

Barbara Mossberg

Dear Governor Brown and Oregon Community,

I deeply appreciate and am excited by the opportunity to explore with you the possibility of my serving in the role of Faculty Trustee for the University of Oregon Board of Trustees. Towards that end, I am attaching my Statement of Interest, a curriculum vita, and resume (which is the on the official pages of the University of Oregon Clark Honors College Core Faculty). This latter is a short bio, teaching philosophy, excerpted cv and teaching info of interest to prospective students, parents, and advisors.

I would be happy to meet with you or anyone engaged in the decision about this appointment, in person, or in whatever forms are most convenient, including on line. I would also be happy to provide you with additional materials, including references from our students, colleagues, staff, and parents of my students (who write and meet with me); since I have colleagues from my earliest days at the university in the 1970s and 1980s, colleagues through the past forty years, and new peer relationships now in the last few years, I can include examples for you from each category. I also can provide you examples of published work on arts and sciences approaches to higher education leadership and work with governing boards, and narratives of my work to represent the culture of UO. I stand by to help however I can in this process.

One of the things I most love about this opportunity to serve UO by engaging productively and collaboratively with our Board is bringing to bear the experience Oregon first launched me in--the interaction with our community in business, civic leadership, education, arts, media, law, healthcare, and culture--around a common cause of the greatest solution for society, higher education. I know from my over forty years in our community and representing higher education that we face a host of issues. However, for dealing with the most critical and urgent needs of democratic society, we have solutions that involve the most conscientious, generous, civic-minded, creative, earnest, and devoted citizens from every sector, at every level, and these coalesce in higher education.

I see enormous stakes in the governance of UO, and I would love to serve at this threshold moment for the University as we move into the emergent science initiatives, increased dedication to diverse and inclusive learning culture, support for creative and innovative curriculum, and greater engagement across disciplinary and cultural lines. It is a tremendous moment for the University in identifying resources and will. I have represented Oregon so long, the state and character of our people, that you will forgive my optimism and belief that there is a reason Henry David Thoreau said in the 1840s as he developed a groundwork for the inextricably connected civil liberties and human rights, and environmental legislation: "I will walk towards Oregon." There is something here that makes for national models and hope. I would love to help give voice to this.

Sincerely,
Barbara Mossberg

Dr. Barbara Mossberg
Professor of Practice,
Clark Honors College, University of Oregon
President Emerita, Goddard College
Founder and Host, The Poetry Slowdown,
RadioMonterey.com, Podcast BarbaraMossberg.com
Poet in Residence, City of Pacific Grove
Affiliate Faculty, Union Institute and University,
Interdisciplinary Ph.D. in Ethical and Creative Leadership
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BARBARA A. CLARKE MOSSBERG

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Eugene, Oregon 97403

Education:

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

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—(retired 2012)
President Emerita Goddard College, 2001--
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 Executive Assistant to President, 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)
Federal Appointment: U.S. Scholar in Residence, 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, University of Oregon (1985-1986)
Co-founder and Co-director of American Studies, University of Oregon (1983-1986)
Senior Fulbright, 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, selected

Visiting Scholar, Department of Biochemistry, UCLA (2012-)
Poet in Residence, City of Pacific Grove (2010-; annual position extended by city in 2013 to indefinite tenure); City Poet Emerita 2015-
Alumni Hall of Fame, John Muir High School, Excellence in Performing Arts and the Environment

