Faculty Annual Information and Self-Evaluation Report
Dr. Mark C. Long, Department of English
Academic Year 2018-2019

I. Instructional Activities My appointment as Director of the Integrative Studies Program includes 66% reassigned time and so I teach one course each semester.

II. Current Year Summary In the fall of 2018 I taught one section of English 490. In the spring I taught one section of Thinking and Writing (as an overload) and one section of English 402: Theory and Practice. And in the 2019 summer session, I am teaching an online upper-level ISP course, IH English 392: Writer and World, with a focus on the poetry and prose of Mary Oliver.

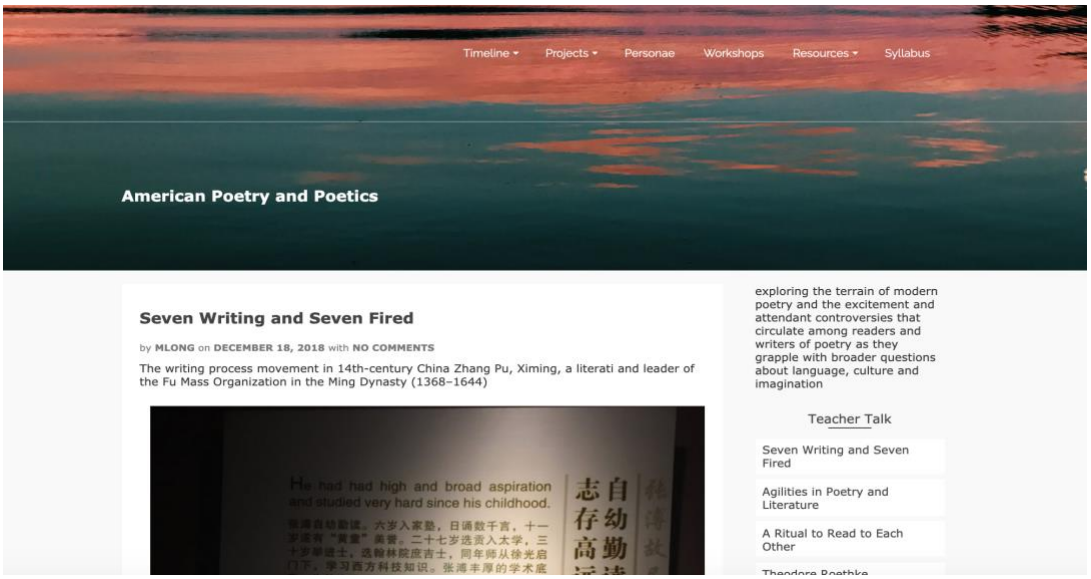
My instructional activities this year were shaped by a collaboration with my colleague, an assistant professor of English, Christopher Parsons. Our work together began with a joint proposal for the 8th Annual USNH Academic Technology Institute (ATI). Our project, "Making Teaching and Learning Visible: Open Education, English Studies, and English Education," combined our aspiration to infuse open educational resources (OERs) and open pedagogy for students in the English education option, the English literature and writing options, and our critical, creative, and professional writing minors.

We began with a question: how do we locate the literary activities of reading and writing in a broad definition of literacy that includes self-representation and collaboration? Drawing on a decade of pedagogical work on the open web, Mark provided experience building open pedagogical communities on a digital domain. Chris provided experience with digitally mediated teaching and learning from his doctoral program at the University of Michigan. Working together, and with our students, we created new educational resources for our students: Chris' project using audio or video recordings of mini-lessons, with the explanation and modeling included, and Mark's project building an open poetry and poetics commentary site.

Fall 2018

English 490: American Poetry and Poetics is a seminar for majors on the development of American poetry. Students explore formal developments in modern American poetry, in exemplary and representative poems, as well as pursue the critical and theoretical questions these developments raise—with a special focus on writing by working poets as they attempt to define, delineate and develop a poetics. The course helps students map the complex terrain of modern and contemporary poetry, discover the excitement and attendant controversies that circulate among readers and writers of poetry, and grapple with broader questions about language, culture and imagination.

