

Department of Writing and Rhetoric

Annual Report Outlining Departmental Contributions to the University's Five Goals

2012-13

Elizabeth Wardle, Chair

Briefly summarize your most outstanding activities, listed above, that have helped the University achieve these five goals. This should simply be a summary of relevant activities from the above list to be used in the department and college annual reports. Leave blank any section that is not applicable. This information will be used for the department's annual report to the College, so emphasize things you want the College (and subsequently Provost) to know about. Note: the format requested here was copied directly from the form used by Academic Affairs.

GOAL 1: OFFER THE BEST UNDERGRADUATE EDUCATION IN FLORIDA

Please remember that other goals focus on research and productivity of faculty, international efforts, diversity, and partnerships. List each achievement with the goal it most strongly supports.

1a. List **externally-recognized** achievements, accreditations, awards, and high rankings of **undergraduate** programs, departments, faculty, students, and/or student organizations:

Name of recognition: achievement, award, or ranking: <i>Do not use acronyms.</i>	Name of organization bestowing the recognition: <i>Do not use acronyms.</i>	Date of recognition: <i>(Month and year):</i>	Selectivity or significance of recognition: (e.g. Only 10 awarded nationally, or highest award given by XX professional organization).
First-Year Writing Program: "Writing Program Certificate of Excellence"	Conference on College Composition and Communication	March 2013	Highest honor a writing program can receive. Our program enrolls 6,175 students in 257 sections of ENC 1101/1102 in Fall 2012-Spring 2013.

<p>Wardle, Elizabeth. Writing Program Consultant.</p>	<p>Metropolitan State University.</p>	<p>April 22-23, 2013</p>	<p>Asked to consult in order to improve their undergraduate writing. Demonstrates recognition of our excellent writing program at UCF.</p>
<p>Wardle, Elizabeth. Plenary Speaker. “Facilitating Writing- Related Transfer Across Courses.”</p>	<p>University of Florida Writing Program 2013 Conference, “Classroom Matters.”</p>	<p>February 1, 2013</p>	<p>Asked to discuss how to improve transferability of skills learned in first-year writing courses.</p>
<p>Writing Across the Curriculum graduated 28 Faculty Fellows from 8 departments and 3 colleges, who worked to improve the writing for their undergraduate programs.</p>			
<p>Writing Across the Curriculum and the Writing Center created a specialized disciplinary tutoring program to assist students writing lab reports in CHM 2046, providing over 60 consultations in the Chemistry lab.</p>			
<p>Writing Across the Curriculum won a \$1500 Writing Program Administrators’</p>			

<p>Research Grant to study the impact of the CHM 2046 embedded tutor project.</p>			
<p>Writing Across the Curriculum awarded \$350 starter grants to 14 faculty members from 8 departments to help them substantially revise existing writing assignments.</p>			
<p>Writing Across the Curriculum organized a "WAC Track" at the FCTL Summer Conference, enrolling faculty from 9 departments, to help faculty develop/revise writing assignments.</p>			
<p>The University Writing Center began offering a new tutor-education course ENC 4276 for undergraduate students who want to work as tutors.</p>			
<p>The University Writing Center provided 18,559 writing consultations in Orlando (Colbourn and Library), BCC, DSC,</p>			

and Rosen, including 350 distance consultations.			
The University Writing Center offered more than 80 presentations and writing workshops for UCF classes and campus events.			

GOAL 2: ACHIEVE INTERNATIONAL PROMINENCE IN KEY PROGRAMS OF GRADUATE STUDY AND RESEARCH

Please remember that other goals focus on internationalizing the curriculum, research, diversity and partnerships. List each achievement with the goal it most strongly supports.

2a. List **externally-recognized (especially from international organizations)** achievements, accreditations, awards, and high rankings of **graduate and professional** programs, faculty, students, and/or student organizations. Include recognitions for research (e.g. best publication, exhibition, etc), graduate teaching, or service to the discipline.

Name of recognition: achievement, award, or ranking: <i>Do not use acronyms.</i>	Name of organization bestowing the recognition: <i>Do not use acronyms.</i>	Date of recognition: <i>(Month and year):</i>	Selectivity or significance of recognition (e.g. Only 10 awarded nationally or highest award given by XX professional organization):
Laura Martinez, University Distinguished Fellowship, \$25,000	Michigan State University	February 2013	Martinez is a graduate of our MA program and received this fellowship for doctoral study. Only 20 awarded for all incoming graduate students at the University. University-wide selection and department-wide nomination.

