# Reassigned Time or Start Up Funds (RT/SUF) Application for Fall 2011

**Proposal title**: Exploring Third Wave Feminist Activism, A Proposal for Start Up Funds

**Submitted by**: Virginia Sanprie McCarver, Ph.D.

**Date**: February 14, 2011

**Type**
- One Course Reassigned Time  
- Start Up Funds  

**Total requested for Start Up Funds Option**: $2,500.00

---

### Application Instructions for One Course Reassigned Time Request:

- Complete and attach this cover sheet.
- Provide a brief (1 page max) description of the project for which you plan to request external funds.
- Respond briefly (1 page max) to the criteria enumerated in this Request for Proposals.
- Attach a copy of the external funding agency’s RFP.
- Indicate (a) whether you have applied elsewhere for funds to support this project; (b) if that application was funded and by how much; and (c) whether you have received grant writing support from Academic Affairs in the past, and if so, what the outcomes were.
- Attach a current copy of your Curriculum Vitae.

### Application Instructions for Start Up Funds Request:

- Complete and attach this cover sheet.
- Provide a brief (1 page max) description of the project for which you plan to request external funds.
- Respond briefly (1 page max) to the criteria enumerated in this Request for Proposals.
- Provide a budget showing how the funds will be spent
  - Note that salary supplements are taxable income
  - Any personnel requests must include payroll taxes (faculty rate is 21%, affiliate rate is 14.5%, classified staff rate is 25%)
- Indicate (a) whether you have applied elsewhere for funds to support this project; (b) if that application was funded and by how much; and (c) whether you have received grant writing support from Academic Affairs in the past, and if so, what the outcomes were.
- Attach a current copy of your Curriculum Vitae.

Please do NOT include any additional attachments. Applications with additional documents will not be considered for funding.

---

### Signatures

**Chair**: Karen Jolla  
Date: 2-14-11

**Dean**: Jon Laura Lester  
Date: 3-15-11

---

### CFD Advisory Council Recommendation

- Highly Recommend: □
- Recommend: □
- Not Recommended: □
I. Proposal for Start Up Funds -- Project Description

Social movements are powerful forces impacting change and directing social response to groups of people, events, or situations. As a social movement, feminism has both stimulated tremendous social change and encountered periods of great resistance, backlash, and apathy. While the first and second waves of feminism (the fight for suffrage in the early 1900s and agitation for equal rights in the 1960s-1970s, respectively) are often viewed in hind-sight as successful movements resulting in significant hard-won political, economic, and social victories for women, feminism's most recent incarnation as the "third wave" is, at first glance, rife with contradiction, politics, and self-expression seemingly damaging to women and the movement. The project for which I seek start up funds explores the third wave of feminism as a social movement extending from the first and second waves and explores how feminist activism is approached and executed by women in their late teens to early 40s, the population considered the third wave generation.

The project I envision addresses the often-contradictory messages of third wave feminism. In particular, this project problematizes the disconnect between attitudinal and behavioral expressions of feminism and the political ramifications of those expressions. When feminism and feminist activism are divorced from politics, feminism becomes a series of highly personal consumer-esque choices, impervious to criticism. I would like to explore how self-identified "third-wavers" practice and perform their feminism and plan to do so through a study of discourse and messages addressing questions such as: What does it mean to be a feminist to third wave women? What does the practice of third wave feminism look like? How do these women enact their feminism? What politics do they draw from to inform their feminism? Are they making a difference in the lives of other women? Is this impact positive or negative?

