

**PORTFOLIO REGISTER
CURRICULUM VITAE**

Date: September 11, 2009

Patricia R. Campbell, Ph.D.

Name of Institution Position	Position & Rank Held	Dates Each & Rank Held
Lake Sumter Community College, Leesburg, FL	Instructor	2005-Present
Lansing Community College, Lansing, MI	Adjunct Instructor	2004-2005
Washtenaw Community College, Ann Arbor, MI	Adjunct Instructor	2004-2005
Beacon College, Leesburg, FL,	Assistant Professor	2002-2004
University of Florida, Gainesville, FL	Teaching Associate	1999-2002

Education

- BA English, Minor in Women's Studies, Slippery Rock University of Pennsylvania
1997
- MA English, Slippery Rock University of Pennsylvania
1999
- Ph.D. English, University of Florida
2006

Additional Training

“LSCC Leadership Program.” Presented by Anita Torres of Alternative Learning Designs and Tim Kane, Director of Human Resources at LSCC (6-week Workshop: 24-training hours) from October 17 through November 21, 2008 at Lake Sumter Community College, Leesburg, FL.

1. TEACHING EXCELLENCE

1.1 Teaching Philosophy

As a non-traditional student, I entered college when I was in my mid-thirties. My undergraduate experience encompassed 10 years, but I sincerely believe that my undergraduate experience prepared me well for pursuit of my master's and doctoral degrees. Throughout the 10 years I was struggling with work and family responsibilities, and I believed that my success depended solely upon my perseverance and my desire to become a college English instructor. I believe my teaching philosophy evolved from my learning experiences as an undergraduate student who depended upon the availability of my professors to meet my academic needs as well as the availability of my classes to meet my scheduling needs. Now as an experienced instructor, I recognize that my perseverance was, in reality, fostered by those instructors whose first priority was the engagement of all students within the learning community. Learning communities are a lynch-pin of student success providing viable educational networks where students feel connected to their instructors and their learning process. In addition to classrooms, office hours, and emails, interpersonal communication within learning communities is continually evolving through technological innovation forming the foundation of course management programs such as Blackboard/WebCT or ANGEL Learning, as well as forming the foundation of social networking communities such as Facebook or MySpace. Like technology, my teaching philosophy is ever evolving, but grounded by my belief in learning as a collaborative process of ongoing communication within an academic learning community that is student-centered, technologically innovative, and dedicated to the teaching, research, and scholarship, within the discipline of English.

It is my heart-felt philosophy that a student-centered pedagogy reflects the love of learning through a collaborative, as well as innovative environment, which honors the dignity, value, and gifts of multiple intelligences and acknowledges the auditory, visual, and kinesthetic modalities students rely upon to acquire knowledge. I strive to create a learning environment that is both personal and collective, allowing my students the opportunity to express their own values and to listen attentively and respectfully to the diverse polyphony of other's voices.

As an instructor, my role is that of a facilitator whose first priorities include fostering a safe space for the intellectual engagement of diverse opinion and supporting academic achievement, whether this space is located within the classroom or within an online environment. Many times, a safe space begins as one of those "teachable moments" in the privacy of my office during office hours in a one-on-one discussion of a reading or clarifying an assignment. Although office hours tend to focus on individual tutoring in areas of difficulty, I attempt to facilitate the use of my office hours a safe space for students to test their ideas or air their opinions without fear or embarrassment. Creating teachable moments helps to build confidence and more often than not, students are more likely to engage in class discussion after a "test run" of their ideas. Virtual office hours for online students must replicate the sense of visibility and availability as well as the safe space. Teaching online requires an extra effort to establish a sense of place and presence with virtual office hours provide opportunity for one-on-one conversation in the "chat" environment. A prompt answer to an email assures a student that virtual is still a visible and viable space for collaborative learning.

Most community college students walk through our doors with the belief that academic achievement is measured only in grade-point average as opposed to developing skills for intellectual inquiry. For many students, acquiring a two-year degree or certification is essentially “getting the ticket punched and getting out.” However, our students are not commuters purchasing an individual ticket to ride on the information highway. Rather, our students are investing in a multidisciplinary educational experience where they will travel within their learning community through the varied discourse communities of their liberal arts education. Student investment cannot be measured in the price per credit hour and the cost of a textbook if a student cannot understand the relevance of their academic knowledge and how it figures into their professional and social communities. The true measure of a student’s college success is the development of critical thinking skills that support their intellectual engagement within their learning community and assure success as the student matriculates into a university or a professional program and result in a life-learning skill.

My philosophy for developing life-learners includes a course design where classes are a journey toward intellectual inquiry and literature and composition are the vehicles for student dialogue and conflict resolution. Often, within the environments of my classrooms, the journey detours from dialogue to incorporate auditory, visual, and kinesthetic modalities through role-playing, oral presentations, and visual presentation as dialogic vehicles addressing diverse learning styles and building supportive and collaborative relationships among my students. My designs for collaborative learning assume many guises, but the intention of each method is to provide the foundation for perseverance and foster a collaborative concept of learning as a skill for life-learning when students leave their academic environment and begin their individual life journeys in broader communities.

Pedagogy as Collaborative Teaching and Technology

My philosophy of teaching also integrates a collaborative effort within my teaching community. From the time when I first entered the classroom as an instructor in 1999, I developed a sincere appreciation of my colleagues who understood the struggles of a new instructor and shared syllabi, lesson plans, and handouts. As a more seasoned instructor, I have developed a similar collaborative and collegial relationship with other faculty that has extended well beyond the trading of computer files to discussions of classroom strategies. In my first year at Lake Sumter, I was assigned to the South Lake campus and I had the privilege of sharing the second floor of Building 2 with faculty who also believed in collaborative teaching and mutual support. The formation of our “teaching community” was informal, but our collection of pedagogical strategies and classroom support was phenomenal. Additionally, I enrolled in Lake Sumter’s on-line program, “Scenarios”, which also has a foundation of collaboration among faculty. For me, this collaboration of a learning community whose focus is on pedagogy facilitates the development of my own evolving pedagogy as a creative and innovative teaching style.