Laura Martinez, Summer recruitment Fellowship; Michigan State University. \$1,000	Michigan State University; Department of Writing, Rhetoric, and American Cultures	April 2013	Martinez is a graduate of our MA program and received this fellowship for doctoral study. 1 awarded per department
Wardle, Elizabeth. Iowa State University Distinguished Alumni Award.	Iowa State University	October 2012	Selected by the graduate faculty of the English Department at Iowa State.

2b. Indicate the number of peer-reviewed publications, presentations, and productions.

Number of peer-reviewed publications: <i>Do not include abstracts</i>	Number of peer-reviewed or juried presentations: <i>Do include poster sessions</i>	Number of peer-reviewed or juried productions, exhibitions, performances, and compositions:
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Books:

Book chapters: 4

- Pigg, Stacey,** Leon, Kendall, & Rife, Martine Courant. (2012). Researching to professionalize, not professionalizing to research: Understanding the WIDE effect. *Rewriting Success in Rhetoric and Composition Careers*, eds. Carrie Leverenz, Amy Goodburn, and Donna LaCourt. Anderson, SC: Parlor Press.
- Scott, J. Blake.** "How Can Technical Communicators Work in an Ethical and Legal Manner?" *Solving Problems in Technical Communication*. Eds. Johndan Johnson-Eiola and Stuart A. Selber. Chicago: U of Chicago P, 2013. 213-236.
- Zemliansky, Pavel** and Olena Goroshko. "Social Media and Other Web2.0 Technologies as Communication Channels in a Cross-Cultural, Web-Based Professional Communication Project" in *Social Media and the New Academic Environment: Pedagogical Challenges*. Eds. Patrut, B., Patrut, M., & Cmeciu, C. Hershey, PA: IGI-Global, 2012. 257-272.
- Wardle, Elizabeth** and Doug Downs. "Reimagining the Nature of FYC: Trends in Writing-about-Writing Pedagogies." *Exploring Composition Studies: Sites, Issues, and Perspectives*. Kelly Ritter and Paul Kei Matsuda, eds. Logan, UT: Utah State University Press, 2012. 123-

Journal articles: 9

1. **Hall, R. Mark.** "Problems of Practice: An Inquiry Stance Toward Writing Center Work." *The Writing Lab Newsletter* 38.1 (2013): 1-8. Print.
2. **Marinara, Martha.** "Engaging Queerness and Contact Zones, Reimagining Writing Difference." *Journal of Writing Program Administration*. Spring 2013.
3. **Rounsaville, Angela.** "Selecting Genres for Transfer: The Role of Uptake in Students' Antecedent Genre Knowledge," *Composition Forum* 26. Fall 2012.
4. **Zemliansky, Pavel.** "Achieving Experiential Learning Through a Web-Based Intercultural Project." *IEEE Transactions on Professional Communication* 55.3. (2012): 275-286.
5. Popham Susan, Lora Arduser, Kelli Cargile Cook, Marjorie Rush Hovde, Amy Koerber, Scott Mogull, and **Pavel Zemliansky.** "Evaluating the Effectiveness of a Network of Communication Channels: Lessons Learned from a Communication Survey in Technical Communication Programs." *Programmatic Perspectives: The Journal of the Council for Programs in Technical and Scientific Communication* 4.1 (2012): 5-41.
6. **Wardle, Elizabeth.** "Taking up a Kairotic Moment: A Program Profile." *Composition Forum* 27 (2013). Web. To be reprinted in *Ecologies of Writing Programs: Profiles of Writing Programs in Context*. Eds. Mary Jo Reiff, Anis Bawarshi, Michelle Ballif, and Christian Weisser. Parlor Press Series: Writing Program Administration
7. **Wardle, Elizabeth** and Doug Downs. "Reflecting Back and Looking Forward: Revisiting 'Teaching about Writing, Righting Misconceptions' Five Years On." *Composition Forum* 27 (2013). Web.
8. **Wardle, Elizabeth.** "Creative Repurposing for Expansive Learning: Considering 'Problem-Exploring' and 'Answer-Getting' Dispositions in Individuals and Fields." *Composition Forum* 26 (2012): Web. <http://compositionforum.com/issue/26/creative-repurposing.php>
9. **Wardle, Elizabeth** and Kevin Roozen "Addressing Multiple Dimensions of Writing Development: Toward an Ecological Model of Assessment." *Assessing Writing* 17.2 (2012): 106-19.

