

## Narrative

I have served Radford University in numerous ways over a period of thirty years. My service has encompassed participation in several programs and in the internal governance of the university. It also takes the form of a readiness to assist members of the university community in less formal ways, from offering advice on how to get things done to stepping in to cover staffing shortfalls.

Initially, my university service took the form of participation in the Writing Across the Curriculum program. I co-edited and then edited the program's *Writing and Learning* newsletter, and I continued as editor when that newsletter was succeeded by *Connections*, an umbrella newsletter for several faculty development and academic enrichment programs.

This experience put me in contact with people outside both my department and my college, and in fact outside of Academic Affairs. I became involved in various student-retention efforts, including both UNIV 100 and Freshman/RU Connections. In the Connections program, faculty collaborated with Residential Life and the Office of New Student Programs to create 'living-learning' communities, and I was part of a faculty-staff team that designed cross-disciplinary assignments and planned the residence hall activities that tied in with those assignments. More recently, I have been involved in efforts toward student retention through my participation in the Success subgroup of the Strategic Planning Task Force and in the planning of a Writing Center.

The Core Curriculum is another university-wide initiative with which I have been involved. I participated in the design of the curriculum and assisted in training University Core A instructors during its rollout. I remained involved as a contributor to progressive revisions of the program and its online handbook. Currently I am involved in efforts to address structural and staffing issues that may lead to a substantial change in the Curriculum. I also have taught all four courses in University Core A. Usually I taught CORE 101 and 102. However, one year I responded to an appeal from the program director and agreed to teach a section of CORE 201 as an overload. Five weeks into the fall semester, when another instructor suddenly withdrew from teaching for health reasons, I found myself teaching two CORE 201 sections as overloads. The next semester I again accepted an overload, this time one section of CORE 202. I mention these overloads to make the point that I step up whenever the need arises.

In addition to teaching CORE courses, I have served on the Core Curriculum Advisory Committee (CCAC), including as its secretary. CCAC approves new courses and revisions of existing ones, sets assessment policies, approves assessment plans, and periodically revises Core goals and outcomes. I have served variously as representative of the Core instructors (non-voting) and as representative of the humanities division of the College of Humanities and Behavioral Sciences (voting). Most recently, I served on the General Education Task Force.

Returning to the area of assessment, I have supervised my department's efforts to document outcomes in both the major and the graduate program, as well as for the Core Curriculum. I wrote assessment plans for ENGL 200, 201, 202, and 203 and created a 14-page instruction manual for integrating writing prompts into these courses. When the 200-level level outcomes were revised, I redid the prompts, the rubrics, and the instructions. In addition to my involvement in assessment on the department level, in my capacity as Associate Dean for my college I serve as liaison between the college's Assessment Committee and the Office of Academic Assessment.

My involvement in assessment is far-ranging; so, too, my role in the design and implementation of curricula extends from the department to the university level. I have chaired the English

Department's Curriculum Committee. I also chaired the department's Graduate Committee during its overhaul of the graduate curriculum. In addition, I represented the department on the College Curriculum Committee and served as that committee's secretary. Currently, in my capacity as my college's Associate Dean, I serve on that committee as the dean's designee. I also have represented my college on the Undergraduate Curriculum and Catalog Review Committee (UGCCRC). Finally, I have chaired the Faculty Senate Curriculum Committee. I have been involved in shepherding proposals from their genesis in department curriculum committees or in CCAC through to receiving the final stamp of approval in the UGCCRC.

In addition to chairing my department's Curriculum Committee, I have chaired the Personnel and Graduate Committees. In one memorable year, I chaired those three committees simultaneously. When a colleague went on leave one spring, I moved from vice-chair to chair of the Graduate Committee when I was already chairing Curriculum and Personnel. I mention this instance because, again, it demonstrates that I step up to assist my colleagues. It may be something as simple as representing the department at December graduation or as complex as shepherding study-abroad students through a foreign country when the original instructor falls ill, but simple or complex, I will accept the task of making certain that whatever needs to be done, is done.

I also stepped up to meet my department's need for faculty to mentor graduate assistants and fellows. I joined the mentor program soon after my arrival at RU. After a few years I went on hiatus as other faculty cycled in to the mentor program. However, I was asked to return to mentoring to fill a staffing gap and as result supervised graduate students for ten straight years, helping them develop lesson plans and apply grading rubrics, modeled teaching for them, and observing and providing feedback on their own teaching.

I also have been active on the university level as Faculty Senate secretary and member of the Faculty Senate Executive Council. For several years I annually alternated the positions of chair and secretary of the Faculty Senate's Faculty Issues Committee before chairing the Senate Curriculum Committee. At the same time, as an at-large senator I provided fairly detailed reports of senate meetings to my college's faculty. During the organizational meeting for the 2012-2013 Faculty Senate, I was elected secretary, I believe on the strength of those reports. I served as Faculty Senate secretary for five full years, stepping down only when I moved from being interim Associate Dean of CHBS to permanent Associate Dean. I took office as Faculty Senate secretary as the university was switching to a new web program, so I was responsible for designing a new web site. As Faculty Senate secretary, I worked hard to provide timely and detailed information, both through frequent postings to the web site and via emails that alerted my colleagues to senate meetings and actions, with links to take them to relevant documents.

Also on the university level, in addition to service on the Strategic Planning Task Force, I participated in the Budget Summit, and I have been serving on the IG Working Group, charged with a complete review and overhaul of internal governance. Motions arising from that effort are now before the Faculty Senate.

In addition to the above activities, I have served on the Conduct Board for several years, have led discussions at the public library, and on the national level have served on the Intellectual Property (IP) Committee of the Conference of College Composition and Communication. I also have served as the vice-chair and then chair of the CCCC-Intellectual Property Caucus and for two years edited its IP Reports. In these and many other ways I have made sustained contributions to my students, my colleagues, and the academic community as a whole.