In the past 6 years at Lake Sumter, my classroom philosophy has taken a dramatic shift toward the integration of the technology as a means of acknowledging the auditory, visual, and kinesthetic modalities of a diverse group of students. What began as simple power point presentations that integrated modeling and application of concepts evolved into the development of on-line courses and webpage design that demands more student engagement. Again, as my skills continue to develop, I recognized the value of collaboration with other instructors within our distance education community as we now share strategies for online delivery of a variety courses.

The asynchronous environment of an online learning community provides a familiar and user-friendly environment that allows the flexibility needed for the diverse community of students who seek out community colleges as a more flexible and student-centered environment. Online learning communities offer an opportunity for students to communicate in a one-on-one relationship with me as their instructor and in an online discussion group with the class as a whole or in small groups. As a facilitator of an online learning community, my pedagogy is one of a social-constructivist where my course design focuses on collaborative student-centered activities using a discussion board as well as a writing seminar environment for peer review. As Charlene Nunley recently noted in her article for *The Chronicle of Higher Education*, many colleges are struggling to meet the needs of a growing population of non-traditional learners. As a result, many colleges and universities are expanding their availability of online courses to make college more assessable to a wider population and developing online pedagogical strategies to promote student success. As part of maintaining a viable connection to our technologically evolving society, I believe that my philosophy of education is also a philosophy of holistic commitment to online learning communities as a more accessible means of course delivery for a diverse population as well as for increased student engagement through carefully designed online course presentation. A discussion of my specific course design is addressed under 1.3 “Classroom Techniques and Tools.”

Teaching, Research, and Scholarship as Collaborative

At the core of my teaching philosophy is my love for teaching within the discipline of English and my professional obligation to maintain my active involvement in a discipline-

specific learning community through my activity in professional organizations and personal research. Although teaching is a labor of love, I have adopted a philosophy as a life-learner dedicated to my professional development as a scholar and as a viable member of a professional community. A true scholar cannot walk into a class room with the “yellowed notes” because such a presentation would be as dated as a chalk and blackboard lecture. As a professional, I owe my students the most current research so that they have their own starting point for new and exciting discovery through their scholarship. Journals, such as *Publication of the Modern Language Association (PMLA)*, *Teaching English in the Two-year College*, *College English*, and *Frontiers: A Journal of Women’s Studies*, are part of my “leisure reading.” Journal reading not only keeps me abreast of current research, but also highlights current pedagogical trends in course delivery.

Keeping my hand on the pulse of my profession also means keeping a hand on the pulse on the curriculum of our college as a core of student engagement. My philosophy of teaching is to make sure that knowledge is relevant to the lives of our students and such relevance is grounded in core curriculum. Most students wonder why they must take a course that they believe has no application to their daily life or future profession. X. J. Kennedy and Dana Gioia argue in “Why Literature Matters” that many people fail in their jobs because they lack an insight into human understanding. Many students fail to see beyond their immediate experience into the diverse experiences of people whose difference can be identified as gender, race, and class.

As a result of my interest in current gender research and my discussion with other LSCC faculty, I recognized the need for a course focusing on the literature written by women. I was aware that the course was located on the listings for the state of Florida, but

had not yet entered into the curriculum of LSCC. In Literature by Women (LIT 2380), students read works in different genres and gain an understanding of women's literature that is both attached to and counter to the mainstream literary tradition. Similarly, my philosophical approach to multi-cultural literature extends beyond presenting the identity politics of race in literature to examine the fusions and fractures of gender and class to the mainstream literary tradition. In my discipline-specific philosophy of education, I believe that student understanding of the mainstream literary tradition is enhanced by a direct comparison to other perspectives, and my contributions to course design within the college curriculum assure diverse experience whether the course is based in literature or in non-fiction.

Keeping my hand on the pulse of the profession and keeping a pulse beating within the classroom is a difficult balance. In the national meeting of the Modern Language Association (MLA) in December of 2007, a number of faculty at two-year colleges presented a session asking, "Is Faculty Research Important at the Two-Year College?" The discussion revolved around faculty course-loads with most of us attempting to discern how long it takes to grade around 600 essays per semester and how much time is left for scholarship. Although the panel did not arrive at any solution to the conflict between teaching and scholarship, they agreed that the focus of community college faculty lies within our dedication to pedagogy. In December of 2008, many of the same faculty attended my presentation of my paper reflecting my pedagogical research for teaching literature in the hybrid environment. My involvement in MLA is specifically directed toward MLA's special interest delegation for "Two-Year Colleges" where I serve as a legislative delegate and dedicate my energy to the research and development of a pedagogy designed for community college students.

My philosophy of teaching continues to evolve because it is nurtured by both the love of teaching at Lake Sumter Community College and the love of the discipline of English. Because in every semester, each class roster delivers a diverse group of students with a compendium of life-experiences, I believe that each classroom evolves into a unique space where a community of learners gathers as part of a collaborative process of discovery and engagement. My philosophy of teaching is really a philosophy of collaborative learning where I am a facilitator of an environment that respects diversity, demands college-level achievement, and insists on real-life application of the knowledge gained from an intellectual engagement within an academic community.

1.2 List the classes you have taught during the time period for which you are being considered, and the number of semesters for each. Include any information on special circumstances, such of Web enhanced, fully online, Special Topics, etc.