The intellectual work of the students is on a blog—a digital portfolio that documents their activities as readers, thinkers, and writers. The projects students complete in the course include: 1) writing commentaries for a resource guide American Poetry and Poetics; 2) memorizing lines of poetry; 3) writing about poems and the conversations among readers and writers these poems generate. The digital format allows students to organize their thinking in writing, as well as in audio and/or video. The multimodal portfolio is useful as well for making visible the ongoing cultural work of poetry and poetics.



The ATI project furthered work on an open anthology of poems and commentary on Press Books. The book, American Poetry and Poetics, was built in the spring of 2018 with a group of students interested in writing and publishing commentaries of poems on the web. The students selected and edited earlier commentary by students in previous classes and built the book on the publishing platform Press Books. Our goal was to provide a more stable and reliable digital resource for readers.

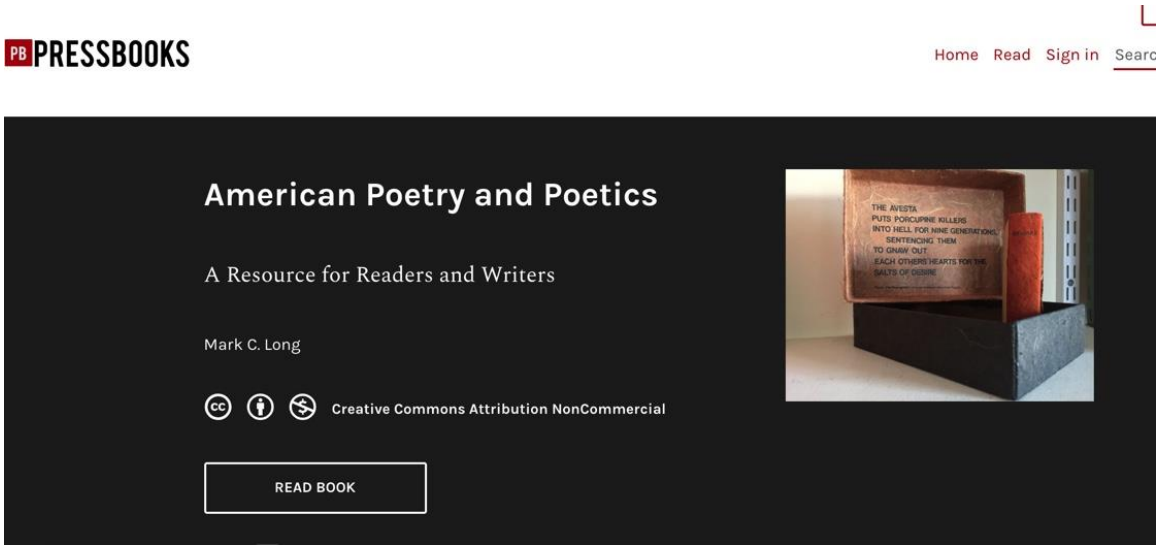
About half-way through the course, I received an unexpected e-mail notifying me of a new comment on one of the commentaries written by one of the students:

> Thank you for publishing this analysis and copy of "If I can stop one heart from breaking." I am a woman of 81 years living in a retirement community in eastern Pennsylvania. I have been going through a rough patch in my life's road between birth and death and this poem was read at our weekly meeting for worship yesterday May 27th 2018. I am at a difficult stage in this journey which is inevitable to us all and I derived much needed comfort from her message however it is analyzed. Thank you again.

We talked about this comment in class. The conversation helped my students imagine a wider audience for readers of poetry beyond the secondary students that we knew were already using the Press Books site. Too, we talked about the opportunity for future KSC students to develop the Open Educational Resource (OER) as a hub for other openly-licensed materials on the web; students learned to record and embed audio files of them reading the poems in the commentaries; and they learned to integrate content from other open resources—including Penn Sound, the Poetry Foundation, and archival materials in the Modern Poetry Collection at Keene State College.