Featured Scholar/Poet, Fetzer Institute for Transformational Leadership
Poet Laureate, Lilly Conference on College and University Teaching, and Lilly Arctic Institute
Scholar in Residence, Union Institute & University, Interdisciplinary Ph.D. Program
Scholar in Residence, University of Utah Medical School
Senior Fellow, James McGregor Burns Academy of Leadership
Senior Scholar, National Council for Research on Women
Sunken Garden Poetry Prize Semi-finalist (Mark Doty, Judge)
Snowbound Poetry Prize Semi-finalist
Rumi Prize Arts & Letters Journal Poetry Finalist
30-30 Project Tupelo Press (February and September 2015)
Finalist and Honorable Mention, New Millennium Writers
Springcreek Trillium Project, Writer in Residence, Experimental Forest, Oregon State University
Summer Speaker, Yosemite National Park, LeConte Memorial Lodge (Yosemite Conservation Heritage Center)
Keynote Speaker, Annual Conference Phi Beta Kappa, Northern California; CIES (Council for the Exchange of Scholars), PTA (Oregon), Lilly Conference on College and University Teaching, Union Institute & University, and others
Featured Speaker, Annual Forest Hospital Hospice Fundraiser
Firestone Scholarship, Lilly Conference on College and University Teaching
American Council of Learned Societies Research Award
Mellon Fellow, Executive Seminar, Aspen Institute, Aspen, Colorado, and Board of Trustees, Aspen Institute (Baca Grande)
Danforth Associate
Jane Grant Award, University of Oregon
Book named 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
William Riley Parker Award, Outstanding Graduate Student Teaching, Indiana University

Community, Civic, and Professional Leadership Activity, selected:

Founding Member, Editorial Board, *Humanities and Leadership*
Founding Member, Editorial Board, *Plath Studies: Interdisciplinary Journal*
Vice President (Founding Vice President), Emily Dickinson International Society
Member, International Leadership Association
Member, Association for the Study of Literature and the Environment
Founder and Host, The Poetry Slow Down, radiomonterey.com, (formerly KRXA 540 AM/www.krxa540.com) (weekly hour talk-radio news show on the role of language arts in heroic civic culture, conscience, and courage, podcast BarbaraMossberg.com, Facebook, Barbara Mossberg's **The Poetry Slow Down**) (2008--), twitter drb@barbaramossberg.com
Round Table, Eugene, OR, 100 Women, Eugene, OR
Insight Seminar (John Muir), Knight Library, University of Oregon Extension
Lecturer, LeConte Memorial Lodge/Sierra Club Headquarters, Yosemite National Park, Summer Speakers Program; Sierra Club (Politics and Prose, Washington, D.C.); Many Rivers Sierra Club (Eugene, OR)
Consultant/Speaker: Smithsonian Institution, Library of Congress, American Hospitals and Schools Abroad (for U.S. Congress), Association of State Colleges and Universities, American Council on Education National Identification Program, American Council on Education Commission on Women, Institute for Noetic Sciences, IONS (Preachers Hall, National Cathedral, Washington, D.C., Northern Virginia, Palm Springs), 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, University of Texas El Paso, NAFSA: Association of International Educators, ISEP: International Student Exchange Program, Phelps Stokes Fund, Academy of Educational Development, Foreign Service Institute, Amideast, FBI/Executive Management, 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, Phi Beta Kappa, University of Oregon School of Law, Society for Values in Higher Education, International Leadership Association, Society of Women Geographers, Sierra Club, and others
 Columnist, *Huffington Post*, Arts and Culture
 Podcast, *BarbaraMossberg.com* (weekly hour radio show)
 Lifelong Learning Faculty, Osher Institute for Lifelong Learning
 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 Humanities Across the Disciplines, Pacifica University
 Reviewer for Monterey *Herald GO!*
 Performance/Reading Abroad Writers Dublin, International Leadership Society, Lilly Arctic Institute, Carmel Women's Club, Fetzer Institute, University of Maryland, University of Oregon, Tsunami Books, Oregon Country Fair, Lit Crawl (Elbow Room, and Swedish Consulate, San Francisco), University of Helsinki, Finnish Embassy (Washington, D.C.), Hult Center (Eugene, OR), New Zone Gallery (Eugene, OR)
 President, Forest Theater Guild; Member of Board (Lane County Arts Commission, Carmel Bach Festival, Forest Theater Foundation, RisingLeaf, Hetch Hetchy Advisory Board), Cherry Center for the Arts
 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)
 Lectures on Liberal Arts, Humanities, American Studies, in various sites in Oregon, 30 U.S. universities, 68 foreign universities, 20 countries, over 400 conferences

PRESENTATIONS—Selected May 2014-Winter 2017

Presentations – Cultural Leadership/ History: University, National, International

“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

Poet Laureate, Lilly Conference on College and University Teaching, opening conference with 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?” Hour 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

“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

“Emily Dickinson Hears Coates Loud and Clear: Hungering and Mattering When Life is Hell—The Role of the Liberal Arts,” Orientation for Incoming Class of Clark Honors College, University Common Reading, on 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

(invited to submit to 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.