ENC 0010	(one section – 10292)	Fall 2005
ENC 1101	(three sections – 10295, 10298, 10301)	Fall 2005
ENC 1102	(two sections – 10312, 10314)	Fall 2005
ENC 1101	(two sections – 20160, 10261)	Spring 2006
ENC 1102	(three sections – 20147, 20148, 20149)	Spring 2006
LIT 2930	(one section- Gender & Lit – 20169)	Spring 2006
ENC 1101	(one section – 30068)	Summer 2006
ENC 2300	(one section – 30069)	Summer 2006
ENC 1101	(three sections – 10379, 10380, 10381)	Fall 2006
ENC 1102	(two sections – 10391, 10392)	Fall 2006
ENL 2012	(one section – 10404)	Fall 2006
ENC 1101	(one section – 20161)	Spring 2007
ENC 1102	(three sections – 20166, 20167, 20168)	Spring 2007
ENL 2022	(one section – 20184)	Spring 2007
LIT 2380	(one section – 20185)	Spring 2007
ENC 1101	(one section – 30038)	Summer 2007
ENC 2300	(one section – 30039)	Summer 2007

List of Classes Taught – continued:

ENC 1101	(four sections – 10056, 10105, 10106, 10107)	Fall 2007
ENC 1102	(one section – 10063)	Fall 2007
LIT 2380	(one section – 10610)	Fall 2007
ENC 1102	(five sections – Hybrid: 20474, 20475, 20476, 20534, 20535)	Spring 2008
LIT 2380	(one section – Hybrid – 20487)	Spring 2008
ENC 1101	(one section – Hybrid – 30073)	Summer 2008
ENC 1102	(one section – Hybrid – 30078)	Summer 2008
LIT 2930	(one section – Hybrid-Gender & Lit – 30081)	Summer 2008
ENC 1101	(one section – Fully online – 10166)	Fall 2008
ENC 1101	(two sections – Hybrid – 10164, 10165)	Fall 2008
ENC 1102	(one section – Hybrid – 10329)	Fall 2008
LIT 2930	(one section – Hybrid-Gender & Lit – 10330)	Fall 2008
AML2020	(one section – Hybrid – 10167)	Fall 2008
ENC 1102	(two sections – Fully online – 20251, 20252)	Spring 2009
ENC 1102	(Evening class – 20185)	Spring 2009
	(2-course release time as Department Chairperson)	
ENC 1102	(one section – Fully online – 30183)	Summer 2009
AML 2010	(two sections – Fully online – 30223, 30240)	Summer 2009
AML 2020	(two sections – Fully online – 30186, 30241)	Summer 2009
ENC 1102	(one section – Fully online – 10604)	Fall 2009
LIT 2380	(one section – Hybrid – 10603)	Fall 2009
LIT 2380	(one section – Sumter Campus – 10063)	Fall 2009
AML2010	(two sections – Fully online – 10622, 10693)	Fall 2009
	(2-course release time as Department Chairperson)	

Attachments in support of 1.2 include:

- **Appendix A:** Peer Teaching Evaluations
 - Copies are also located at the end of the Portfolio Register.
- **Appendix B: Instructional Performance:**
 - Department Chairperson’s Faculty Evaluations from Dr. Melanie Wagner and Dr. Gary Sligh
 - Evaluations of Faculty and Staff in support of Continuing Contract from Dr. Melanie Wagner and Dr. Mary Huffer
 - Sampling of Student Evaluations with Commentary

1.3 Briefly describe any special techniques or tools you use in the classroom and their impact on learning.

It is difficult to condense techniques and tools used in the classroom because I use a large number of strategies to accomplish the engagement of a wide variety of learning styles. Moreover, as I develop more hybrid and online courses that use technology as a pedagogical tool, I am discovering even more techniques that impact student learning. Whether the class is seated or online, student success depends upon not only establishing clear goals and objectives, but also providing a precise syllabus detailing *how and when* the student is expected to accomplish those goals and objectives. In an effort to map-out the course of the semester, my syllabi tend to extend up to 15+ pages where the bulk of the information represents a detailed course outline. I believe that syllabi need to extend beyond the contractual legalities to a clear presentation that maps the path for assignments for the entire semester. Many of our students are balancing full-time jobs and families and need to plan out a specific time for accomplishing course requirements. It is important for students to know at the beginning of the semester that a novel is assigned 8 weeks into the semester, so that they are not desperately attempting to read 200 pages on the weekend their child's soccer team is playing for a championship. My syllabi offer visual clues for reading assignments, assessments, and due dates.

For my seated classes, I alter modalities to maintain a consistent attention level. Research has proven that altering modalities within 20 minute segments increases student attention as well as active engagement, so in my lesson plans, I attempt to set a goal for each time segment. I also post the goal as an agenda for the class, so students have a clear idea of what we hope to accomplish within our 80-minute class time. However, the agenda is not rigid and very often we discover that we fall short of time. Despite the lack of time, students

understand the goals as well as our direction in the next class. Like most faculty, my general approach for every class includes visual, auditory, and kinesthetic stimulation. Although I use power point, I limit lecture time to 10-15 minutes. I rely upon group work where students design discussion questions and lead the actual discussions. Students also evaluate themselves with self-graded quizzes and evaluate each other through peer review.

Cultural Analysis:

In my first year composition courses (ENC 1101), I have designed an Advertising Unit as a format for teaching analysis writing as well as oral presentation and the integration of research and documentation. As with all essay assignments, each student is provided with a printed copy of assignment criteria and an explanation of the rhetorical structure required for the task. The advertising analysis unit is supported in the classroom with outside articles about visual culture, analysis, and the film, *The Ad and the Ego*. Although the final product in this unit is a 750-word essay with 3 outside sources, the students are also required to orally present their advertisement during the drafting process of the unit. The minimum requirement is the use of a one-page full color advertisement from a popular magazine, but many students have expanded their projects to include political advertisements on television and the multimedia advertisements on the internet. Students respond well to this assignment and begin to see the value of critical analysis in “real-life.”

Shakespeare Personified: Role Playing

Role-playing is particular teaching technique that works well for my literature based courses. In my introduction to Shakespeare, I introduce the Elizabethan Period with historical and cultural background. Then, the students are put into groups and asked to create a scene

from the Elizabethan period. I distribute a 3-column list of “Elizabethan Insults” which is comprised of 150 pejorative words found in the plays of William Shakespeare from which students may each derive 5 lines of dialog containing at least one word from each column. Students have created scenarios such as carriage crashes, domestic disputes, fights in the local pub, and lover’s quarrels. Students become accustomed to the sound of the language as well as recognizing the universality of human experience depicted by Shakespeare. I present the most recent film productions of the plays and after the students view the play, we return to the text with more role-playing with the addition of interpretative analysis.