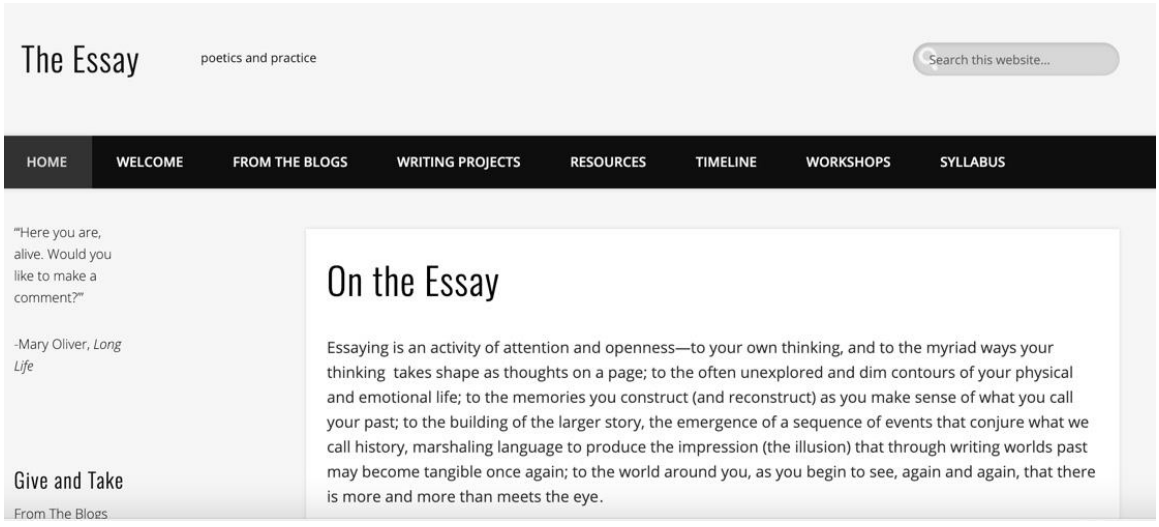
American Poetry and Poetics: a Resource for Readers and Writers currently includes fifty commentaries on nineteenth century poems by sixteen contributing editors. The book offers comments on exemplary and representative poems that have shaped a tradition of writers and readers of poetry in the United States, as well as discussions of less-known poems that have surfaced more recently as a result of archival and editorial work. Our efforts are at the same time engaged with poetics, including the critical and theoretical conversation concerned with

American poetry, the historical and cultural contexts in which poetry has been written, and the diverse ways poems have been (and continue to be) read.



Spring 2019

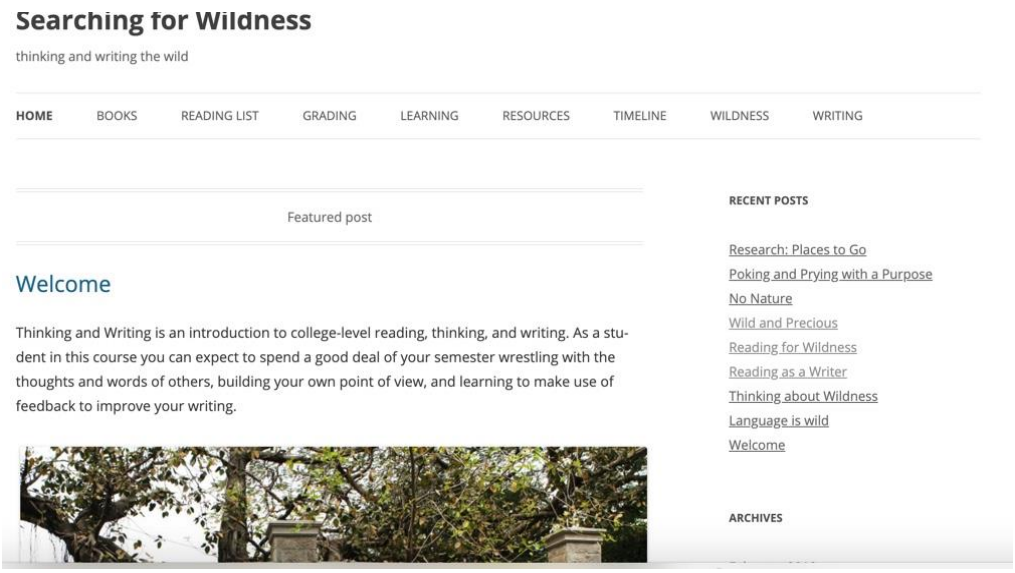
English 402 Theory and Practice is a course on forms of the essay—the personal essay, literary journalism, the review, critical commentary, and the public humanities. The course surveys the history of the essay as a literary genre; students wrestle with theories of the essay; and they reflect on their experiences writing expository, descriptive, narrative, personal, and creative nonfiction in school. The readings included *Essayists on the Essay: From Montaigne to Our Time*, edited by Carl H. Klaus and Ned Stuckey-French, and a recently-published monograph for teachers, *Crafting Presence: The American Essay and the Future of Writing Studies*, by Nicole B. Wallack.