Start-up funds will allow me time to conduct research and craft a strong proposal to the American Association of University Women (AAUW) for a Postdoctoral Research Leave Fellowship to be submitted to the AAUW in November 2011. Should I be awarded the Fellowship, Metro State College of Denver will receive $30,000 for the 2012-2013 academic year I am on research leave. My goal in securing the fellowship is to write and publish a scholarly book on the discourse and politics of third wave feminist activism.
II. Response to Criteria

College/School/Department Demands: The American Association of University Women (AAUW) Postdoctoral Research Leave Fellowship seeks to promote equity for women in higher education by providing women the opportunity to spend a year dedicated to professional development and research. As MSCD and the department of Communication Arts and Sciences increasingly encourages its tenure-track faculty to engage in scholarly pursuits, the AAUW award is an excellent opportunity to bring positive attention to MSCD’s burgeoning research programs and initiatives in LAS. Further, my research is concerned with how women advocate for social change and seek improvements in their lives and their communities. This issue intersects with the college’s role as an urban land-grant institution dedicated to connecting academic knowledge with the community in mutually beneficial ways. Finally, my department’s vision is to develop expertise in the area of urban communication; my project will incorporate how young women in the city of Denver participate in and communicate about activism—a unique contribution to the multi-faceted study of urban communication.

Appropriate Fit: The AAUW Fellowship is an appropriate fit for my research project. I meet all AAUW criteria for the fellowship and am a particularly good fit due to my experience teaching, mentoring, and advocating for women, as the request for proposals requires. The project I am proposing will also make a strong contribution to my discipline and improve the lives of women working for social change, additional criteria in the RFP.

Activities and Timeline:

| Phase I, Complete | - outline of book’s argument and chapters  
| - gather secondary research and conduct review of literature |
| Phase II, June 1-August 1 | - read and analyze past and current research  
| - craft strong book proposal consisting of a detailed argument and overview  
| - create specific draft outlines of chapters 1-2; analyze preliminary secondary research  
| - formulate a detailed plan for data collection in the 2011-2012 academic year |
| Phase III, August 2-August 18; Nov 2011 | - compile work and efforts from previous two phases and craft a strong application for the AAUW Fellowship  
| - work in conjunction with MSCD’s grant office to formulate a persuasive proposal  
| - collect letters of institutional support; identify additional funding opportunities |

Budget/Use of Funds: Start-up funds for this project will be used as my salary during the summer months in lieu of a demanding teaching schedule. Start-up funds would allow me to teach only one class and use the remaining time to move forward with this project and hopefully secure the funding necessary to produce a scholarly book. Funds would also be applied toward the $45 application fee due at the time of submitting my proposal to the AAUW. I have not applied for funds to support this project in the past.
VIRGINIA MCCARVER
4569 Osceola St • Denver, Colorado 80212 • c: 303.995.7037 • vsanprie@mscd.edu

Academic Employment

Assistant Professor, Communication Arts and Sciences, Metropolitan State College of Denver
August 2010–present

Graduate Research and Teaching Assistant, University of Colorado at Boulder
August 2005–May 2009

Graduate Research and Teaching Assistant, San Diego State University
August 2003–May 2005

Education

Doctor of Philosophy, Communication-Rhetorical Studies; Certificate in Gender & Women’s Studies
December 2009, University of Colorado at Boulder
Dissertation title: “Sarah Palin, live and on the Web: The critical analysis of online texts”

Master of Arts, Liberal Arts and Sciences-Emphasis in Rhetorical Studies and Women’s Studies
May 2005, San Diego State University
Thesis title: “War hero or warning? The rhetorical construction of Jessica Lynch”

Bachelor of Arts, Communication Arts
May 2001, University of Wisconsin-Madison

Publications

Book Chapter

Refereed Journal Articles


Additional Publications


Works in Progress

Refereed Conference Papers


**Professional Academic Experience**

*Instructional Technology Assessment and Evaluation Researcher, Academic Technology*
University of Colorado at Boulder, Summer 2008-ongoing

Created and implemented qualitative and quantitative evaluation and assessment tools such as surveys and focus groups to determine faculty technology-related needs and evaluate project outcomes. Wrote the executive report for the campus-wide IT Strategic Plan, conducted every four years. On an ongoing basis and as requested by the Vice Chancellor for Information Technology, write grant proposals and perform research on “best practices” in technology education for reports guiding campus policy, IT design, and future educational technology use.

*Development and Outreach, Colorado Coalition for Gender and Information Technology (CCGIT)*
May 2008-July 2010

Compiled extensive research regarding under-representations of girls, women, and minorities in technology education and work. Worked with institutions throughout Colorado and the nation in constructing a network of support for proposed services. Crafted persuasive cases to be submitted to the National Science Foundation in strict adherence to solicitation guidelines and grant preparation protocol. Wrote grant proposals resulting in NSF grant award of $210,000.