Hybrid Courses and the Pedagogical Journey Toward Fully On Line:

The Spring 2008 semester was the most beneficial in honing my pedagogical skills through the presentation of Literature and Composition (ENC 1102) and Women in Literature (LIT 2380) as hybrid courses. Literature and reading-based courses are ideal for hybrid presentation. The seated class segments are conducted with varied modalities as I have outlined above. However, the online classes are proving to elicit even more student involvement. Most faculty who teach online agree that the hardest part of teaching a hybrid or a fully online course is teaching students how to negotiate the pedagogical tools of a computer-mediated environment, in addition to accomplishing course learning outcomes. A great deal of the first 2-weeks of class is spent in not only demonstrating, but also troubleshooting. However, promoting a jump start into Blackboard after the initial introduction to the web environment establishes course procedures and expectations. By the second face-to-face class meeting, students in my hybrid literature courses are required to enter the Blackboard platform, take a multiple-choice syllabus quiz, which also includes noting

specific pages where Blackboard directions are located, and post a personal introduction on the discussion board.

The asynchronous online discussion board offers one of the best tools for student engagement. Sometimes referred to as threaded discussion is integral to the interactive discussion of literature in an online environment because it promotes critical thinking and provides a more equitable venue for student participation. In a student-centered pedagogy, interactive discussion is integral in creating an environment of collaborative learning and compels students to accept greater responsibility in reading the material in anticipation of the assigned activity. In facilitating online discussion in my composition and literature courses, I assign a total of 20 points for weekly postings: 5 for an initial critical posting and 5 points each for 3 responses to the postings of peers. The initial critical posting must be a formal 100-word paragraph containing a central idea with supporting textual evidence and parenthetical citation. Along with the rules of netiquette, detailed guidelines and sample writing for this posting, as well as for all other writing assignments, is made available on the opening page in a content file designated as, "Writing Strategies". During the first few weeks of discussion, I offer 3 or 4 question prompts to initiate the week's discussion and I offer feedback for each student posting that usually ends with an open-ended question which requires a response. Ideally, students are learning how to write a critical analysis, one discussion paragraph at a time.

The ultimate goal of threaded discussion is to allow students to gain confidence and gradually take control of the discussion. By the 4th or 5th week of class, the students begin to synthesize the information within their assigned readings. Postings now occur without the instructor's specific question prompt. Instead, I encourage critical thinking skills by asking

students to find a quote or a specific area in the literary work that strikes a theoretical chord for them. In non-fiction readings, students are encouraged to critically evaluate the effectiveness of the author's thesis and supporting details. Again, the formal 100-word paragraph is required to "set the stage" with how or why this part of the work is significant and offer an interpretive analysis that relates to the context of the work. At this point, students are growing more confident in their critical method and the threaded discussions reveal that most students are beginning to see patterns in rhetorical structures or discover hidden meanings in the literary texts. The quality of the discussion, as well as the quality of the writing improves because the students have time to reread, reflect, and revise. In their assessment of quality participation, Baglione and Nastanski contend that asynchronous discussion "engenders a greater understanding and memory retention because it requires interpretations through analysis, synthesis, and evaluation, in sum, a higher-order learning."

The asynchronous discussion content area of Blackboard also supports collaborative learning among students through a process of peer review which has also proven to be more effective in an online environment. Although I have consistently questioned the validity of peer review as a collaborative learning activity in my first year composition classes, I reticently chose to implement peer review in my literature courses. In the "Writing Seminar" tool in Blackboard, I structure a peer review venue where students post a complete draft of an essay as an attachment in correct MLA format 3 days prior to the final due date. Participation is strongly encouraged because the lack of a complete submission by the specified date and time results in a 10% penalty on the student's final version. Using the criteria posted in the Blackboard course content area of "Writing Strategies", students are responsible for peer reviewing 2 essays and posting their commentary in the discussion area as a public

discussion group posting. Although the majority of the students kept their public commentary within the boundaries of appropriate netiquette rules, in a few of my sophomore-level Literature classes, peer review has tested the limits with the strict policing of accurate MLA format, citation and documentation or commenting on another's commentary. As instructed, students began with praise and addressed the outlined criteria for peer review with valid straight-forward, if not blunt honesty and as a result of the active engagement of the students in the process, the essays were significantly improved.

In the traditional classroom setting for peer review, we as faculty tend to pair or group students for the difficult task of critiquing each other's heart-felt composition draft. Sitting in such close proximity in a vulnerable social situation, most students undoubtedly feel some degree of social pressure, but in a computer-mediated environment of peer review, students seem to perceive themselves as anonymous. Recent studies have documented a generation of students between 20-30 who have been conditioned to electronic communication at a distance. These students are empowered by their sense of anonymity and use the written word to challenge both students and faculty (Baglione and Nastanski 141). Researchers have also observed that the sense of physical anonymity in an online environment results in greater inquisitiveness, expressiveness, and risk taking; decreased inhibition and gender barriers; and increased social connectedness. The impact of the student perception of anonymity upon peer review vividly illuminates the adverse effects of social pressure within a traditional learning environment. Yet, viewing the effects of a perceived anonymity in an online environment as a motivating factor, not only affirms the value of peer review as collaborative learning, but also attests to the overall value of asynchronous discussion as a pedagogical tool for encouraging students to achieve higher levels of critical thinking.

Ultimately, student performance outcomes need to be evaluated to determine the overall success of a hybrid literature course and implementing an electronic submission of essays as a tool for grading allows for better feedback and private tutoring through extensive commentary. As teachers of writing, we grade stacks of student essays. Countless times in the past as I graded essays, I have wished for rubber stamps that would duplicate my editorial eloquence. With online essay submissions, my rubber stamp of eloquence is currently stored in a document file where words are listed in alphabetical order beginning with A and “use active voice”. More importantly, the electronic format of a document allows for substantial feedback both within and at the end of an essay. Electronic submission and grading also supports a faster turnaround time and students have access to their grades immediately, rather than waiting until the next class meeting. Documentation supporting the Gordon-Golden rule in assessed words, as well as student learning outcomes can be achieved easily and conveniently within a course management platform, an Excel spreadsheet, and even the ubiquitous paper grade book.