Teaching this theory and practice course has furthered my practice of *writing with* my students across the semester, using the blog post to provide context and materials through a sequence of reflective essays and other materials that I collect in the blog category Teacher Talk. Using this pedagogical strategy, I have become far more responsive to each group of students: I am more

attentive to their progress (or not); I am providing students with more feedback; and, using truly provisional Timeline allows me to update and revise the workflow in response to what student are actually learning. I have also developed Reading Notes and Editorial Assistant roles that provide students with more agency and responsibility during the writing process, and more experience designing and giving feedback through student-led in-class workshops. And, finally, the course blog archives all the feedback and every workshop so that students have access to the learning process for the duration of the course.

My section of Thinking and Writing, Searching for Wildness, is organized around the concept of wildness. The phrase "search for wildness" describes the act of seeking understanding of the world–of the expression of the wild in nature and in culture. The search for wildness takes shape in individual questions about the meaning and purpose of human life; it gives rise to collective stories, myths, and purpose; it is organized in the cultural activities of natural history, spirituality, science and mathematics; it is pursued through historical and comparative studies of nature and/or culture; and it generates utopian and post-apocalyptic fictions about the ways human technologies are transforming the world.



I truly love teaching this course, in part because ITW has from its inception been focused on the content expertise of the faculty member teaching the course. In fact, one of the writing outcomes of the course is that students will "Cultivate disciplinary and interdisciplinary expertise necessary to question sources, develop ideas, and offer interpretations." My ITW section, however, is not limited to disciplinary thinking or writing: my expertise in the interdisciplinary field of the environmental humanities gives students the opportunity to take up interdisciplinary questions and pursue multidisciplinary questions about nature and culture in writing projects that draw on multiple academic fields.

To this end, my students begin by choosing a book to read. I begin with the simple idea that every first-year students should read a "real" book. First, each student chooses a book. They then read the book and engage with the experience of reading through a series of reading, thinking, and writing activities. In the spring of 2019, students chose to read a range of books that bring them into the course theme. The books included Ursula LeGuin's ***Always Coming Home*** (1985), a post-apocalyptic / science fiction story centered around the life and culture of the "Kesh" people; Barry Lopez's ***Arctic Dreams: Imagination and Desire in a Northern Landscape*** (1986), a

natural and cultural history of the Arctic and its inhabitants—narwhals, polar bears, beluga whales, musk oxen, and caribou—between Davis Strait and Bering Strait that draws on the life-ways of native people and archeologists, biologists and geologists studying the Arctic; John Krakauer's ***Into the Wild*** (1996), a nonfiction account of Christopher McCandless who left school and traveled through the American west on a quest to find himself and reconnect with wilderness and the wild; Richard Louv's **Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder** (2005), a study of the decrease of nature in the lives of children in relation to trends such as the rise in obesity, Attention Deficit Disorder (ADD), and depression; Eric Schlosser's ***Fast Food Nation: The Dark Side on the All-American Meal*** (2005), an expose of how the fast food industry has changed the landscape of America, increased the gap between rich and poor, devastated human health, and transformed the global system of food production and distribution; Elizabeth Kolbert, ***Field Notes from a Catastrophe*** (2006), an account of the scientific evidence of climate change and the challenges of citizens and governments in addressing the ongoing changes (and losses) in the biosphere resulting from human activity; Oliver Sacks's ***The Mind's Eye*** (2010), a collection of case studies that explore how people represent the world in three dimensions and the ways the human brain creates ways of perceiving when people lose the ability to speak, the capacity to recognize faces, the sense of three-dimensional space, the ability to read, or a sense of sight; and Elizabeth Kolbert's ***The Sixth Extinction: An Unnatural History*** (2014), with thirteen chapters each focused on a different species a journalist chronicles what George Cuvier first called in 1796 "*espèces perdues*" (lost species) to share the excitement and horrors of mass extinction.