“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 Speech, 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—chthonous*—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, Oregon, May 16, 2014

SCHOLARLY PRACTICE– Selected

--"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).

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

CREATIVE PRACTICE, Selected

"The Role of Poetry in Saving the Earth," 42nd Literary Awards, Certificate of Distinction, Nonfiction Finalist, *New Millennium Writings*, November 2016

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

Chapbook: *The Physics of Purple* Buddy Press c 1993

Chapbook: *If You Promise To Let Me Write This Down I Will Buy You An Ice Cream* Buddy Press c 1989

Song: "If A Song Could Right A Wrong," restorehetchhetchy.org, c June 2008, performed by Shannon Sullivan

Play: "Fat Lady Flying" (Playwright's Festival, Cherry Center, Carmel, CA)

Play: "Inspector Mossberg and the Mystery of Sir Peter Shaffer" (Playwright's Festival, Indoor Forest Theater, Carmel, CA)

Play/Reading: "Emily Dickinson" (Goddard College, Mt. Vernon College, University of Helsinki, Cherry Center for the Arts, Pacific Grove Public Library, Public Grove Chautauqua Hall, Lilly Conference on College and University Teaching, and others)

Dramaturg: "Wish I Had a Sylvia Plath," Edinburgh Fringe Festival (Best New Play), Oxford Playhouse (UK), Cherry Center for the Arts, 59E59 (Off-Broadway)

Publications in *New Millennium Writing*, *Cider Press Review*, *Calapooya 8*, *San Jose Studies*, *Indiana Writes*, *Cedar Street Times*, *Eugene Register-Guard*, *Aamulehti*, *Connections*, University of Utah Medical School Bulletin, *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* Springcreek Trilium Project (writer-in-residence, Shotpouch Creek), and others
Musical Drama: "Trees" performed in concert version Springfest, John Muir High School
Public Readings and Conversations: (The Value of the Liberal Arts, with Mark Pachter, National Press Club, Washington, D.C., 2nd Stage; John Muir's Birthday, Science and Art, Emily Dickinson, Cherry Center for the Arts and multiple locations; Occasions on Arbor Day, Earth Day, Return of the Monarchs, Abroad Writers Conference, Dublin, Ireland
Performance: Lettice and Lovage (Lettice), Cherry Center for the Arts (One month run)

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. 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 is 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 classics for literacy in the schools projects. I work to bring educational cultural and environmental centers together for programs that promote arts and sciences ecological literacy (such as with John Steinbeck). 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 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. 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"). 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. Recent lectures, articles, and a book in progress include John Muir and how his global literary roots fuses with science in his use of language arts for environmental legislation. As a teacher scholar, 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. Most importantly, I value the opportunity to mentor students to encourage and support their leadership and contributions to our society.