*University Outreach, Office of Contracts and Grants*
University of Colorado at Boulder, August 2009-December 2009

Created outreach materials to encourage university research community to pursue external funding and instruct them in doing so. Wrote and delivered presentations about external funding and its import to the university. Consulted with a wide-range of research interests and connected interests to appropriate funding sources.

*Chapter President and Community Organizer, Feminist Majority Leadership Alliance*

Co-created a campus chapter of the FMLA for the purpose of addressing pressing issues in the 2008 campaign season relating to women students. Wrote policy statements and letters appearing in local media outlets. Organized volunteers and helped implement a variety of successful educational campaign events.

*Lead Graduate Teacher, Dept of Communication*
University of Colorado at Boulder, May 2008-May 2009

Unanimously selected by the communication department to fulfill the role of lead graduate teacher. Created workshops and discussion forums for teachers across campus, conducted consultations for teachers, addressed questions and concerns regarding teaching and provided guidance in effective pedagogical practices.
Student Representative to National Board, Rhetoric Society of America Board of Directors
Spring 2006-Fall 2007
Elected representative by a national vote of RSA members. Met biannually with board of directors, addressed concerns of over 800 student members nationwide, facilitated exponential growth of student chapters and strengthened long-term student relationships with RSA.

Academic Tutor, Athletics Dept
University of Colorado at Boulder, Fall 2007-Spring 2008
Tutored a diverse population of student athletes in communication and women’s studies subjects; discussed positive study skills and academic success.

Undergraduate Advisor, School of Communication
San Diego State University, Fall 2004-Spring 2005
Guided students through the process of obtaining a major within the School of Communication, assisted in conducting workshops for students, counseled students on a one-on-one basis, created materials for incoming advisors.

Awards and Honors

Dorothy Martin Women’s Studies Doctoral Award, Honorable Mention
University of Colorado at Boulder, 2008
Description: Award recognizes significant contributions to women and women’s studies at CU-Boulder. In deviation from past precedent wherein one doctoral student receives the award, the award committee selected me as honorable mention and recipient of this monetary award for work in supporting women in academe and the greater community.

John Bowers Outstanding Graduate Student Award
Dept of Communication, University of Colorado at Boulder, 2008
Description: Inaugural recipient of this monetary award granted to the graduate student within the program of communication who demonstrates outstanding service, excellence in teaching and research.

Stephen B.W. Roeder Award for Outstanding Interdisciplinary Scholarship
Liberal Arts and Sciences, San Diego State University, 2005
Description: Selected award recipient for my paper titled, “Culture, Conflict, and Backlash: Resistance to Cultural Homogenization.”

James L. Golden Outstanding Student Essay in Rhetoric, Laureate Group
Kendall/Hunt Publishing Co., Bowling Green State University and Saint Louis University (awarders)
Description: Selected winner from a national pool of graduate students for my paper titled, “Identity cleft: Rhetorical analysis of The Washington Post’s coverage of the Jessica Lynch story.”

Academic Activities

Faculty Learning Community Participant-Adapting Educational Research into Teaching Practices
Metropolitan State College of Denver, September 2010-present

Engaged Faculty Institute Participant-Service Learning and Curriculum
Metropolitan State College of Denver, January 2011-May 2011

National Communication Association Honors Doctoral Seminar Participant-Rhetoric Division
University of Colorado at Boulder, July 5-7, 2007

Rhetoric Society of America Biannual Institute Participant-Rhetoric and Technology Seminar
Rensselaer Polytechnic Institute, June 17-24, 2007

Editorial Intern: Philosophy and Rhetoric
Summer 2007-Spring 2009
**Teaching Experience**

**Metropolitan State College of Denver**

Introduction to Communication/Public Speaking—SPE 1010  
Description: Students learn the basics of competent communication practice, including communicating in a range of contexts and to a variety of audiences.