This semester I renewed my pedagogical approach in ITW and revised my method of introducing students to academic research and inquiry. Soon after we designed ITW, I wrote for the program blog a sentence that summarized our vision of the first-year writing course: "Thinking and Writing exemplifies the liberal arts mission of Keene State College by challenging our first-year students to engage in genuine academic scholarship." This past year, in conversations with the faculty who teach ITW, I was reminded of my colleagues' commitment to the idea of a first-year writing course that introduces students to academic inquiry. In the ITW workshops last year and in the fall, we talked about the crucial outcome of information literacy—finding, evaluating, analyzing, reflecting on and synthesizing appropriate primary and secondary sources—that our students (and, we have found, ourselves) need to develop as we navigate the rapidly changing information environment. So in my spring 2019 section of ITW, I developed a series of new activities to give students opportunities to engage with and reflect on this literacy, including time together in the stacks of the library and in-class work with databases and other web-based, open-access materials.

My spring 2019 ITW was also shaped by an ongoing collaboration with the Coordinator of ITW, Irene McGarity, the tenure-track and adjunct faculty who teach ITW, members of the ISPC, as well as our periodic ISP assessments of ITW and writing in the ISP. I piloted changes to the first-year course that we might develop and implement in the coming years. These changes, at the same time, incorporated what I have learned during 1) my work on the President's Enrollment Task Force in the spring of 2018, 2) my experiences working with colleagues to implement the findings of our co-curricular-planning in the spring of 2017, and 3) my continued incorporation of research in the field of rhetoric and writing, including what we know about writing transfer (see the Elon Statement on Writing Transfer (2015) and the collection of essays in *Critical Transitions: Writing and the Question of Transfer*, by Chris Anson and Jessie Moore (2017); as well as the insights of the multi-campus study *The Meaningful Writing Project: Learning, Teaching, and Writing in Higher Education* by Michele Eodice, Anne Ellen Geller, and Neal Lerner. (The ISP and the Center for Writing brought Anne Geller and Neal Lerner to KSC in the spring of 2018.)

I began with questions about course design: what does a first-year writing course look like when one takes into account what we have learned together locally, as well as in relation to what we know about student writing and writers in the field of writing studies? And how do we design and teach a course guided by studies of college preparation and retention, research and best practices in learning theory, as well as years of curricular and co-curricular planning at the College? From these questions I focused on the following elements in my section of the course:

- Building meaningful and lasting relationships that our students tell us they value and that research shows leads to success and persistence in the first year;
- Introducing students to the College Wide Learning Outcomes. (In the course model we have been developing, the first-year course will 1) be a critical thinking *and* creative inquiry seminar and 2) use faculty expertise and interest in one of the college-wide learning outcomes. My focus was on Sustainability);
- Integrating advising and ISP curriculum orientation during pre-registration period and in individual conferences;
- Using high impact practices to promote learning and student persistence at the College;
- Engaging students with metacognitive activities to help them understand their learning.
- Making use of open educational resources (OER) to reduce textbook costs (such as using readily-available and cost-free web-based research and citation materials);

How did it go? In the final week of classes, as has become a customary practice in my teaching, we write the "learning outcomes" for the course. We had two questions, and the students wrote a reflective essay that we then used in class for a learning outcomes brainstorm. Rather than my efforts to transform their comments into the form of learning outcomes, I include below a selection of examples of what the students said, and that I wrote on the whiteboard in the classroom during our discussions:

What have you learned about writing?

- I have learned the research is finding and looking deeper into sources
- I know about the difference between primary and secondary sources and where I can find them in the library
- I have learned that organizing information depends on what you are trying to do as a writer and there are lots of ways to organize writing
- I have learned to write with sources. I know how to use titles, epigraphs, phrases and sentences from my sources, and block quotes
- I understand that that there are lots of ways to do citation
- I have learned that writing is a process of adding to your paper and cutting things out of your paper
- I have learned to make titles that tell a reader what the writer is going to say
- I have learned to ask "So what?" Why does it matter to a reader?

What have you learned about yourself as a writer?