Attachments in support of 1.3 include:

- **Appendix C: Supporting Documentation: Teaching**
 - **Classroom Materials:**
 - Advertising Analysis Essay: Assignment Description and Instructions
 - Shakespeare’s Elizabethan Insults used in role playing
 - **Sample Syllabi:**
 - Fall 2007 – ENC 1101: 10105, 10106, & 10107 (Traditional Seated)
 - Fall 2008 – ENC 1101: 10164 & 10165 (Hybrid)
 - Fall 2009 – ENC 1102: 10604 (Fully Online)
 - Fall 2009 – AML 2010: 10622 & 10693 (Fully Online)

1.4 Briefly describe your particular areas of teaching competence or specialization.

Although my Baccalaureate, Masters and doctoral degrees are in the discipline of English, I believe that the focus of my research within the discipline has varied widely to where I envision myself as a generalist who is well-prepared for teaching a variety of literature and composition courses at the undergraduate level with the delivery of courses ranging from traditional, hybrid, and fully online. My undergraduate degree is enhanced by my minor in Women's Studies with an emphasis in women's history. In my master's program, I studied a fairly equal distribution of British and American Literature, but my love of Shakespeare resulted in the topic of my thesis: "Shakespeare's Gender Transgressions." In my doctoral program, I developed an interest in American Depression Era Literature, Rhetoric and Composition, and Literary Theory and the combination of my master's background in women's studies resulted in my dissertation: "Portraits of Gastonia: 1930's Maternal Activism and the Protest Novel." In 2005, as a way of sharing my specialization in Women's Literature, I created a course proposal and presented it to the LSCC Curriculum & Instruction Committee for the course, Women in Literature (LIT 2380). The Women in Literature course was approved and I have taught this course each academic year. Additionally, I developed a course under "Special Topics" (LIT 2930) with a focus on Multicultural Literature: Gender and Diversity which integrates theoretical areas addressing the marginalized identities of gender and race. My mastery of the subject matter is evidenced by my possession of a terminal degree and my teaching competence is clearly demonstrated in my ability to deliver a wide variety of both composition and literature courses within the department of English in a variety of venues that include both traditional seated classes and technologically enhanced presentations and online course delivery.

In the classroom, I not only bring a broad knowledge base within the discipline of English, but I also bring an expertise in academic writing which provides the foundation for composition courses. I have prepared and shared with my colleagues several power points and in-class exercises for teaching MLA format and research method to College Composition I (ENC 1101). Additionally, I worked on the Committee chaired by Marion Kane to prepare the materials for the Learning Center's and Library's revision of handouts and resource materials when MLA initiated the new format for 2009. Several of my colleagues have consulted me about research citation and documentation and have dubbed me the "Queen of MLA." While I would not claim any expertise beyond those who write the manuals for the Modern Language Association, I can certainly attest to my devotion to those manuals in the completion of my doctoral dissertation and my active participation within a national organization dedicated to research within the humanities. Driven by the love of reading and analyzing literature, I became a better writer and a better composition teacher. In my composition classes, I not only introduce the standard composition skills, but I also insist upon accurate format and documentation. Undergraduate composition forms the foundation for academic writing that will assure success for students as they progress to the university level. To be an English generalist with a terminal degree speaks to my success as a student progressing through a university system and as a teacher who understands the need for a solid writing foundation. However, I also believe that teaching competence is grounded in a genuine love for the student as well as for the discipline.

Attachments in support of 1.4 include:

- **Appendix E: Supporting Documentation: Service to the College**
 - Syllabi Reflecting Course Development:
 - Curriculum Committee
 - Proposal Women in Literature (LIT 2380)

- Literature and Gender (LIT 2930)
- MLA Revisions Project Committee – email documenting membership

1.5 Briefly describe what you regard as your major fields of interest within your discipline.

My major fields of interest fall into two categories, both Depression Era literature and the pedagogy of Distance Education. My research interest, American Depression Era literature is directly linked to my dissertation: “Portraits of Gastonia: 1930’s Maternal Activism and the Protest Novel.” In my study, I examined four novels as a body of working-class fiction that illustrates how women authors relied upon the depiction of the maternal body to represent and reveal a discursive strategy and a lived history within the material and political realities of the Depression Era. These female-authored novels portray how mothering is critical for a sense of community and how female political activism is grounded in the maternal body and in the act of mothering. That is, the maternal body not only identifies the problem, but seeks and supports a collective solution of maternal-based activism to sustain a working-class struggle for economic and political reform. My dissertation was not the product of a disembodied and disembedded writer, but a product of my own lived working-class history. My research interests lie in women’s studies, particularly the literature by working-class women.

Distance Education is qualifies as another major field of interest and research that encompasses most of my time outside of my teaching responsibilities. Although I have outlined my pedagogy and current course design in 1.3 “Special Techniques,” I also believe that Distance Education also belongs in my 1.4 under “Teaching Competence and Specialization” simply because I dedicate an overwhelming amount of time to my course

design for hybrid and online courses. Yet, I hesitate to claim distance learning as a specialization because it is indeed, a work in progress and I am still engaging in researching pedagogy and developing courses which I believe will benefit the students at Lake Sumter Community College.

Additionally, in response to a call for papers for the 2008 Conference of the Modern Language Association on pedagogical strategies for Distance Learning, I responded to the question: “Course Management: Friend or Foe? What courses benefit from using online components to supplement in-person instruction, and in what courses do such “enhancements” detract from student learning experiences?” I frame my arguments as “Meeting the Enemy Without Giving Up the Ship: Literature Courses and the Collaborative Friendship with Learner-Centered Online Courses.” My argument is grounded in the study of faculty perceptions of distance education conducted by Stephen L. Baglione and Michael Nastanski and reported in the *Quarterly Review of Distance Education* where the results of their study overwhelmingly prove the educational benefits of an asynchronous environment for both faculty and students. Much of my online pedagogical theory ranges from Keeler and Horney’s theories of instructional design to Anderson and Simpson’s confrontation of ethical issues in distance education. My presentation, delivered in December of 2008 included visual examples of the online pedagogical strategies I have used for course design at Lake Sumter Community College.