STATEMENT OF INTEREST: FACULTY POSITION FOR UNIVERSITY OF OREGON BOARD OF TRUSTEES

Dr. Barbara Mossberg

Because of the University of Oregon, I have had the honor to serve in representational and advocacy roles on campus, statewide, nationally, at the federal level, and internationally. Oregon has generated exceptional opportunities for educational leadership in my life. I have worked to make the case for what is at stake in supporting our higher education for society, and the challenges, opportunities, and mandates in how and what and why we teach and engage each other productively in the learning and work environments. Beginning my career at UO as a literature professor trying to show humanities' urgent and timeless relevance to all aspects of life, UO sent me on the road on behalf of liberal arts in academic leadership roles that integrated multiple disciplines into evolving cultural studies, including applications of emergent dynamical systems research. My teaching and scholarship were transformed by the opportunity to work with faculty across fields, disciplines, and cultures. I am known as a scholar and mentor of transformational and educational leadership. Much of my professional career has been spent in the intersection between academe and the public sector, representing faculty and the art and science of teaching and learning, especially the issues of diversity and inclusion. I have been trying to win hearts and minds for the essential civic stakes in faculty work. Under the aegis of diverse political administrations, I have worked in over 20 countries and 30 states to represent liberal arts and higher education in America, and the cross-disciplinary intersections of law, humanities and arts, media, social, natural, and physical sciences, and education in civic imagination and conscience. I've been a college president, a cultural ambassador in a federal appointment, host of a weekly lively arts radio show, columnist for print and on-line newspapers, senior fellow for such organizations as the American Council on Education, National Council for Research on Women, Aspen Institute Board of Trustees (Mellon Fellow), twice a Senior Fulbright, the second inaugurating a Distinguished Lectureship for which I was sent off by Senator Fulbright to speak to education's role for the need for belonging and connection across every kind of learning and living divide, "educating for the 21st century: diversity, change, complexity." At ACE I founded and directed a think tank, The Mary Robertson Council of Scholars, "thinking about difference differently" for leaders across sectors at the national and federal level in Washington, D.C. This record of commitment and engagement is a reflection of the faculty ethos of the University of Oregon, which identified and nurtured my capacity to serve us in a representational role for the humanities and liberal arts, the UO statewide for multiple constituencies, and the nation. I have celebrated UO throughout my career, and credit it for my opportunities to serve.

I came to the University in 1976 as an assistant professor in the English Department (I earned tenure in 1982). Winning the Ersted Distinguished Teaching Award in my second year, I was devoted to teaching. I served UO in elected faculty

representational roles, and helped develop and inaugurate an interdisciplinary degree approved by the Senate and State Legislature, an invaluable process working with 70 faculty in 13 departments and all professional schools, and served as associate and acting dean of the graduate school, working with the GTF Union, the IS:IP, and scholarship and teaching development across disciplines. Thus I had to chance to work meaningfully with faculty across the university. In the face of University and state budget crises, there was a call for understanding and appreciation of the UO's mission and value in the state. I was asked to speak to the State Board of Higher Education on the practical value of the liberal arts and humanities, and that led to my speaking on behalf of UO around the state to legislators, labor and civic leaders, media, donors, PTAs, before-breakfast business groups, senior homes, high schools, and other constituencies. I was supported by Oregon Commission for the Humanities to lecture from Pendleton to Riddle, illustrating the vital and essential role of higher education for civic culture and imagination. I helped organize cultural studies programs for the international community showcasing our faculty through the lens of multiple disciplines. I loved this work!

This representation on behalf of interdisciplinary and cross-disciplinary scholarship and teaching led to my taking a leave for a federal appointment to represent UO and Oregon as the U.S. Scholar in Residence (American Studies) for the U.S. Information Agency in Washington, D.C. Every year one scholar in the U.S. was chosen to work with the State Department to bring the power and conscience of American educators to programs in the U.S. and around the world that foster diverse cultural and disciplinary perspectives and learning in common cause for greater democratic and civic development.

Working with student and academic leaders at multiple agencies, institutions, and programs, and to bring academic programs together with organizations, I had the opportunity to serve as senior fellow at the American Council on Education, giving programs for its Commissions and working with international and office of women and minority initiatives to promote educational leadership on campuses and boards. With our house and colleagues and home academic community in Eugene, I brought international groups such as the new EU ministers and international academic leaders to UO. I was consulting for many institutions on diversity campus initiatives, with faculty on issues of educating for diversity and inclusion, such as with Miami University and the California State University system. I served in various roles to help diverse institutions with accreditation and faculty development, as head of faculty development, dean of arts and science, executive assistant to the president, associate provost working with development on academic initiatives, and president of Goddard College, as well as founding dean of arts, humanities, and social sciences at the new California State University Monterey Bay on the "peace initiative" with a mission featuring innovation, service learning, community-building, global, and interdisciplinary programs especially for evolving national demographics. I directed the Integrated Studies Special Major, which allowed me to work on behalf of student learning goals with faculty across the university. I lectured at Yosemite

National Park in the summer on the role of humanities in national park legislation, and the role of liberal arts in American public institutions.