- That procrastination is part of the writing process. But it is also a problem for me
- When I get interested the writing and the research is easier
- Research is not what we did in high school. It is more difficult. I need other people and not trying to figure it out on my own
- When I am confident I am better at writing. I now know that I can write a longer essay.

Teaching first-year writing is an opportunity to make a demonstrable difference in the success of the students who take the course. As with most of my first-year students, the members of my group this spring produced essays of various quality—from a student who did not meet deadlines and ended up just passing the course to a student whose essay "Polar Bears: The Anatomy, Behavior, and Effects of Climate Change on a Species" received Honorable Mention in the 2019 First-Year Research and Writing Award competition. As Nancy Sommers remarked years ago in an influential longitudinal study of student writers, many of the changes that take place in the first year are changes in the writer and are therefore often not visible on the page. My experience with teaching ITW over the years has confirmed this finding again and again.

In addition, my instructional activities in the spring semester of the 2018–19 academic year included an independent study, as well as two summer session courses: an upper-level ISP course and an independent writing and editorial workshop for a student writing a book-length philosophical study of ethics and artificial intelligence.

In **English 498 Independent Study: Hearing Knowledge**, a student continued work that began in a 400-level English seminar on American poetry. This investigation of language, poetic form, and sound from Walt Whitman's experiments in verse to more contemporary experimental poetics. Readings included essays and book-length studies on sound and poetics, including essays by Jack Collum, "On Sound and Rhythm," selected essays from Marjorie Perloff and Craig Dworkin, eds., *The Sound of Poetry / The Poetry of Sound*, and Robert Pinsky's *The Sounds of Poetry: A Brief Guide*.

IH English 392: Writer and World is an online course dedicated to one of the most accomplished and popular poets of her generation, Mary Oliver. The course is designed for anyone interested in literature and culture and is open to all students who have completed twenty-four credits in the Integrative Studies Program. We will read selected poems from the early 1960s and 1970s, selected essays and commentaries, and poems from the books Oliver published before her passing in 2019. We will also consider the critical and popular reception of Oliver's poems and essays to appreciate how a particular artist's devotion and commitment to creative work enlivens human culture

English 498 Independent Study: Editorial Workshop on Writing Philosophy is designed to continue a student's work on a book centered around the concept of artificial intelligence and their rights as beings. The student has been working with Allison Mount in philosophy and Wes Martin in Political Science. He came to me to develop a clearer prose style as well as rhetorical awareness and sophistication. His project requires multiple answers to fundamental questions: what it means to be conscious, to be a being, and what it means to have rights. The Independent Study will help the student articulate complex philosophical concepts and translate speculative thinking for a non-specialist audience without a background in philosophy. Our editorial process will focus on a chapter by chapter, or a topic by topic-based process, emphasizing the ability to consolidate information and simplify the writing without oversimplifying or overexplaining. Readings include *Memory: A Very Short Introduction* by Jonathon K. Foster; *Consciousness: A Very Short Introduction* by Susan Blackford; *Metaphysics: A Very Short Introduction* by Stephen Mumford; *Consciousness Explained* by Daniel Dennett, *What Computers Still Can't Do* by Hubert L. Dreyfus; *Until Every Animal is Free* by Saryta Rodriguez.

Teaching Activities Beyond Keene State College

Graduate Education

Examiner Report for PhD thesis by Subarna De, "Reinhabiting Kodagu: A Bioregional Reading of Kavery Nambissan's *The Scent of Pepper* and of Sarita Mandanna's *Tiger Hills*," Central University of Tamil Nadu, Tamil Nadu, India January 2019

Examiner Report for PhD Thesis by Swatilekha Mahato, "Green Politics and Environmental Consciousness: An Ecocritical Study of Select American Women Fiction," Pondicherry Central University, Tamil Nadu, India, October 2018

Dissertation Proposal Defense, Laurie Stuhlbarg, Doctoral Candidate in Environmental Studies, Antioch New England Graduate School, Keene, New Hampshire, October 2018

PhD Learning Domain Project Advisor, Laurie Stuhlbarg, "Literary Urban Ecology," Environmental Studies Program, Antioch New England Graduate School, Keene, New Hampshire, Summer 2018

Institutes and Workshops for Secondary Educators

Co-Facilitator and Master Teacher in Residence, Annual Environmental Literature Institute at Phillips Exeter Academy, June 24–29, 2018. (A description of the third annual Institute is available on the web site of the Association for the Study of Literature and Environment (ASLE): A Report on the 2018 Environmental Literature Institute: A Space for Emergence.)