National or international conference presentations: 35

1. **Bell, Kathleen.** "Does it work? A study in Stimulating and Measuring Critical Thinking." SAMLA, Raleigh, NC, Nov. 9-11, 2012.
2. **Calkins, Vanessa.** "Assessing Multimedia Projects in First-Year Composition: Rationale as Rubric." *Conference on College Composition and Communication*. Las Vegas, Nevada. March 13-16, 2013.
3. **Guenzel, Steffen, & Chrisman, John.** "Writing the Center into the Disciplines: Conjoining the WAC Program and the Writing Center to Support Writing in the Disciplines." Southeastern Writing Center Association Conference. Fort Lauderdale, FL, Feb 21-23, 2013. (Note: Chrisman is a DWR MA)
4. **Guenzel, Steffen.** "On Risky Language: How to Include Faculty from Across the Disciplines in a Conversation About Writing." IWAC @ CCCC Collaborative, Las Vegas, NV. March 13, 2013.

5. **Hall, R. Mark.** "Establishing Writing Center Best Practices for Observing Assessment." International Writing Center Association. San Diego, CA. Nov. 2012. Referred.
6. **Hall, R. Mark.** "Repurposing Genre Knowledge in the Writing Center." Thomas R. Watson Conference on Rhetoric & Composition. University of Louisville, Louisville, KY. Oct. 2012. Referred.
7. **King, John.** "This is Your Brain on Fiction." Association of Writing Programs Conference, Boston, Massachusetts, March 8, 2013.
8. **Marinara, Martha.** "Walking the Fine Line Between Insult and Injustice: Stories and Strategies for 'At-Risk' Faculty and Graduate Students," 2013 Annual Conference on College Composition and Communication, Las Vegas, NV, March 2013.
9. **Marinara, Martha.** "Honors Creative Writing Students: Research, Reading and Writing the Thesis." 2013 Associated Writing Programs Annual Conference, Boston, MA. March 2013.
10. **Marinara, Martha.** "The QEP Process as a Multi-Course Dinner." 2012 Southern Association of Colleges and Schools-Commission on Colleges Annual Conference, Dallas, TX, December 2012.
11. **Martin, Dan.** "Investigating the Writing, Reading, and Researching Processes of UCF Faculty from across Disciplines." Conference on College Composition and Communication, Las Vegas, NV, March 2013.
12. **Martinez, Laura.** "Building Interfaces: Three Models of Theory and Research for Understanding the Technologies that Cross Publics," Conference on College Composition and Communication, Las Vegas, NV, March 16, 2013.
13. **Martinez, Laura, Wolcott, Leslie, and Chris Friend.** "Digital Literacies in FYC Classrooms: Enhancing Understanding, Engagement, and Transfer," Computers and Writing Conference, Raleigh, NC, May 2012. (Note: Chris Friend is a T&T graduate student)
14. **Owens, Lindee.** "Individual Consultations: Effecting Change One Faculty Member at a time." International Writing Across the Curriculum Conference." Savannah, GA, June 2012.
15. Leon, Kendall, & **Pigg, Stacey.** "Operationalizing *conocimiento*: Enacting Chicano rhetoric in computers and writing pedagogy and research." *Computers and Writing 2012*. Raleigh, North Carolina. May 2012.
16. **Pigg, Stacey,** Robert Yanckello, Alice Hansen, Aaron Streamish, and Anders Norberg. "Designing, Implementing, and Evaluating a Space for 21st Century Learning: UCF's Technology Commons." *International Higher Education Teaching and Learning Conference*. January 2013.
17. **Pigg, Stacey.** "Affect and intertextual memory: A case study from a longitudinal writing project." *Thomas L Watson Conference*. Louisville, KY. October 2012.
18. **Pigg, Stacey.** "Reframing civic spaces: Bodies, mobile devices, and the coffeehouse as symbol." *Rhetoric Society of America Conference*. Philadelphia, Pennsylvania. May 2012.
19. **Rounsaville, Angela.** "Finding a Place of Praxis for a Global Literacy Curriculum." Conference on College Composition and Communication. Las Vegas, NV, March 2013.
20. **Rounsaville, Angela.** "Affordances, Constraints, and Roadblocks to Writing Transfer: A Longitudinal Study." Watson Conference, Louisville, KY, October 2012.
21. **Scott, Blake.** "E-Portfolios as Learning Spaces in a Writing Program: From Boundary Objects to Dwelling Places." International Higher Education Teaching and Learning

Association Conference. January 14, 2013.

