative

Influence Across the Disciplines; Cultural Resources in Ethics and Creativity; Leadership Models in American Literature; Creative and Ethical Leadership; Exemplars; The Art and Science of Leadership; Theory and Practice of Integrated Studies; Integrated Studies Proseminar; Integrated Studies Capstone; Leadership and Literature; Chaos Theory: Teaching, Learning, and Leadership, American Cultural History; American Literature, pre-colonial-present, all genres; Drama; Tragedy; Satire; Comedy; Playwriting; Introduction to Drama; Journal Writing; Children's Literature; American Tragedy and Comedy; American Satire; American Novel; Eugene O'Neill Honors Seminar; The American Experience; Women's Literature; Children's Literature

Leadership/ Educational Philosophy Seminars:

Leadership Art and Science: Sonnets and Other Strategies for Transformation and Resilience
Chaos and Dynamical Systems Theories (Applied to Education, Humanities, Interdisciplinary Studies, International Studies, Leadership, Management and Change, Women's Studies and Feminist Psychology, and Cultural Studies, Philosophy, and Topics of Diversity and Change)
Topics in American Cultural Studies (theories of cultural pluralism, technology, landscape, and the imagination, immigration and ethnicity, gender, identity, popular culture): Classical Expressions of the American Mind (interdisciplinary examination of "texts" A Primer of American Culture, Using Expressions, Icons, Images, and Institutions as Windows into history, experience and psyche; Survey of American Literature; American Autobiography: The Art and Science of Expression and Notation (interdisciplinary); Comedy and Tragedy (Classic, Comparative Studies, U.S.); Poetry; Creative Writing; U.S. Literature and Culture; Women Writers; Women's Studies; Humanities; Satire; General Education/Foundational Learning: How to See; How to Read; What is Knowing?; The Art and Science of Beholding; Global Education; Intercultural Education; Environmental Cultural History, Law, and Literature

FIELDS AND RESEARCH INTERESTS

Poetry, The Role of Poetry in Civic Life and Law, Creativity and the Moral Imagination from interdisciplinary and transdisciplinary perspectives; Classics and Environmental and Cultural History; Teaching and Learning; Humanities and Eco-cultural Studies; American Culture and Literature Studies, Women's Studies; Drama; Poetry; Role of Arts and Humanities in Public Policy and Legislation for Civil Rights, Environmental Affairs, War and Peace; Humanities, Ethics, and Technology; Educational and Cultural Leadership; Leadership: An Interdisciplinary Approach; Global Education; Interdisciplinary and Intercultural Studies; General Education; Liberal Arts and Lifesaving Literacies; Wisdom Studies; Humanities; Arts and Humanities in Science Teaching/ Environmental Studies; Chaos Theory and Dynamical Systems Applied to Culture and Creativity Studies, Academe and Leadership; Organizational and Cultural Leadership for Diversity, International Education, Curriculum Reform; Poetry in History, Science, Civics, and Leadership. 19th century American literature, classic roots in eco-literature and literature pertaining to civil and human rights, and modern literature.

My larger purpose as an educator, writer, scholar, public performer, and academic leader is to promote humanities and leadership literacy, creativity and imagination, across the disciplines as a means of individual efficacy (emotional, spiritual, intellectual) and community vitality, dependent upon our human capacity to behold and respect our earth and each other. I also express this purpose in the public realm as a poet, journalist, actor, dramaturg, and lecturer, as well as through support of performing and expressive arts in the community. I have particular interest in how humanities and arts express and shape values and ideas about our environment that become public policy and legislation, including for civil and human rights and war and peace.

As a scholar, this means that I study use of language and the development of knowledge, wisdom, and the art of story across cultures and through time. I work on figures whose own language arts inspire resilience and motivate change not only in individuals but also in whole societies and social systems of human rights and responsibilities.

As a professor I teach classics and literature-based integrated and interdisciplinary studies, in which creativity and conscience are forged through the fusion of arts and sciences, leadership, and humanities. For teacher education, my students write and perform songs and enact dramas of environmental children's literature and projects involving classics for literacy in the schools. I work to bring educational cultural and environmental centers together for programs that promote arts and sciences ecological literacy (such as with Emerson, John Muir, Thoreau, John Steinbeck, Paul Farmer, Rachel Carson).

As a lecturer for law, medical, education, community theater, and leadership groups, I explore how arts and humanities invoke "common genius:" ethics, conscience, courage, moral imagination, and empathy for earth and each other, in drama, poetry, novel, and essay. For the Lilly Conference on College and University Teaching in recent years and UCLA Department of Biochemistry and my work as city poet in residence for Pacific Grove (CA) I investigate the wisdom of the Sphinx on human development, especially how arts and humanities over time and cultures express wisdom about the kind of vision we need to live together on earth.

As a poet I explore and bear witness to the struggle with language to express physical and spiritual understanding of earth and our own processes of wisdom (including a series called "The Physics of Purple"). The City of Pacific Grove is putting forth my collection of poems as its Poet in Residence, *Here for the Present*. I am workshopping and further developing a musical which explores how the ways artists and writers portray trees intersect with civic conscience and public policy ("Trees!"). Recent lectures, articles, and a book in progress focus on John Muir as a writer--how his global literary roots fuse with science in his use of language arts for environmental legislation. I am also working on an autobiographical play about my mother's last wheelchair and hospice years based on my poetry (NW10).

As a teacher scholar, I have a number of projects. I am writing about the experience of teaching epic to honors students as a foundation of a literacy and leadership project, and possible grant on critical thinking for interdisciplinary research for the national discourse. I am developing a curricular and pedagogical approach to STEMpathy. This is a call for new curriculum and pedagogy in STEM fields that integrate a moral imagination for greater civil world outcomes, emphasizing the starring role arts and humanities and liberal arts in general play in the development of innovations in science, environmental law, civil and human rights, and technology. STEMpathy is a way to describe not only how we enact genius in discovering new things in STEM fields through and with arts, humanities and social sciences, but how we NEED (New Environmental Education Directives) to incorporate this integrated learning on behalf of each other and our earth. On this same note, I am developing through my various courses an anthology of eco literature, and a critical companion on American literature as eco literature, pre-colonial to the present.

Most importantly, as a professor I value the opportunity to mentor students to encourage and support their leadership and contributions to our society, and resilience for their lives. My personal motto is "education for the whole person, the whole world, the whole life."