Facilitator, Workshop on Teaching Writing, English Department, San Francisco University High School, San Francisco, California, March 2019



Leading faculty workshop on teaching writing at San Francisco University High School

Course Pedagogy

My comments on my classes above make visible pedagogical assumptions, methods, and tools that have created more optimal learning conditions for my students. My choice has been to move from closed, proprietary digital platforms to open-source tools that free students to work on the open web. As a Project Leader for the KSC Open, a member of the KSC Open Education Learning Community, and as a USNH Open Education Faculty Fellow, I am committed to exploring and working with faculty and staff colleagues to implementing more flexible, collaborative, and empowering learning ecologies on the open web. In fact, I continue to mentor other faculty in the use of these digital tools.

In my work with students—as well as in my research and writing about teaching and technology—I have become deeply skeptical of the affordances of the Learning Management System (LMS). My working premise is that the design of these proprietary course management systems is inseparable from the concept of teaching and learning as management. And while it may be impertinent to say, behind the useful technology of an LMS such as Canvas is a set of ideas that actively works against the core values of a liberal education. My observation is that students experience and respond to the difference between 1) teaching and learning as a process of management and 2) teaching and learning as discovery.

My pedagogy is also predicated on critical questions about how learning outcomes shape conditions for learning. My assumption is that if meaningful academic work is the product of building optimal conditions for engagement and agency, as I believe it is, then we need to be more thoughtful about our collaborations with students and the tools and vocabularies that mediate these relationships. Because I am interested in the unique ways that each group of students make sense of the literary and cultural materials I teach, I no longer define learning outcomes *for* my students. While I understand the institutional agenda of teachers and programs articulating *for* students the expected attitudes and habits of mind, knowledge, and skills and competencies that they will be expected to learn in a course, I now choose to engage students in individual and collaborative reflection across the semester to capture attitudes and habits of mind, knowledge and understanding, as well as skills and competencies. Students learn to talk and to write about their goals and aspirations in my course throughout the semester. I then invite students at the end of each course to articulate *their* learning outcomes. We work together to use these articulations as a reflective activity to encourage thinking not only *what* they have learned, but also *how* what they have learned will transfer to other learning opportunities and contexts in their lives.

Course Feedback

I monitor the effectiveness of my teaching, and my courses, from detailed self-evaluations that students complete at mid-term, as well as by reading the reflective writing my students do during at the end of each semester. However, the feedback I received on my courses and teaching on the electronic course evaluations at the end of the spring 2019 semester was extremely positive. One student commented, "Dr. Long is generous with his time and feedback for the work he assigned. He's brilliant, professional, and brutally honest—but in a kind way. In short, he is one of your gems in the KSC English Department." Another commented specifically on my efforts to focus my attention more on student learning: "Mark Long is one of the best professors I've had at Keene State. His teaching is so effective, compared to other teaching styles I've experienced here, because it's centered toward student participation rather than lecture."

Teaching Effectiveness

Over the past ten years I have developed a method to make the process of teaching and student learning visible and public—from my materials and teaching methods to the students' reading, thinking, and writing. In all of my classes my work of my students is in the public domain so that everyone— the student, the teacher, the classmates, and anyone else who might be interested—has access to the products *and* the process of learning.

At the same time, I have devised thinking and writing prompts that are driven less by "knowledge telling" and more by the challenge of engaging students with meaningful intellectual work. The way I have describe the problem is that the writing is assignment is perhaps the most devastating thing that ever happened to writing. The solution poses a fascinating pedagogical question: can one teach writing without assignments?

To more fully engage students in the process of their own learning, I design projects that facilitate the intellectual dispositions and rhetorical conventions that underlie effective writing. More recently, I have benefitted from professional conversations around open pedagogy and open educational materials. Through the use of web portals, archives, and web-based materials, my classroom is designed to empower students to make use of the web through the use of digital resources in the public domain—including writing guides and handbooks to reduce the cost of class materials. My students are working with primary and secondary materials as well, including archives such as Calisphere, the Walt Whitman Archive, Penn Sound, the poetry Foundation, and the Digital Public Library of America (DPLA). In using these materials, students learn to build digital spaces to gather, organize, explore, and share materials. I also emphasize through reflective writing and meta-commentary the formative process articulating a digital identity for subsequent academic and life work.