Attachments in support of 1.5 include:

Appendix E: Supporting Documentation: Service to the College

- **Paper & PPT Notes for MLA Presentation:** “Literature Courses and the Collaborative Friendship with Learner-Centered Online Courses”: Delivered

at the Annual Meeting of the National Modern Language Association (MLA).
December 2008

- **Dissertation Chapter 1: Introduction:** “Maternal Representation as Discursive Strategy

1.6 List your peer-review committee, indicating the chairperson. Attach the committee’s final report.

- Melanie Wagner, Chair
- Mary Huffer
- Marion Kane
- Holly Larson

Attachments in support of 1.6:

Appendix A: Peer Teaching Evaluations include:

- Melanie Wagner
 - Peer Committee Report
 - Peer Teaching Evaluation
- Mary Huffer Peer Teaching Evaluation
- Marion Kane Peer Teaching Evaluation
- Holly Larson Peer Teaching Evaluation

Additionally, all attachments in support of 1.6 are located at the end of each copy of the Portfolio Register Portion of this application as the final pages.

2. COMMUNITY SERVICE

2.1 List and briefly describe evidence of service to the community, particularly where such service involves your professional training or experience.

- Ronald McDonald House, 7th Street, St. Petersburg, FL: Volunteer once a month to deliver dinner to the families of children who are critically ill and receiving care at the All Children’s Hospital.
- Leesburg Women’s Club: Editor of the Year Book project for the past 2 years. Also, a club Volunteer at Melon Patch Theatre, Leesburg, FL: Volunteer once a month to work in box office selling tickets and making reservations for performances.
- Leesburg Downtown Business Association: Volunteer for community activities and fundraisers:
 - Main Street Children’s Carnival: October 25, 2008 (operated a children’s treat-booth)
 - Chili Cook Off: November 1, 2008 and currently planning 2009 (selling tickets, gathering ticket boxes and counting vote-tickets to determine winner)
- Jury Duty: Lake County Circuit Court, Tavares, FL - August 3, 2008

Attachment in support of 2.1: Service to Community

Appendix D: Thank you note from Leesburg Women’s Club.

3. SERVICE TO THE COLLEGE

3.1 On what College committees have you served? (Give dates of service, and position held, e.g. Chairperson). [Give brief description (approximately 200 words) of the committee's work and your specific contributions including any leadership role(s) you played)

State Assessment Meeting (SACS)

June 11-12, 2009

Attended a series of workshops held at Valencia Community College focusing on Developing program learning outcomes assessment and institutional effectiveness expectations, creating usable rubrics and aligning course and program outcomes. The information from this workshop has been implemented within department meetings, as well as college-wide meetings in the creation of discipline-specific course outcomes and competencies, as well as in the creation of course rubrics.

Compliance Committee for SACS Reaffirmation 2008-Present: As a committee member, I was charged with carefully researching, analyzing, gathering evidence, making a judgment as to the level of compliance for each of the Core Requirements and Comprehensive Standards assigned to me. I prepared a draft of an LSCC Compliance Certification Form that included detailed documentation proving compliance for the following sections of the compliance report:

- **3.2.14 Intellectual property rights** - The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff.
- **3.5.2 Institutional credits for a degree** - At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of credits required for the degree through instruction offered by the participating institutions.
- **3.5.3 Undergraduate program requirements** - The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.
- **4.4 Program length** - Program length is appropriate for each of the institution's educational programs.
- **Committee for International Study:** As chairperson of this committee, I have been charged with organizing an opportunity for LSCC students to travel abroad during Spring Break of 2010. As part of an enthusiastic recruitment project, I have attended Student Orientations this summer, visited classrooms at the start of the Fall semester, and held 3 informational meetings on all three campuses. Additionally, I have designed, duplicated, laminated, and distributed posters and informational flyers across all three campuses, as well as contacted students and faculty via the LSCC email system.

Curriculum Committee 2007-2009: As a member of the Curriculum Committee, I was charged with reviewing all proposals related to curriculum and instructional matters, including course and program additions, deletions, modifications and textbooks. Proposals are sent to members for individual review prior to the monthly meetings scheduled during the academic year. Typically, the number of proposals ranges from 3 to 10 per month. At the meetings, I participate in the committee's discussions and make recommendations to the Vice President of Academic Affairs for submission to the President and subsequent submission to the District Board of Trustees as appropriate. The final approved actions of the committee are submitted to Statewide Course Numbering System for implementation.

LSCC TV Guest Appearance with Dr. Ricci's Focus Program: August 12, 2008:

Discussed Literature Courses taught as hybrid using the Blackboard course platform.

Lead Instructor for ENC 1102: Literature and Composition 2007-Present: This position consisted of mentoring all faculty involved in teaching this second composition course. I was instrumental in the training of faculty to use the accompanying website for the Pearson textbook: *My Literature Lab*. Part of my expertise on this website resulted from my service as a consultant for Pearson's Media Review board.

English Search Committee – 2007: Committee recommended Kristen Chancey for the full-time position with recommendation that Judith Lezotte be considered for Temporary Full-Time position.

Attachments in support of 3.1 include:

Appendix E: Supporting Documentation: Service to the College

- State Assessment Meeting (SACS) June 11-12, 2009
- SACS Compliance Committee Membership Library website 2008- Present
- International Study – Spring Break 2010 (Flyer) August 2009
- Curriculum Committee 2007-2009
- English Department Lead Instructor/Liaison List 2009
- English Search Committee April/May 2007

3.2 List and describe other responsibilities/activities beyond regular assignments or service on College committees. [Examples of such responsibilities might include: FACC, Faculty Senate, mentoring new faculty, ad hoc groups such as Diversity celebrations, career days on campus; preparation of special reports, research or documentation; development of training material.]