I finally was able to rejoin my colleagues at UO in 2013 with the Clark Honors College, for which I had taught in the 1970s and 1980s, and the tremendous honor of this for me included the fact that it was formed by President Robert Clark to foster the connections between arts and sciences, and works with faculty and students across the university. With its mission on behalf of active, activist learning for students who want to make a difference in their communities and our world, I have the opportunity to work with and mentor student leaders of every major, and teach courses that express my scholarship on leadership and the integration of humanities, social sciences, and science, in courses on learning exemplars John Muir, Emerson, and Einstein, and epic literature, eco literature, and “the green imagination.” My book in progress is “the power of nobody to change the world: the unseemingly role of lively arts in war and peace, civil and human rights, and environmental legislation.” I have lectured on empathy (its art and science) for medical, legal, science, and liberal arts education, and am working on a faculty initiative on this for UO. I consider myself the luckiest of Ducks.

In 2001, as President and Faculty of Goddard College, I was commissioned by *The Presidency* at the American Council on Education to write a piece on the relationship between the president and the board, reflecting on my success in helping to transition and turn around the college in terms of fiduciary responsibility, including benchmark criteria in development, curriculum, enrollment, retention, community and alumni relations, a successful faculty and staff union, and accreditation. My article focused on the role of the Board of Trustees in transformational institutional work. Since 1976 to the present, I have served on numerous nonprofit arts, environment, and educational boards, from the Lane County Arts Commission to the Carmel Bach Festival, Cherry Center for the Arts, Forest Theater Guild (President), Emily Dickinson International Society (co-founder and Vice President), and Restore Hetch Hetchy Advisory Board.

My board service and educational public service roles are due to the opportunities, mentorship, and support at the University for Oregon for faculty. I am dedicated to giving back to my University of Oregon by contributing in this role, bringing to the table my long and broad representational and advocacy experience on behalf of faculty, work with unions, curricular and pedagogical collaboration across the disciplines, and knowledge of fiduciary responsibility. I would like to contribute to the Board my enthusiasm, energy, respect, and optimism concerning the mission of the university, my love for this state, and my vision of what is possible in society through state higher education. I am a fan of all of our athletic teams (even with hip surgery I was at a football game in the rain in the standing room only section), our science literacy programs, and programs across the university. I teach study abroad (“revolutionary imagination”) and mentor our future cultural ambassadors of whom I am so proud, and adults in the University of Extension Insight Seminars. Our students young and old are inspired and inspiring; I always want to take their work

and send it to our Governor and legislature and fellow citizens, to encourage everyone with knowledge of what is happening with the minds and hearts of the new generation. I want to get the word out on the learning that is happening. There is a poignant and powerful story here of possibility and motivation to make a better world and respect each other and our earth. UO alumni are the proof of the pudding; I still hear from students around the state whom I taught in the 70s! I am honored to teach here with my beloved colleagues across the university whose devotion to research and teaching I see firsthand in my work the Clark Honors College. As a professor helping students develop their honors thesis, I get to work with colleagues across the university on thesis committees and undergraduate research projects. I want to celebrate this faculty commitment, and articulate its stakes for all of us. I am excited by the possibility to represent faculty on the board. It is my lifelong goal to bring everything I know to serve future leaders of our state, nation, and world. Thank you for considering me!