22. Kernanen, Lisa, **Blake Scott**, and Judy Segal. "Emerging Directions in the Rhetoric of Health and Medicine" roundtable and discussion. Association for the Rhetoric of Science and Technology Symposium @ National Communication Association Conference. November 14, 2012.
23. **Tripp, Mary**. "Self-Efficacy and Learning to Write: New Measures and Program Assessment." WPA, Albuquerque, NM, July 2012.
24. **Walls, Douglas**. "The Twitter and Its Problems: Multiple Publics and Negotiated Accounts." Conference on College Composition and Communication. Las Vegas, NV, March 2013.
25. **Walls, Douglas**. "The Ethos Bubble: Nonhuman Actors and the Reputation Economy." Thomas R. Watson Conference. University of Louisville, Louisville, KY. October, 2012.
26. **Walls, Douglas**. "'Messy' Research: How to Listen and See the Mess of Access Enacted." Computers and Writing. North Carolina State University, Raleigh, NC. May 2012.
27. **Wardle, Elizabeth**. Workshop Facilitator. "Genres in Action." Pre-Conference Workshop. The Conference on College Composition and Communication (CCCC). Las Vega, March 2013.
28. **Wardle, Elizabeth**. "Systemic and Individual Problem-Solving Dispositions: Toward a Dialectical Understanding of 'Transfer.'" CCCC. Las Vegas, March 2013.
29. **Wardle, Elizabeth**. "Repurposing for Expansive Learning in the Zone of Proximal Development: Learning to Write in Western Civ and Honors Seminar." Thomas R. Watson Conference, October 2012. Louisville, Kentucky.
30. **Zemliansky, Pavel** and Olena Goroshko. Facilitator of a peer-reviewed workshop "A Survey of the State of Academic Writing Instruction in Ukraine and Russia." Workshop "Diverse Disciplines, 'New' Publics: The Work of International Higher Education Writing Research." *Conference on College Composition and Communication*. Las Vegas, NV, March 2013.
31. **Zemliansky, Pavel**. "Boundary Encounters" and the Work of WAC across Communities." *Conference on College Composition and Communication*. Las Vegas, NV, March 2013.
32. **Zemliansky, Pavel** and Kirk St. Amant. "A Survey of Trends and Directions in Post-Soviet Rhetorical and Professional Communication Theories and Practices." *Globalization, Information, Policy & Knowledge Production Conference*. Orlando, February 2013.
33. **Zemliansky, Pavel** and Olena Goroshko. "Social Media Use in a Cross-Cultural, Web-Based Professional Communication Project." *Finnish Conference of Communication Research*. Jyvaskyla, Finland, August 2012.
34. **Zemliansky, Pavel**. "Building Humanities – STEM Partnerships for the Teaching of Writing." *New Directions in the Humanities Conference*. Montreal, June 2012.
35. **Zemliansky, Pavel**. "Building Campus-Wide Networks of Influence During the First Year of a WAC Program." *International Writing Across the Curriculum Conference*. Savannah, June 2012.

Other: 18

1. **Holic, Nathan**, ed. *15 Views Volume II: Corridor*. Orlando, FL: Burrow Press, Spring 2013. (Creative Book)
2. Holic, Nathan. "The Adventures of an Elderly Couple Unseen in *The Avengers*." *Barrelhouse*

(April 2013). Online. (Creative Short Fiction)