- Brain Bowl:
 - Coach 2006-2009 In partnership with Assistant Coach, organized & hosted a yearly the High Q High School Tournaments at LSCC
 - Expanded Brain Bowl to include participation in the National Academic Quiz Tournaments (NAQT) that includes seven other states in the Southern region in academic competition
 - Official for Brain Bowl State Tournament 2006, 2007, and 2009 (The LSCC team competed in 2008, thereby disqualifying LSCC coaches in the capacity of acting as officials.)
- Volunteered at 7 separate Student Orientations 2009 on both the Leesburg and South Lake campuses – Representing the English Department and promoting international study opportunities scheduled for Spring Break 2010
- Student Nurses Association: Participated in the collection of stuffed animals for the South Lake Hospital emergency department for children being treated for emergencies (April 2009).
- In addition to mentoring within my course specialization as Lead Faculty, I also devoted a great deal of time to faculty mentoring: As one of the first few full-time faculty assigned to the South Lake campus, opportunities to mentor adjuncts, as well as other new faculty assigned to this campus. Among my full time colleagues, I worked closely in mentoring Brian Rogers (History), Kristen Chancey (English), and Margie Gray (Psychology).
- Scenarios participant and completer 2005-2006
- Sexual Harassment Training in 2006
- Work Place Violence Training in 2007
- Presentation of English Department Award at Student Awards Recognition
- Student Engagement Innovation Award in October 2007

Attachments in support of 3.2 include:

Appendix E: Supporting Documentation: Service to the College

Brain Bowl

Evaluation as Brain Bowl Coach (Cindi Lackey, Assistant Director of Student Activities	2008-2009
Evaluations Staff in support of Continuing Contract: Ms. Heather Elmatti (Asst. Director of Student Activities)	Spring 2008

The following Brain Bowl documentation includes email, competition programs, and Student Activities Websites:

- State Official @ Seminole CC February 2006
- Hosted LSCC Annual HiQ Tournament Spring 2006, 2007, & 2008
- Brain Bowl Coach Fall 2006 – Spring 2009
- Regional “Coach of the Year” Spring 2007
- Team East Central Regional Runner-Up Spring 2007
- Team East Central Regional Championship Spring 2008
- Team Placed Third in National Quiz Bowl Spring 2008
- Team Qualifies for Regional Tournament of the Spring 2009
National Association of College Quiz Teams (NAQT)

Attachments for Additional Service Documentation:

- Sexual Harassment Training
- Work Place Violence Training
- Presentation of English Department Award at Student Awards Recognition
- Student Engagement Innovation Award

3.3 List and describe College committee or administrative tasks you have performed.

English Department Chairperson: In accepting the assignment of Department Chairperson in January of 2009, I was in the position of accomplishing most of the tasks that other department chairs had opportunity to begin at the start of the academic year when I had less than a month to meet the administrative due dates for Program Reviews and scheduling. Although a new position requires a learning curve, I realized that this administrative position that, more often than not, requires a work schedule of 14-hour days, 6 days a week. My hard work is grounded by my dedication to Lake Sumter Community College and my desire to function as a team with my colleagues. I sincerely believe my leadership qualities and the overall performance of my duties as department chairperson has been well above satisfactory.

Attachments in support of 3.3 include:

Appendix E: Supporting Documentation: Service to the College

- Evaluation as English Department Chairperson: January 2009 to Present
- LSCC Leadership Workshop – Certificate of Completion on November 21, 2008

4. PROFESSIONAL ACCOMPLISHMENT IN YOUR FIELD

4.1 List professional organization memberships, including offices held and/or committee service.

- Completion of Doctoral Degree
- Legislative Delegate for Community College Special Interest Group – Modern Language Association. (2006-2009 and elected for second term: 2010-2013).
- Delivered a paper at the MLA Conference 2008
- Member of Florida Association of Community Colleges, FACC 2005-present
- Member of the National Council of English Teachers 1999- Present

Attachments in support of 4.1 include:

Appendix F: Supporting Documentation: Service to the Profession

- Letter of congratulations for completion of Doctoral Degree
- Modern Language Association Journal notation of officers and letter of appointment
- Email confirmation of assigned Editorial Review of Five Chapters of textbook for ENC 1101 – Roen's *The McGraw-Hill Guide*
- Professional Development Planning Forms: 2006-2009

4.2 Indicate professional, regional and national organization meeting attendance. Include here any participation such as papers given, panel discussions, etc.

Brain Bowl regional and state level competitions

4.3 List and describe any grants, fellowships, prizes or other honors received or won.

Modern Language Association Professional Development Grant (\$300.00) support for attendance and participation in the December 27, 2008 workshop at the MLA Convention with Dr. Gerald Graff: "Teaching the Central Move of Academic Writing."

4.4 List and describe any honorary societies to which you belong. Provide a complete listing including items that predate the evaluation period. NONE.

4.5 List any academic courses (credit, non-credit, or certification) taken beyond degrees listed under "Curriculum Vitae." Provide a complete listing including items that predate the evaluation period.

4-hour Workshop with Gerald Graff: "Teaching the Central Move of Academic Writing" on December 27, 2008 at the MLA convention in San Francisco. Workshop on teaching academic writing through templates.

4.6 Bibliography.

Campbell, Patricia R. "Meeting the Enemy Without Giving Up the Ship: Literature Courses and the Collaborative Friendship with Learner-Centered Online Courses." Submitted for publication to *Digital Humanities Quarterly*, Joseph Rabin, Ed.

Campbell, Patricia R. "Portraits of Gastonia: 1930's Maternal Activism and the Protest Novel." Diss. The University of Florida, 2006.

4.7 List and describe other professional or scholarly activities not covered in questions 4.1-6 above.

Consultation: Review Panel for McGraw-Hill textbook Directed by Nanette Giles, McGraw-Hill Market Development: *The McGraw-Hill Guide* (full version and concise edition) December 28, 2008 (6:00 to 8:00 PM – MLA Convention Meeting Room: San Francisco Hilton)

- Meeting culminated a full editorial review of the first edition of the *McGraw-Hill Guide* where I was assigned four specific chapters and completed the review in May 2009.

Consultation: Pearson-Longman Media Focus Group for *My Literature Lab* online media supplement Directed by Annie England, Editorial Assistant, on Monday, December 29, 2009 (4:00 to 5:00 PM – Convention Meeting Room: Prescott Hotel, 545 Post Street, San Francisco.