Dr. Barbara Mossberg

Professor of Practice in Literature

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Winter 2017 Office Hours: ☐ • Tuesday 2 - 3pm @ GSH Library Commons

- Wednesday 1 - 3pm @ Café Marché
- Thursday 11:30am - 2:30pm @ 2nd Floor Lawrence
- And By Appointment

[Curriculum Vitae](#) | [Website](#)

ACADEMIC AREAS: Poetry, Leadership, Drama, Humanities Advocacy, Chaos Theory, Deep Ecology, Eco Lit and Cultural History, American/British Postcolonial and Transatlantic Literature, Women's Literature, American Studies, Creativity Across Disciplines

Teaching Philosophy

It is my honor and privilege to teach what matters: you, for we have high stakes in your learning and leadership, and the knowledge and skills vital for your life journey. It is also my joy, for each lecture, assignment, reading, and discussion is a design experiment to create conditions that result in your excited, exciting, meaningful learning. For innovative high-impact curriculum, I am grounded in education's root word "educere," to draw forth: I want to be an encouraging force to cheer on your learning. Our studies of the greatest literature, inspiring history, and examples of creativity, illuminate the transformational purpose of study itself - to recognize, inspire, honor, and develop your own inner genius and way to serve. Thus, my commitment as mentor and advisor for your greater life goals and purpose is core to my teaching: agency to your discovery of how you contribute to and are essential to our civic life.

Winter 2017 Courses

HC 222H: Eco Literature
HC 477H: Thesis Prospectus

Past Courses

GEO: The Genius of Study Abroad: A Tale of Two Cities

HC 221H That's EPIC!

HC 221H EPIC! Or, My Life as The Odyssey

HC 221H Epic and Leadership

HC 221H That's Wild! Eco-Epic and the Green Imagination

HC 222H Eco Lit and Genius Loci: Humanity and Nature

HC 421H John Muir's Backpack

HC 421H Emerson and Einstein, Interdisciplinary Artist Activists:
An Inquiry into Genius

Opportunities for Students



Professor Mossberg leads the dynamic Genius of Study Abroad course each summer. Students earn the equivalent of two upper division colloquia (8 credits) and develop their own portfolio of writing and projects organized around their own academic and life interests and goals. Students engage in active, activist global learning that considers the interactive, international, and interdisciplinary aspects of creativity in revolutionary imagination - new ways of thinking and seeing - as seen in movements in architecture, landscape, literature, arts, science and technology, and legislation on human rights and equality in adjacent cultures. Students tour Dublin, London, Oxford and Paris, researching, mapping, and retracing the literal and intellectual paths of historical figures who developed new ways to conceive of and express our world. Activities include lectures, discussions, interactive performance, journal and walking excursions, and activities creatively engaging with the environment.

[Learn More About The Genius of Study Abroad »](#)

Academic Background

Ph.D., English, Indiana University, 1977

M.A., English, Indiana University, 1972

B.A., English and History, University of California - Los Angeles, 1970

As a professor of practice, Dr. Mossberg has enjoyed a distinguished worldwide career in teaching and educational leadership before rejoining the University of Oregon to serve the Clark Honors College mission. She has taught at public, private, large, small, traditional and innovative colleges and universities, including Indiana University, Union Institute and University, Mt. Vernon College (Distinguished Institute Scholar), Pacifica Graduate Institute (Engaged Humanities Faculty), and the University of Helsinki, where she twice was Senior Fulbright Distinguished Lecturer and Bicentennial Chair of American Studies. She has also held administrative and leadership positions at Hobart and William Smith Colleges and National University.

She has held both teaching and leadership positions at California State University - Monterey Bay, as founding dean of the College of Arts, Humanities, and Social Sciences and Director of the Integrated Studies Special Major; at Goddard College, as President and Professor from 1997-2001, and where she was awarded the title President Emerita in 2001; and at the University of Oregon, where as tenured professor in the English Department she co-founded and co-directed the American Studies program, as well as served as acting dean of the graduate school and director of the graduate Individualized Studies: Interdisciplinary Program. Mossberg has also held distinguished national and federal appointments, including representing the University of Oregon and United States as U.S. Scholar in Residence to the U.S. Department of State (American Studies Specialist), and Senior Fellow to the American Council on Education.