Communication Inquiry: Communication Methods—SPE 1301  
Description: Students are introduced to the scholarly study of communication and gain familiarity with concepts such as scholarly research, theory, and method. The course covers a range of quantitative and qualitative methods such as survey, experiments, content analysis, ethnography, and rhetorical criticism.

Rhetorical Criticism—SPE 4080  
Description: Provides an in-depth exploration of rhetorical criticism as a communication research method. Students gain familiarity with analyzing texts and constructing critical arguments.

**University of Colorado at Boulder**

Rhetorical Foundations of Communication—COMM 3300 (course designer and stand-alone instructor)  
Description: This upper division course provides an overview to the study of rhetoric and considers rhetoric as an historical and theoretical concept, as well as a practical one with continued import in our daily lives. I gained experience in the large lecture format while teaching this course of over 70 students. As a stand-alone instructor, I created assignments, exams, and lectures, and incorporated women rhetors and theorists into the curriculum.

Rhetorical Criticism and Popular Culture—COMM 3760 (course designer and stand-alone instructor)  
Description: This course explores the tools used to dissect the popular culture messages that surround us. Upper division students learn to critically engage various forms of popular culture, as well as the critical methods used to examine them. Students explore pop culture texts from a range of theoretical perspectives relevant to gender including feminist theory and explorations of power relations and ideology. As a stand-alone instructor, I constructed the syllabus and all assignments, crafted course objectives, and taught the course of 25 students in a discussion format over two terms.

Introduction to Public Speaking—COMM 1300  
Description: A general introduction to the practice of public speaking and communication skills. I taught this course in both a recitation and stand-alone format.

**San Diego State University**

Introduction to Public Speaking—COMM 103 (course designer and stand-alone instructor)  
Description: Assisted in the design and implementation of new format for course with enrollment of over 3,000 students per semester; co-authored student handbook and lecture notebook; created course materials to be used by all instructors; aided in the development of material to be covered in the lecture component of the course

Advanced Public Speaking—COMM 204 (stand-alone instructor)  
Description: This course is an advanced study of public speaking, concentrating on a variety of formats and mastery of techniques and speech construction through a spectrum of assignments. I taught two sections of this class as a stand-alone instructor, created the syllabus, assignments, and assessment guidelines.

Foundations of Critical and Cultural Methods—COMM 355 (teaching assistant)  
Description: This upper division in rhetorical criticism explores a variety of critical approaches and focuses on the application of those approaches to popular culture and mass media texts. I assisted in this course by conducting writing workshops, consulting with students on their projects, and grading exams and essays.

Interaction and Gender—COMM 452 (teaching assistant)  
Description: This course explores gender as it is communicatively enacted both interpersonally and through cultural forces. I assisted in this large upper division lecture course by creating grading assessment standards and evaluating student exams and essays.

**University of WI-Milwaukee**

Introduction to Mass Communication—MASS COMM 101 (recitation instructor)  
Description: This course is an introduction to the mass communication major and provides an overview of mass communication history and theory. I taught two discussion sections of 20 students each to accompany the lecture format and encouraged students to pursue research topics addressing women and gender in the mass media.
Teaching Award

The Best Should Teach Award
University of Colorado at Boulder, 2008
Description: Award granted to outstanding teachers throughout the university in pursuit of the Graduate Teacher Program “Best Should Teach Initiative”

University and Academic Service

Creator/Director, Faculty Research Lunch series
Metropolitan State College of Denver, August 2010-present

Chair, Department Awards committee
Metropolitan State College of Denver, August 2010-present

Co-Chair, Rhetoric Curriculum committee
Metropolitan State College of Denver, August 2010-present

Member, New Faculty Search committee
Metropolitan State College of Denver, August 2010-present

Member, Curriculum Review committee
Metropolitan State College of Denver, August 2010-present

Instructor/Presenter, Puksta Scholars Honors Program
University of Colorado at Boulder, February 2007, February 2008

Founder and Chair, Rhetoric Society of America CU student chapter
University of Colorado at Boulder, Fall 2005-present

Creator, “Scholarly Life Workshop” series
University of Colorado at Boulder, Spring 2006-present