



**PERFORMANCE OF TEACHING OR OTHER DUTIES:**

Candidate should state why he or she believes promotion at this time is warranted based upon performance of teaching or other professional duties. Innovative techniques, methods or procedures or substantial improvements might be cited. Evidence based on student feedback, work toward retaining students, new administrative or work procedures initiated, or substantial improvements in office procedures or systems might be included.

**Please use the Promotion Committee's guidelines (below) in completing this section:**

**ASSISTANT PROFESSOR** • The candidate's performance at this level, while not necessarily outstanding, should be more than merely satisfactory with clear demonstration of the potential to be excellent/ outstanding.

**ASSOCIATE PROFESSOR** • At this rank, the candidate should exhibit a mastery of more diverse instructional methodologies, an ability to teach a broader range of courses, and a greater adaptability to meeting diverse student needs. The candidate's classroom performance, in all the key categories, should have a substantive evaluation indicative of excellence.

**PROFESSOR** • A candidate for promotion to professor should demonstrate mastery of teaching. The candidate should be capable of utilizing the full range of instructional methodologies, be able to teach the broadest possible range of courses in his/her discipline, and be capable of responding with skill and self-assurance to the full gamut of students' educational needs. The candidate's classroom performance in all the key categories should have an evaluative rating of "Excellent." He or she should be someone to whom you would refer a new instructor for peer mentoring and someone whose class you would recommend to a relative or friend.

**Explain how you meet the above criteria. Give specific examples.**

**CANDIDATE'S STATEMENT:**

\* Preparing students for academic success:

I consider my primary job to be preparing students to excel as scholars. Though many students may have their immediate goal as an Associate's or a certification, they never know what the future will bring. One of my fellow Masters Degree students was a man who had, ten years ago, gotten an M.A. Terminal degree in English, thinking he'd teach high school forever. Things changed. He wanted to do scholarship, and teach in college. As a result, he had to go through the entire Masters Degree process again. I think many of our students might easily find themselves in a similar situation, so whether their goal right now is a four year degree or not, their studies at Suffolk should provide them with the tools they might need should they ever decide to move on. Particularly in the first semester/first year classes, I regularly include Tips for Success in classroom activities, sharing such ideas as seeing the professor during office hours, the importance of keeping a well-organized notebook, ways of note-taking and studying and accountability (attendance, turning assignments in on time in proper format, etc). We discuss and practice strategies for essay exams. We practice writing as a method of discovery and learning through student journal-keeping as well as through short, in-class pre-discussion mini-essays.

\* Demystifying grading:

I try to utilize a variety of instructional methodologies in the classroom, from peer review to collaborative learning activities to raise student understanding of success parameters. In addition, with many paper assignments, students receive a detailed rubric, spelling out the evaluative criteria to be used, so that they can self-assess their paper before handing it in. We practice in-class writing, which many times models exam essay questions, and then discuss our answers. Students master the material, but more than that, they know how they can improve.

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\* Varying classroom activities.

Students engage in a variety of activities in my classroom—they don't just sit and take notes on lectures. We have in-class writing, group activities, class discussions and guest speakers. In sophomore level classes, I encourage collaborative learning assignments and other ways of critical thinking. Students learn to rely on themselves and each other for mastering the material, which builds self-confidence.

\* Teaching a wide variety of courses in the department:

My teaching covers both writing courses (EG 10, 11, 35, 37) and literature courses (EG 13, EG 41, EG 54). I believe that strong writers are strong students and that great readers are also great writers—that writing is an essential way of digesting and retaining information, so all of my classes feature student writing prominently, in a variety of forms. Students freewrite a response to literature, create modernizations of ancient plays, imagine what a story would be like without a certain character, write in a story character's perspective, write poetry, and all this in a basic literature course! Students learn to write and think critically and emotionally about topics beyond the standard five-paragraph theme.

\*Developing new courses:

My first year, I proposed and had the chance to develop a Special Topics course in Mystery and Detective Fiction. This course, which ran in the 2005-2006 academic year, treated mystery stories as literary artifacts, tracking points in the development of modern notions of crime and justice, in addition to elements like theme, conflict and other more traditional approaches to study literature. This class allowed us to view episodes of current television shows (NCIS, SVU) to realize that 'literature' is a living entity and that the notions of justice and criminality changed and developed through time. We also had a very special visitor come to talk to our class, Detective Lieutenant John Fitzpatrick, the head of the Suffolk County Homicide Department, to compare the fact of detection versus the fiction.

\* Promoting intellectual curiosity:

I promote campus events such as poetry readings and symposiums (for example, the recent Symposium on "The Yellow Wall-paper"). Additionally, I remind students about opportunities (job fairs, plays, exhibits and writing contests such as the Harry Crooke Award) that would round out their college experience. I have also performed in these events: The rather ad hoc Selden Artes Players presented Glaspell's play *Trifles*, and Ionesco's *Jack, or the Submission* last fall; this spring, we offered Kitchin's *Trial of Dr. Bowdler*, which raised issues of censorship and art. Many instructors avail themselves of our performances to spark discussion, spawn material for student writing (interviews, reviews, etc).

