

RODNEY D. KELLER

6780 N. Elmstone Way • Meridian, ID 83646 • 208-403-4253 • rod.keller1@gmail.com

Taught English at the university and community college level for 39 years. Developed and taught over 30 different literature and writing courses with emphasis in developmental writing, college writing, business research and publishing, technical communication, professional writing, and contemporary literature. Taught approximately 13,000 students. Course evaluations top 10% of the university. Extensive experience in curriculum design and development with focus on identifying and structuring course objectives, outcomes, scaffolding, and assessments.

Profession

First-Year Seminar and English Instructor (part-time), The College of Idaho, Caldwell, ID, 2023

Dean of Instruction Lower Division Collegiate and Developmental Education, Southwestern Oregon Community College, Coos Bay, OR, 2012-2020

Review Team Northwest Commission on College and Universities (NWCCU) 2020-2021

Adjunct Writing Instructor, Southwestern Oregon Community College, Coos Bay, OR 2012-2021

Dean of College of Language and Letters, Brigham Young University-Idaho, 2001-2008

English Instructor, Brigham Young University-Idaho/Ricks College, Rexburg, ID, 1982-2012

Education

M.A., English, 1982

Brigham Young University, Provo, Utah

Thesis: *The Word within the Word: A Study of Patrick White's Style*

B.A. English 1979

Brigham Young University, Provo, Utah

A.A. English 1977

Ricks College, Rexburg, Idaho

Professional Leadership Positions

- Dean of Instruction Lower Division Collegiate and Developmental Education, Southwestern Oregon Community College, 2012-2020
- Review Team Northwest Commission on College and Universities (NWCCU) 2020-2021
- Co-leader, Achieving the Dream, Southwestern Oregon Community College, 2012-2020
- Steering Committee, Title III Grant, Southwestern Oregon Community College, 2013-2020
- Dean of College of Language and Letters, Brigham Young University-Idaho, 2001-2008
- English Department Chair, Ricks College, 1997-2001
- Director of Composition, Ricks College, 1992- 1997
- Reviewer, *TETYC*, (Teaching English in the Two-Year College), 1991-2012
- National Two-Year College English Associate Chair/Chair/Past Chair Nominee, 2001
- Conference on College Composition and Communication Executive Committee Nominee, 2000
- National Two-Year College English Association Executive Committee, 1997-2002
- National--Two-Year College English Association, National Representative, 1997-2002
- NCTE Two-Year College English Association National Task Force, 1996-2001
- Chair, Two-Year College English Association--West, 1993-1996
- State Chair of Studies and Research, Idaho Council of the International Reading Association, 1987-1990

Professional Publications

- *Aims and Options: A Thematic Approach to Writing*. Boston: Houghton Mifflin, 1995.
- *Aims and Options: A Thematic Approach to Writing*. 2/e Boston: Houghton Mifflin, 1999.

RODNEY D. KELLER

6780 N. Elmstone Way • Meridian, ID 83646 • 208-403-4253 • rod.keller1@gmail.com

Portfolios

- Teaching portfolio—rodkellerteachingportfolio.weebly.com
- Professional portfolio—LinkedIn

Skills

- Teaching
- Leadership
- Administrative and Management
- Online Instruction
- Writing and Presentation
- Organizing and Planning
- Editing
- Researching
- Decision Making
- Problem Solving
- Project Management
- Human Relations
- Communication
- Analytical and Critical Thinking

Courses Developed and Taught

Writing & Education Courses

Professional Presentations in the Culinary Workplace
Business Research & Publishing
Senior Writing & Critical Thinking Seminar
Rhetorical Studies
Advanced Technical Communication
Advanced Writing for Business
Advanced Writing for Elementary Ed Majors
Basic Writing
Critical Reading & Writing
Theory of Language—Grammar and Usage
Teaching English in Secondary Schools
Teaching Writing
Teaching Writing Across the Curriculum
Teaching Language Arts
Preparation for Internships & Careers

Literature Courses

Introduction to Literature--Drama
Fundamentals of Literary Interpretation
Contemporary British & American Literature
Contemporary World Literature
American Literature to 1865
American Literature 1865-1945
Cather, Faulkner, Steinbeck
Fiction of the American West
Fiction of the American Immigrant
Multicultural American Literature
Themes in Literature
Literature for Young Adults

Professional Awards

- BYU-Idaho Honorary Faculty, 2003
- TYCA-West Recognition, Teaching English in the Two-Year College English Association, 2002
- Ricks College Distinguished Teaching Award, 1996
- Who's Who Among America's Teachers, 1996, 2000