3. Holic, Nathan. "The Jump Tree." *Saw Palm* (Spring 2013). University of South Florida. Print (Creative Short Fiction)
4. Holic, Nathan. "Submission Guidelines." *decomp* (November 2012) Online. (Creative Short Fiction)
5. Holic, Nathan. "Possible Regrets for the Supposed Hero of *Dark Side of the Moon*." *Word For/Word*. (Fall 2012). Online. (Creative Short Fiction)
6. Holic, Nathan. "Fire in a Used-Car Lot." *Monkeybicycle*. (Summer 2012) Online. (Creative Short Fiction)
7. Holic, Nathan. "The Horror Aisle." *Burrow Press Review*. October 2012. Online (Creative Personal Essay)
8. Holic, Nathan. "Reading Books While Burping My Baby." *Burrow Press Review*. (ongoing from Summer 2012-March 2013). Online. (Creative Personal Essay)
9. Holic, Nathan. "You Can Make Him Like You: a short comic adaptation." Adapted from Ben Tanzer's *You Can Make Him Like You. The Way We Sleep*. C. James Bye and Jessa Marsh, eds. Chicago: Curbside Splendor, 2012. Print. (Creative Graphic Narratives Adaptation)
10. Holic, Nathan. "Fight For Your Long Day: a comic adaptation." Adapted from Alex Kudera's *Fight For Your Long Day*. *Atticus Review*, ongoing from Summer 2012. Online. (Creative Graphic Narratives Adaptation)
11. Holic, Nathan. "My Life in Gadgets: MySpace, Facebook, Blogger." *Fiction Fix* (Summer 2012). University of North Florida. Online. (Creative Graphic Narratives Memoir)
12. Holic, Nathan. "Clutter." *Nailed Magazine*, ongoing from Summer 2012. Online. (Creative Graphic Narratives Fiction)
13. Holic, Nathan. "On Seeing Yourself in a Comment Board for a Movie in Which You Starred at Age Fifteen, Which You Had Hoped Was Forgotten, but Has Now Reappeared on Netflix Instant Play." *Palooka* (Summer 2012). Print. (Creative Graphic Narratives Fiction).
14. **King, John**. "Abridgments." *Still Point Arts Quarterly* 8 (Winter 2012): 40-53. (Creative Fiction)
15. King, John. "Microsaga is Finally Greenlighted." *The New Yorker* 2 (2012). 5. (Creative Fiction)
16. King, John. Podcast (thedrunkenodyssey.com)
17. **Walls, Douglas**. Rev. of *Digital Dead End: Fighting for Social Justice in the Information Age* by Virginia Eubanks. *Community Literacy Journal*. 6.2. (2013): 97-100.
18. **Wardle, Elizabeth**. Invited guest editor, special issue of *Composition Forum* on transfer of writing-related knowledge. *Composition Forum* 26 (2012): Web.
<http://compositionforum.com/issue/26/transfer.php>

2c. List other major **graduate or research** activities or initiatives.

Brief description of activity or initiative:	Impact of activity or initiative
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	(e.g. number of students involved, cost savings, and/or data indicating positive results):
Guenzel, Steffen (PI), Zemliansky, Pavel, Owens, Lindee, & Saitta, Erin (Co-Pis): "The Effects of an Inquiry-Driven, Scaffolded Laboratory Assignment on Students' Writing Performance" Funded by Council of Writing Program Administrators for \$1,500. March 2013-March 2014.	Will support research on evaluating and assessing student writing in CHM 2046L.
Pigg, Stacey (PI): "Writing in Spaces Between: UCF'S Common Knowledge Commons as Civic Infrastructure." UCF Office of Research and Commercialization. \$7,500. May 2012-May 2013.	
Hall, Mark, Stacey Pigg, Angela Rounsaville, and Elizabeth Wardle (Co-Pis): Affordances, Constraints, and Roadblocks to Writing Transfer: A Longitudinal Writing Study. Council of Writing Program Administrators. \$1,500. March 2012-March 2013.	
Rounsaville, Angela (PI) "Transnational and Transcultural Literacy Practices of Third Culture Kinds." UCF Office of Research and Commercialization. \$7,500. 2013.	
Stacey Pigg , invited guest lecturer for "Research Methods in Rhetoric and Composition"	University of Cincinnati, March 2013
Stacey Pigg , Keynote Speaker	University of Texas, El Paso, April 2013

GOAL 3: PROVIDE INTERNATIONAL FOCUS TO OUR CURRICULA AND RESEARCH PROGRAMS

Please remember that other goals focus on international prominence of programs, research, diversity, and partnerships. List each achievement with the goal it most strongly supports.

3a. List the major new activities or those that made a significant impact on providing an **international focus** to curricula and research.