To the best of my knowledge, I certify this information to be complete, correct and current.

Signed: Patricia R. Campbell

Date: September 11, 2009

Current Rank: Instructor

P. Campbell: Portfolio Register Attachments

Portfolio Register

1.2 Supporting Documentation: Classes Taught

Appendix A: Peer Teaching Evaluations

- Melanie Wagner
 - o Peer Committee Report
 - o Peer Teaching Evaluation
- Mary Huffer Peer Teaching Evaluation
- Marion Kane Peer Teaching Evaluation
- Holly Larson Peer Teaching Evaluation

Appendix B: Instructional Performance: Department Chairperson's Faculty Evaluations

- | | |
|--|-------------------------------|
| - Instructional Performance (Dr. Sligh) | Fall 2005 – Spring 2006 |
| - Instructional Performance (Dr. Sligh) | Fall 2006 – Spring 2007 |
| - Instructional Performance (Dr. Wagner) | February 2006 – February 2007 |
| - Instructional Performance (Dr. Wagner) | February 2007 – February 2008 |
| - Instructional Performance (Dr. Wagner) | February 2008 – February 2009 |

Evaluations of Faculty and Staff in support of Continuing Contract:

- Dr. Melanie Wagner
- Dr. Mary Huffer

Sampling of Student Evaluations With Commentary:

- Spring 2007 – ENC 1102: 20166 (3.7 of 4.0)
- Spring 2007 – LIT 2380: 20185 (3.9 of 4.0)
- Spring 2007 – ENL 2022:20184 (3.5 of 4.0)
- Fall 2007 – LIT 2380: 10610 (3.6 of 4.0)
- Fall 2007 – ENC 1101: 10056 (3.5 of 4.0)
- Fall 2008 – ENC 1101: 10165
- Fall 2008 – AML 2020: 10167
- Fall 2008 – LIT 2930: 10330
- Spring 2009 – ENC 1102: 20185

1.3 Supporting Documentation:

Appendix C: Supporting Documentation: Teaching

Classroom Materials:

- Advertising Analysis Essay: Assignment Description and Instructions
- Shakespeare's Elizabethan Insults used in role playing

Sample Syllabi:

- Fall 2007 – ENC 1101: 10105, 10106, & 10107 (Traditional Seated Class)
- Fall 2008 – ENC 1101: 10164 & 10165 (Hybrid)
- Fall 2009 – ENC 1102: 10604 (Fully Online)
- Fall 2009 – AML 2010: 10622 & 10693 (Fully Online)

1.4 Supporting Documentation: Competence & Specialization

Appendix E: Supporting Documentation: Service to the College

Syllabi Reflecting Course Development:

- Women in Literature (LIT 2380).
- Literature and Gender (LIT 2930)

MLA Revisions Project Committee – email documenting membership

1.5 Supporting Documentation: Fields of Interest

Appendix E: Supporting Documentation: Service to the College

- **Paper & PPT Notes for MLA Presentation:** “Literature Courses and the Collaborative Friendship with Learner-Centered Online Courses”: Delivered at the Annual Meeting of the National Modern Language Association (MLA). December 2008
- **Dissertation Chapter 1: Introduction:** “Maternal Representation as Discursive Strategy

1.6 Supporting Documentation: Peer Review

Appendix A: Peer Teaching Evaluations include:

- Melanie Wagner
 - o Peer Committee Report
 - o Peer Teaching Evaluation
- Mary Huffer Peer Teaching Evaluation
- Marion Kane Peer Teaching Evaluation
- Holly Larson Peer Teaching Evaluation

Note: Copies are also located at the end of each copy of the Portfolio Register

2.0 Supporting Documentation: Community Service

Appendix D: Thank you note from Leesburg Women’s Club.

3.1 Supporting Documentation: Service to the College

Appendix E: Supporting Documentation: Service to the College

- State Assessment Meeting (SACS) June 11-12, 2009
- SACS Compliance Committee Membership Library website 2008- Present
- International Study – Spring Break 2010 (Flyer) August 2009
- Curriculum Committee 2007-2009
- English Department Lead Instructor/Liaison List 2009
- English Search Committee April/May 2007

3.2 Supporting Documentation: Service as Other Responsibilities

Appendix E: Supporting Documentation: Service to the College

Brain Bowl

Evaluation as Brain Bowl Coach (Cindi Lackey, Assistant Director of Student Activities	2008-2009
Evaluations Staff in support of Continuing Contract: Ms. Heather Elmatti (Asst. Director of Student Activities)	Spring 2008

The following documentation includes email format and competition programs:

- State Official @ Seminole CC February 2006
- Hosted LSCC Annual HiQ Tournament Spring 2006, 2007, & 2008
- Brain Bowl Coach Fall 2006 – Spring 2009
- Regional “Coach of the Year” Spring 2007
- Team East Central Regional Runner-Up Spring 2007
- Team East Central Regional Championship Spring 2008
- Team Placed Third in National Quiz Bowl Spring 2008
- Team Qualifies for Regional Tournament of the National Association of College Quiz Teams (NAQT) Spring 2009

Additional Service Documentation:

Sexual Harassment Training	2006
Work Place Violence Training	2007
Presentation of English Department Award at Student Awards Recognition	April 27, 2007
Student Engagement Innovation Award	October 2007

3.3 Supporting Documentation: Administrative tasks

Appendix F: Supporting Documentation: Service to the Profession

- Evaluation as English Department Chairperson
- LSCC Leadership Workshop – Certificate of Completion

4.1 Supporting Documentation: Professional

Appendix F: Supporting Documentation: Service to the Profession

- Evaluation as English Department Chairperson: January 2009 to Present
- LSCC Leadership Workshop – Certificate of Completion on November 21, 2008
- Completion of Doctoral Degree: November 15, 2006
- Delegate Two-Year College in the Modern Language Association Two 3-year terms. 2007-2013
- Email confirmation of assigned Editorial Review of Five Chapters of textbook for ENC 1101 – Roen’s *The McGraw-Hill Guide*
- Professional Development Planning forms 2006 - 2009