Accomplishments and Qualities

- **Teacher.** Taught English at the university and community college level for 39 years. Developed and taught over 30 different literature and writing courses with emphasis in developmental writing, college writing, business research and publishing, technical communication, professional writing, and contemporary literature. Taught approximately 13,000 students. Course evaluations top 10% of the university. Extensive experience in curriculum design and development with focus on identifying and structuring course objectives, outcomes, scaffolding, and assessments.
- **Administrator and Leader.** Served as Dean of Instruction Lower Division Collegiate and Developmental Education at Southwestern Oregon Community College for 8 years. Served in administrative roles at Brigham Young University-Idaho for 17 years while being a full-time faculty member. Served as college dean, department chair, and director of composition. Directly responsible for 5 departments (Academic Learning; English; Foreign Languages and Literatures; History, Geography, and Political Science;

RODNEY D. KELLER

6780 N. Elmstone Way • Meridian, ID 83646 • 208-403-4253 • rod.keller1@gmail.com

Humanities and Philosophy) 150+ faculty members, multi-million dollar budgets, developing and implementing new majors and programs, supporting the mission of the university. Held national leadership positions in professional organizations.

- **Manager.** As teacher and administrator, deal and work with people of different temperaments, backgrounds, disciplines, skills, and education qualifications. Build positive relationships with supervisors and subordinates through acknowledging individual worth and needs. Help develop individuals' strengths, value differences, and encourage honest communication. Incorporate effective communication skills to aptly explain visions and strategies. Respect views and opinions of superiors and subordinates. Help establish long-term relationships and team members.
- **Writer.** Teach and practice writing. Written and published two editions of a university-level writing textbook *Aims and Options* through a national publisher. Produce and present documents at national conferences of professional organizations—25 presentations at CCCCs. Focus on business publishing, technical communication, and professional writing. Experienced with business plans, internal and external proposals, recommendation and feasibility reports, user manuals, definitions (informal, formal, extended), descriptions (physical, mechanism and process), summaries (executive and evaluative), case studies, promotional literature, press releases, news writing, speech writing, and script writing.
- **Editor.** Have edited students' written work for 39 years. Have written and edited 25 presentations for the national professional conference (CCCC). Developed and taught the university-level theory of language, grammar, and usage course focusing on structural grammar, mechanics, punctuation, and Edited American English. Can professionally and accurately line- and copy-edit documents.
- **Team Builder.** As teacher and administrator, identify and select team or committee members based on personality, skill, and potential. Direct team by establishing meaningful purposes, objectives, outcomes, and tasks. Facilitate group performance through clear objectives and tasks. Manage conflict through mediation. Deal with frustrated individuals through listening, acknowledging contributions, and clarifying outcomes. Employ and encourage active communication, counseling, interpersonal, mentoring, and persuasion skills. Develop a level of trust, clear communication, and respect among team members.
- **Mentor.** Formally mentor 1,500+ students over thirty years with 50+ each semester yet thousands more informally. Focus on academic and career preparation and success. Provide appropriate resources and expertise to allow individuals to accomplish goals, recognize and acknowledge individuals' skills, ability, and potential. Encourage and nurture others to expand their capabilities.
- **Researcher.** Identify purpose and audience for research, principally on rhetoric or the scholarship of teaching and learning. Network with individuals in and outside organizations to gather relevant data. Read widely printed and online sources to find relevant studies and sources. Convey information into clear accurate notes and document sources for proper credit (MLA, APA, Chicago). Organize information into clear and accurate reports (formal and informal) to answer specific questions or solve problems. Presented 24 research projects at the national professional conference (CCCC).
- **Evaluator.** In addition to evaluating student work, extensive experience evaluating faculty performance. Have written over 375 formal faculty evaluations. Evaluate how effectively faculty address immediate concerns for teaching specific course material, general and/or theoretical issues of teaching and relationship between these issues and classroom teaching. Evaluate how effectively faculty integrate theory and practice and address student evaluation, grading, and feedback. Evaluate to what extent faculty introduce a variety of teaching methods and strategies. Faculty recognize strengths and gain confidence while developing professionally.
- **Planner.** Establish meaningful purposes, objectives, and outcomes while developing and preparing courses. Set achievable goals: log range, intermediate, and immediate. Anticipate difficulties while maintaining flexible alternatives. Prioritize and meet goals and tasks based on significance, sequence, and time. Coordinate multiple tasks and projects to a timely completion. Make optimal use of available resources to achieve desired goals.