\* College Success:

This August (2006) I will be teaching with the College Success program. I believe very strongly in the message of this initiative—both in building skills such as note-taking and study habits that students may not have had a chance to cultivate, as well as in building student self-confidence.

**VERIFICATION:** The above statements are verified by documents in the candidate's file.

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Signature of Administrator

\_\_\_\_\_  
Date

## FORM A – PAGE 4

### **SERVICE TO THE COLLEGE AND COMMUNITY:**

Include contributions to the department/area, campus, college and community since appointment to current rank. Primary emphasis shall be placed on service to the College and campus. List in chronological order, including dates. Examples: area, department, division, campus and college committees, duties and organizations such as (but not limited to) Academic Assembly, Academic Chairperson, Area Coordinator, Campus Congress, Faculty Association, Faculty Senate and Guild of Administrative Officers; involvement in student activities, clubs and college events; preparation of grant proposals (indicate if granted); formulation and conducting of special seminars; creative measures to enhance the delivery of college services; representing the college at conferences or professional organizations; orientation of new faculty; professionally related community activities in cultural, educational and benevolent organizations. Indicate when remuneration or honorarium is involved.

**Please use the Promotion Committee's guidelines (below) in completing this section:**

**ASSISTANT PROFESSOR** • The expectation for this rank is strong service at the department/area level, in terms of positive and proactive involvement in department/area committees and projects. Evidence of curriculum development (e.g. review and revision of existing programs/courses, creation of new programs/courses) and commitment to academic advising, student recruitment and retention would also be desirable.

**ASSOCIATE PROFESSOR** • The expectation for this rank is a strong presence at the department level as well as solid service at the campus or college level. The candidate should at this point have a significant, positive impact on departmental matters and be in the process of becoming well known to faculty and administrators outside of his/her department or area through campus and/or college meetings, committees, and projects. He/she should also have begun to demonstrate some type of leadership role in his/her chosen paths of service.

**PROFESSOR** •: The expectation for this rank is strong, proactive service at the college level, in addition to the department/area and campus levels. The candidate should have a strong and positive campus presence, and be in the process of becoming well known to faculty outside of his/her department/home campus. He/she should have demonstrated by this time a positive attitude and a leadership role in some form or area of service to the college, and his/ her overall evaluative rating for service should be unequivocally "excellent."

**Explain how you meet the above criteria. Give specific examples.**

### **CANDIDATE'S STATEMENT:**

\* Committee service: I currently actively serve on five committees

1. Campus Public Safety (Ammerman, Xxxxx, Chair)

This committee deals with issues of safety on campus, such as poor lighting on paths, cracked or dangerous pavements, snow removal and bus stops on campus. We have been seeking creative solutions to the plague of 'bar cards' on campus, initiating increased patrols of the Public Safety officers at times when we've noticed delivery. We have also worked to continually improve snow-removal and pavement and door repairs. We implemented a program that enables students with night classes to park in lots closer to classrooms to increase safety.

2. Academic Affairs, Secretary (Ammerman, Xxxxx, Chair)

The Academic Affairs committee has been created to deal with issues that would affect the whole campus's ability to educate effectively. This past year, we investigated the Academic Bill of Rights and its possible effect on our campus. We are also investigating the method of creation of the course syllabi.

3. Composition (English Department, Ammerman, Xxxxx, Chair)

Our composition committee is attempting to compile a Composition Handbook to be provided to incoming faculty and adjuncts as a resource. We are creating sections including suggestions from successful professors for types of

assignments, evaluation, and the research paper.

4. Critical Thinking/Writing Across the Curriculum (Collegewide, Xxxxx, Chair)

In the CT/WAC committee, we are investigating new pedagogical methods such as collaborative learning, project-oriented learning, writing in the disciplines, writing across the curriculum, etc. We have helped develop Dean Xxxxx's Writing to Learn initiative, which is now in the implementation stages. We hope to produce other faculty resources to make new methodologies that are likely to suit our diverse student body available and implementable to our faculty.

5. Middle States Charge Question Four (Collegewide, Xxxxx, Chair)

This committee's charge was to discover the definition and dissemination of the principle of being a 'college of excellence.' How does the college define excellence? How does the college seek to continually improve its educational opportunities and services? Where do initiatives arise, and how are they implemented? These are the questions we researched in this committee. For my part, I studied the minutes of Governance bodies like the Academic Standards Committee and the Curriculum Committee to trace how the college actively works to improve itself.

\*Additional service: In addition to these committees, I have also served the college in other, less visible ways: I helped to update the online Faculty Handbook. I served on the reception committee for Fall 2005's Holiday Party. I have also recently (May 2006) been elected Senator. I created a small pamphlet promoting English for Open House events. Future editions will advertise upcoming English department events. (Attached).