As a cultural studies specialist, Dr. Mossberg has lectured and consulted in over twenty countries, as well as worked with and led programs for leaders from around the world in "campuses" of cities and nature, institutions, and organizations. She is an active contributor and featured speaker for fundraisers and professional conferences ranging across Phi Beta Kappa, Sierra Club, Western Respiratory Medicine, Council for the International Exchange of Scholars, International Leadership Association, as well as schools of law, medicine, education, and leadership. She teaches for the Osher Institute of Lifelong Learning, and is on the editorial board of scholarly journals, and a founder and Vice President of the Emily Dickinson International Society. Mossberg gives annual public lectures at Yosemite National Park on "Purple Prose Strategies to Save the World," she founded and hosts a weekly hour radio show - "[The Poetry Slow Down](#)" and recently completed a five year term as Poet in Residence (now City Poet Emerita) for the city of Pacific Grove, California, and is currently Poet in Residence for the Lilly Conference of College and University Teaching.

Research Interests & Current Projects

Dr. Mossberg teaches, preaches and writes about the power of language to engage our hunger, and develop our capacity, to matter utterly to our world - the topic of one of her books in progress. She is dedicated to humanities leadership invoking artistic expression in civic life. Her work as a scholar reaches beyond traditional academic boundaries to humanities advocacy in the public realm, so that as she publishes academic and professional studies and serves on boards, she also broadcasts weekly on AM and internet radio, writes cultural criticism for newspapers and the Huffington Post, performs as actor, is a dramatist and dramaturg, gives public lectures in parks and theaters, teaches sonnets in the schools, and does poetry slams, poetry readings, and FlashMob poetry events on YouTube. The connective tissue for her endeavors is a commitment to advocate what is at stake for humanity and earth itself in how we express and see our world.

As both prizewinning poet and practicing scholar, Mossberg publishes on figures such as Emily Dickinson and John Muir, transformational leadership and cultural studies, and philosophical intersections of science and humanities in creativity and learning. Over the past forty years, Dr. Mossberg has published poetry and literary and interdisciplinary studies on cultural, transformational, and integral leadership of ecology and the human spirit, creativity and identity, resilience and sustainability in the natural and social worlds, and learning. Her work ranges from the role and increasing relevance of classical writers in society, to chaos theory as a transdisciplinary interpretive tool of leadership and expressive arts. A Reader at the Huntington Library, she has three current research projects: a cultural history, "the power of Nobody to change the world - the unlikely role of the poet in war and peace, civil and human rights, and environmental policy," including an analysis of John Muir as a writer; an eco lit anthology and essay collection; and, based on her radio essays, a study of the arc of creativity in poets and scientists from childhood to so-called old

age. Additional ongoing work includes a drama musical that explores how the ways artists and writers portray trees influences civic conscience and public policy, and the teaching of epic and heroic literature in this day and age, including her experience with honors college students.

Awards

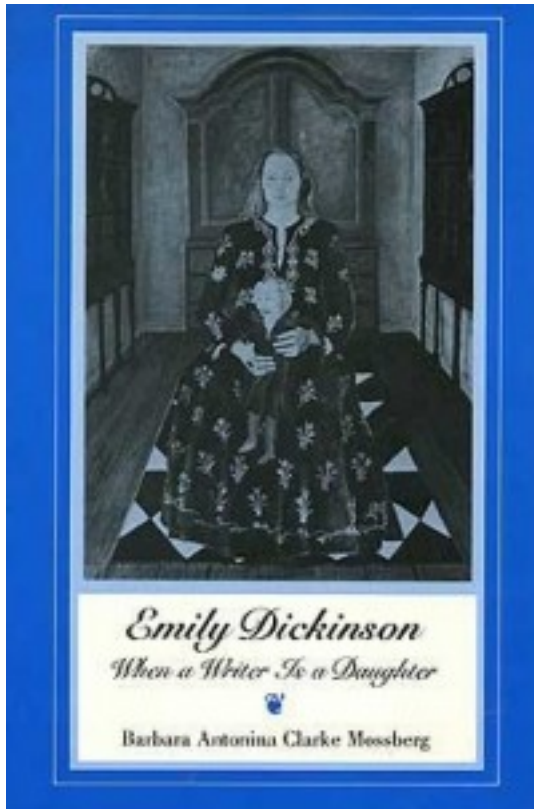
- 2016: 42nd Literary Arts Award New Millennium Writers Finalist
- 2010 - Present: Poet Laureate, Lilly Conference on College and University Teaching
- 2010: Alumni Hall of Fame, John Muir high School
- 2004: Firestone Scholarship, Lilly Conference on College and University Teaching
- 1985: Jane Grant Award, University of Oregon
- 1984: American Council of Learned Societies Research Award
- 1982: Outstanding Academic Book of the Year, Choice
- 1981: National Endowment for the Humanities, Research Award
- 1979: University of Oregon Summer Research Award
- 1979: Mortar Board Award, University of Oregon
- 1978: Ersted Award, Outstanding Teaching, University of Oregon
- 1974: William Riley Parker Distinguished Teaching Award, Indiana University