Name and brief description of activity: <i>Do not use acronyms</i>	List country(ies) involved:	Is this a curriculum and instruction activity (C&I) or a research and creative activity (R&C)? <i>Please indicate C&I or R&C.</i>	Impact of activity	Selectivity or significance of activity (e.g. UCF is only U.S. institution to work with XX; first UCF study abroad program in this country):
Approved new upper-division course on Writing in Global and Transnational Contexts		C&I	Will impact our undergraduate UCF students, particularly our majors and minors	

3b. List other major activities or initiatives that provided an international focus to curriculum and research.

Brief description of activity or initiative:	Impact of activity or initiative:
Pavel Zemliansky: The National Technical University Kharkiv Polytechnic Institute, Ukraine . Advising of senior administration of NTU KhPI on the implementation of distance and hybrid learning programs at NTU KhPI	
Pavel Zemliansky: Aschaffenburg University of Applied Sciences, Germany . Consulting the Department of Technical and Business Communication on the creation of a sequence of introductory professional writing courses. Via Skype and e-mail with a site visit planned in the future.	

GOAL 4: BECOME MORE INCLUSIVE AND DIVERSE

Please remember that other goals focus on academic and research activities, international recognitions and curricular focus, and on partnerships. List each achievement with the goal it most strongly supports.

4a. List externally-recognized achievements, awards, or rankings focused on **diversity or inclusiveness** efforts.

Name of recognition, achievement, award, or ranking: <i>Do not use acronyms</i>	Name of organization bestowing the recognition: <i>Do not use acronyms</i>	Date of recognition: <i>(month and year):</i>	Selectivity or significance of recognition (e.g. Only 10 awarded nationally or highest award given by XX professional organization):
Laura Martinez: Scholars for the Dream Travel Award to the Conference on College Composition and Communication	Conference on College Composition and Communication	March 2013	Only 10 awarded nationally to new scholars of color.

4b. List other major **diversity and inclusiveness** activities or initiatives.

Brief description of activity or initiative:	Impact of activity or initiative:
Martha Marinara: Chair. Committee on LGBT Faculty Professional Concerns. Conference on College Composition and Communication.	
Martha Marinara: Chair. Committee on Conference on College Composition and Communication Position Statement on Campus Environment for Queer Faculty and Students. "Students' Right to Their Own Identity."	
The University Writing Center collaborated with MASS and SOAR to develop a program of small-group writing support for participants.	

Gabriela Ríos: volunteered with YAYA-Nwfm: Justice for Farmworkers, giving promotion talks, volunteering, and writing for their website. and she served on the	
Gabriela Ríos: Served on the CCCC Scholars for the Dream Selection Committee to provide scholarships to promising scholars of color.	

GOAL 5: BE AMERICA’S LEADING PARTNERSHIP UNIVERSITY

Please remember that other goals focus on academic and research activities, international recognitions and curricular focus, and on diversity. List each achievement with the goal it most strongly supports.

5a. List the major partnerships

Name of partnership/ partner:	Focus of each partnership: Please indicate below: Research - R Instruction - I Service - S	Public or Private: Please indicate below: Public – Pub Private - Pri	Additional informatio n (if warranted):
Kathleen Bell: College Board	I. Organized Advanced Placement Summer Institute	Pub	12 subject areas (4 STEM) 240-260 teachers representing 14 states and DOD schools
Nathan Holic: Page 15	S & I. Workshops, compile student work into an anthology, pedagogical tools and essays for high school	Pri	

	teachers		
University Writing Center and Writing Across the Curriculum: Atkins Foundation	I. \$30,000 donation from Atkins to support STEM Writing Excellence	Pub	
Gabriela Ríos: Miami Dade College	S. Banned Books YouTube Readathon	Pub	
First-Year Writing Program: The Florida Writing Symposium, Fall 2012	I. & R. Invited faculty from all local state colleges, community colleges, and high schools to attend panels and discuss writing instruction.	Pub	
Blake Scott & Matt McBride, Skillshops at Valencia East: "Write Your Way to Success at UCF and Beyond."	I & S	Pub	

5b. Advisory Boards

Names of advisory boards on which you serve

Elizabeth Wardle, Inaugural Board Member,
Research Exchange Index (REx).

<http://researchexchange.colostate.edu/>