\* Department service:

New courses: I developed a Special Topics Course in Mystery and Detective Fiction, which I discussed above. This course deals with a cutting-edge genre not traditionally included in the classical canon of literature, but the study of which illuminates our own changing perspectives on crime, criminality and justice.

Bring It Home: Along with Xxxxx, I am working to create a Bring It Home lecture (which would be open to student attendance as well as faculty) wherein our faculty who have presented or prepared conference papers or presentations would have a chance to present them for our home community. Our date for our first Bring It Home is tentatively set for 27 Sep 2006. This, we believe, will not only showcase and encourage academic development among the faculty, but will also model for students what academic discussions really look like. Plus we just want to know what great things our faculty have been doing!

Promoting Creative Writing: I support the Society of Writers and our journal *Evolution* by promoting, attending, and reading at their Open Readings and Writers Showcases. I am an editor of *Taliesin*, our Internet literary magazine, edited-in-chief by the indefatigable Xxxxx. Additionally, for the past two years, I have judged the Poetry Smackdown, which provides students an opportunity create and perform some great spoken-word and more traditional poetry for a modest prize. I have also served as a judge for the Harry Crook award for student writing.

**VERIFICATION:** The above statements are verified by documents in the candidate's file.

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

**PERSONAL AND PROFESSIONAL GROWTH:**

Include items since last promotion and/or employment only. Emphasis shall be placed upon professionally related experiences. List in chronological order, including dates. Examples: advanced education, research, publications exhibits, awards and honors, professional conferences, membership and service in professional organizations, consultant work, related travel, seminars, development of unique instructional materials and techniques. Evaluators may request to examine materials cited.

**Please use the Promotion Committee's guidelines (below) in completing this section:**

**ASSISTANT PROFESSOR** • The expectation for this rank is evidence of remaining current in one's field through relevant coursework (where needed) and attendance at local, national, or regional professional conferences. Membership in appropriate professional organizations would also be expected.

**ASSOCIATE PROFESSOR** • The expectation for this rank is everything required at the assistant professor rank, but in greater quality and quantity. For example, instead of mere attendance at conferences and workshops, the faculty member should strive to be a presenter at these programs. Instead of simply belonging to a professional organization, one should move toward an active role in that organization.

**PROFESSOR** • The expectation for promotion at this rank is everything required at the assistant and associate professor ranks, but in still greater quality and quantity. At this point, there should be evidence of some significant professional accomplishment as appropriate to the changes in the field (e.g. recent attainment of a doctorate or completion of advanced graduate coursework, publications relevant to teaching or to one's academic discipline, public performances/ exhibits, presentation of papers and/or workshops at national or regional conferences, attainment of a leadership role in a professional organization, development of new instructional methods in one's discipline).

**Explain how you meet the above criteria. Give specific examples.**

**CANDIDATE'S STATEMENT:**

\* Publication: I have written four book reviews for the *Sixteenth Century Journal* (in chronological order):

1) Sadlek, Gregory M. *Idleness Working*. Washington, DC: The Catholic University Press, 2004.

2) Ballantyne, Tony, and Antionette Burton, eds. *Bodies in Contact: Rethinking Colonial Encounters in World History*. Durham, NC: Duke University Press, 2005.

3) Shepard, Alan and Stephen D. Powell, eds. *Fantasies of Troy: Classical Tales and the Social Imaginary in Medieval and Early Modern Europe*. Toronto: Center for Reformation and Renaissance Studies, 2004.

4) Cullum, P.H. and Katherine J. Lewis, eds. *Holiness and Masculinity in the Middle Ages*. Toronto: University of Toronto Press, 2005.

Copies of these book reviews are attached.

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\* Conference Presentations:

I have presented two papers, one at the South Eastern Medieval Association entitled “Manhood on Tour: Frankish Masculinity and the *Voyage de Charlemagne*,” which dealt with humor and the construction of masculinity in a Fourteenth Century Old French poem; and the other at the International Medieval Congress in Kalamazoo, Michigan, entitled “ ‘I Shall Quayte The Thyn Hire’: Economies of Chivalry in the Middle English *Sowdon of Bablyone*”. I am a member of SEMA. I have attached the abstracts for these papers I presented, as well as the proposal that I have submitted for SEMA this year (2006).

\* Other Professional Development:

I have attended the English Department’s recent Research Workshop, to learn more and effective ways of teaching the EG 11 Research Component. This workshop included representatives from the library as well as a roundtable discussion by senior faculty, and was extremely helpful in giving suggestions and a range of options on how to structure the research component most fruitfully—to avoid pitfalls like plagiarism, to teach research as a recursive process, and to help students learn time management through scheduled check-ins.

I read regularly at the *Evolution* open readings once per semester and also at the Society of Writers Showcase. These are wonderful events which showcase the talent of our writers, student as well as faculty.

**VERIFICATION:** The above statements are verified by documents in the candidate’s file.

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date