Appointments

- 2015 - Present: City Poet Emerita of Pacific Grove, California
- 2012: Visiting Scholar, Department of Biochemistry, UCLA
- 2010 - 2015: Poet in Residence, City of Pacific Grove, California
- 2001 - 2002: Senior Consultant, American Council on Education, Center for Institutional and International Initiatives
- 1992 - 1996: Senior Scholar, American Council on Education, Office of Women
- 1991: Mellon Fellow, Executive Seminar, Aspen Institute
- 1990-91: Senior Fulbright Distinguished Lecturer, Bicentennial Chair of American Studies, University of Helsinki

- 1988 - 1990: Senior Advisor, American Council on Education
- 1986-88: U.S. Scholar in Residence, United States Information Agency - U.S. State Department
- 1984: Mellon Fellow, Executive Seminar, Aspen Institute
- 1982-83: Senior Fulbright Lecturer, Bicentennial Chair of American Studies, University of Helsinki

Selected Publications



For a complete publication list see Professor Mossberg's [Curriculum Vitae](#).

Books

- 1983, [Emily Dickinson: When a Writer Is a Daughter](#), Indiana University Press.

Selected Book Chapters

- 2012, "On Mattering: Lessons from Ancient Wisdom, Literature, and the New Sciences," in [The Transforming Leader: New Approaches to Leadership for the Twenty-First Century](#) (edited by Carol Pearson), Barrett-Koehler

- Publishing.
- 2012, "Practical Humanities: Lessons from Professor Sphinx (And Yes, It Is Rocket Science)," in [The Soul Does Not Specialize: Revaluing the Humanities and the Polyvalent Imagination](#) (edited by Jennifer Leigh Selig, Dennis Patrick Slattery, Stephen A. Aizenstat), Mandorla Books.
 - 2012, "The Leader as Poet: Tennyson, Whitman, and Dickinson," in [Fictional Leaders: Heroes, Villains, and Absent Friends](#) (edited by Jonathan Gosling and Peter Villiers), Palgrave Macmillan.
 - 2012, Introduction, and "How I Am Taught Green," in [A Passion for Place: Community Reflections on the Carmel River Watershed](#) (edited by Paola Berthoin), RisingLeaf Impressions.
 - 2005, "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," [John Muir: Family, Friends, and Adventures](#) (edited by Sally M. Miller and Daryl Morrison), Albuquerque: University of New Mexico Press.
 - 2001, "Leadership's Natural Ally: Applying Chaos and Complexity Theories to Academe," [Chaos Theory and Higher Education: Leadership, Planning, and Policy](#) (edited by Marc Cutright), Peter Lang Publishing.

Selected Articles

- 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.
 - 2007, "[A Meditation On Leadership Thinking Surprising Places to Look For - and At - Leadership — And by the by, a case for Integral Leadership Theory](#)" (Feature Article), [Integral Leadership Review](#) (edited by Russ Volkmann), 7:5.
- 2001, "John Muir's Beauty School," [Roots and Renewal: Writings by Bicentennial Fulbright Professors](#) (edited by Maarika Toivonen and Mark Shackleton), Renvall Institute, University of Helsinki.