RODNEY D. KELLER

6780 N. Elmstone Way • Meridian, ID 83646 • 208-403-4253 • rod.keller1@gmail.com

Accomplishments and Qualities (continued)

- **Innovator.** Primary architect of the new English major when Brigham Young University-Idaho became 4-year university. Able to envision not only the entire program but each specific course and their integration with the university. Major has continued with minor adjustment for 10+ years. Able to “rethink education.”
- **Organized and Prepared.** Always prepare specific lesson plans for every day of instruction. Plans include concrete objectives and detailed student-centered activities with built-in scaffolding and assessments. Students comprehend more readily difficult abstract concepts and recognize connections to their lives.
- **Decisive.** Acquire knowledge through research, input, and synthesis while establishing vision through comprehending institution mission statements and purpose. Articulate that vision through concrete, manageable, assessable outcomes. Help solve problems by identifying core issues and workable options.
- **Fair and Consistent.** Realize true justice understands mercy. Recognize core elements, internal values, perceive implications, and acknowledge extenuating circumstances. Negotiate solutions meeting the needs of individuals and the institution.

Papers Presented at Student Success and Retention Conference

2016 Portland—“Measuring Student Success through Outcomes Assessment” with Ross Tomlin

Papers Presented at Conference on College Composition and Communication

- 2017 Portland—“The Reality of Resources and Road Blocks at a Rural College: Integrating Reading and Writing for Student Success” with Meredith Stone and Amber Ashpole
- 2012 St. Louis—“Senior Capstone Writing Courses: Writing Gateways to Professional Discourse and Leadership” with John Brassell
- 2009 San Francisco—“Proof of Performance: Making Waves with Career Portfolios” with Elaine Hawker and Darin Hammond
- 2007 New York—“It’s More than ‘Just the Facts, Mam’: Use of Story to Enhance Identity in Social Science, Technical, and Business Writing” with Elaine Hawker and Darin Hammond
- 2005 San Francisco—“Company and Community: Spiritual Values in the Rhetoric of Business Writing”
- 2004 San Antonio—“Shared Beliefs and Student-Centered Censorship: ‘This Book Offends Me’”
- 2003 New York—“Power Assessment Workouts: Strategies for Successful Learning”
- 2002 Chicago—“Teaching Technical Communication in the Two-Year College”
- 2001 Denver—“Shared Vision—Improving Relationships between Two-Year Colleges and Universities.”
- 2000 Minneapolis—“Teaching the First Year: Exemplary Practices from the Two-Year College”
- 1999 Atlanta—“Technology, Democracy, and the Two-Year College: Avenues to Access”
- 1998 Chicago—“TYCA Tips for Writing CCCC’s Program Proposals” with Lynn Troyka
- 1998 Chicago—“TYCA: Visions of the Two-Year College in the 21st Century” with Gloria Newman
- 1997 Phoenix—“Beyond Just Teaching=: Connecting Culture, Composition, and the International Student” with Darin L. Hammond
- 1996 Milwaukee—“Extending Boundaries: Allowing a Transforming Spiritual Voice in Academic Discourse”
- 1995 Washington, D.C. —“Reducing Two-Year English Faculty Burn-Out into the Twenty-First Century”
- 1994 Nashville—“Professional Development on a Shoestring”
- 1993 San Diego—“Where Does the Two-Year College Fit in the Writing Process?”
- 1992 Cincinnati—“Whose Writing Standards Anyway?”
- 1989 Seattle—“Continued Professional Development: Creating Teacher Training/Retraining Workshops”
- 1988 St. Louis—“How Universities Prepare Future Teachers to Teach Writing: A National Survey”
- 1986 New Orleans—“Corporate Composition: Peer Writing”
- 1985 Minneapolis—“The Rhetorical Cycle”
- 1984 New York—“‘That Has Made All the Difference’: Frost and the Teaching of Composition”
- 1983 Detroit—“How Johnny/Jane Writes: The Complex Word”

RODNEY D. KELLER

6780 N. Elmstone Way • Meridian, ID 83646 • 208-403-4253 • rod.keller1@gmail.com

References

Patty Scott

Southwestern Oregon Community College
President
1988 Newmark Avenue
Coos Bay, OR 97420
541-888-7401
pscott@socc.edu

Ryan Witt

The College of Idaho
Director of Writing Center & First-Year Seminar
2112 Cleveland Blvd.
208-459-5071
rwitt@collegeofidaho.edu

Jared Gardner

Southwestern Oregon Community College
Dean of Student Success
1988 Newmark Avenue
Coos Bay, OR 97420
541-888-7413
jared.gardner@socc.edu

Mike Herbert

Southwestern Oregon Community College
Dean of Athletics, Health and Physical Education, Enrollment
Management
1988 Newmark Avenue
Coos Bay, OR 97420
541-888-7208
mherbert@socc.edu

Daniel Koopman

Southwestern Oregon Community College
Dean of Instruction Career Technical Education
1988 Newmark Avenue
Coos Bay, OR 97420
541-888-7312
daniel.koopman@socc.edu

Ross Tomlin

Tillamook Bay Community College
President
4301 Third Street
Tillamook, OR 97141
503-842-1015
rosstomlin@tillamookbaycc.edu