My students engage in self-assessments on their blogs, as well as at the end of the semester when we write and publish the learning outcomes for each course. The students also complete their own self-assessments, where they comment on the expectations and design of my courses:

- The assignments in this course forced me to reach beyond what I thought was the limit of my capacity to produce something that while personal in nature, could still be meaningful to a reader. My success with the essays written in this course is directly related to Dr. Long's teaching method and feedback;
- As a writing major, this is the most useful course I took this year. I enjoyed all of the work we did and I think that I am a stronger writer because of this course
- As I'm about to graduate, I realize that this was one of my favorite courses. The blog site gave me a great deal of trouble in the beginning, but Dr. Long and Jenny Darrow worked with me to overcome the glitches. Though technology remains challenging at times, it's rewarding to have worked through the problems and produced a site that I'm proud to put my name to.

These are gratifying comments. For I work very hard to learn from my students and grow with them as a teacher. My collaborations with my colleagues in the open education learning community has inspired me to articulate the values that guide my work in the classroom. And the comments above about high expectations and support for students align well with is the current statement that I publish on my course sites:

> The privilege of study in a college classroom is the experience of higher standards than what you are used to and becoming aware of these standards so as to enlarge your own sense of what can be done. Your job in the class is to do your best: to hold yourself accountable to your best reading, writing, and thinking. The work that you produce will not in every case be the best that you can do, as you have busy lives and other priorities. But in every case, you will work with the time you create for this class and make the most of that time. My job is to help you get the most of out of the reading we will be doing together, our discussions, and your writing. As a teacher, I work hard to practice what I expect from my students. My hope is that together our practice will embody the values that inform the most satisfying and rewarding intellectual work: centeredness, wholeness, compassion, forgiveness, generosity, imagination, and collaboration.

III. Scholarship and related professional activity

During the 2018–19 academic year my book on teaching the poems and essays of Ralph Waldo Emerson was released in October; I completed a forthcoming 12,000 word encyclopedia piece on environmental writing for the *Oxford Dictionary of American Literature*; I serve as the secretary of the William Carlos Williams Society; and my editorial activities continue: this year is my sixteenth as Associate Editor for *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* (Duke UP) and my second year as the Book Review Editor for the *William Carlos Williams Review.*

My related professional activities include visiting campuses and writing external reviews for academic programs; serving as a member of doctoral committees, including participating in dissertation defenses, reading and providing feedback on chapters of the dissertations, engaging with candidates in the dissertation defense, and reading and evaluating the dissertation; as well as reading the scholarship dossiers and writing letters evaluating the scholarship of faculty members for college and university promotion and tenure review committees. My editorial work includes serving on editorial boards of academic journals; reviewing book manuscripts for university presses; accepting invitations to write book introductions, prefaces, and book "blurbs" for books.

And this week I received notification that I have been selected as an Honorary Member by the Association for the Study of Literature and Environment. I have been involved with ASLE since its inception and have served the association is many ways, including as its president. ASLE extends honorary memberships to people who have contributed to ASLE and/or literature and environmental studies: people who have significantly enriched those familiar with their work. And at this summer's Biennial Conference of ASLE in Davis, California, I will be honored as a new inductee.

This is a humbling recognition for sure. For ASLE honorary members with exemplary careers as artists, advocates, and environmental role models include Wendell Berry, Laurence Buell, Gary Snyder, John Elder, Mary Oliver, Robin Wall Kimmerer, Janisse Ray, Annette Kolodny, David Suzuki, Leo Marx, E.O. Wilson, and Scott Russell Sanders.



An unanticipated and delightful appearance on a poster pasted on a metasequoia tree at Yellow Sea Forest Park before an open air poetry reading party, interview, and opening ceremony for the new "Poet's House," Dongtai, Jaingsu Province, China

List of Publications

Book

Approaches to Teaching the Works of Ralph Waldo Emerson (October 2018).

Dictionary Entry

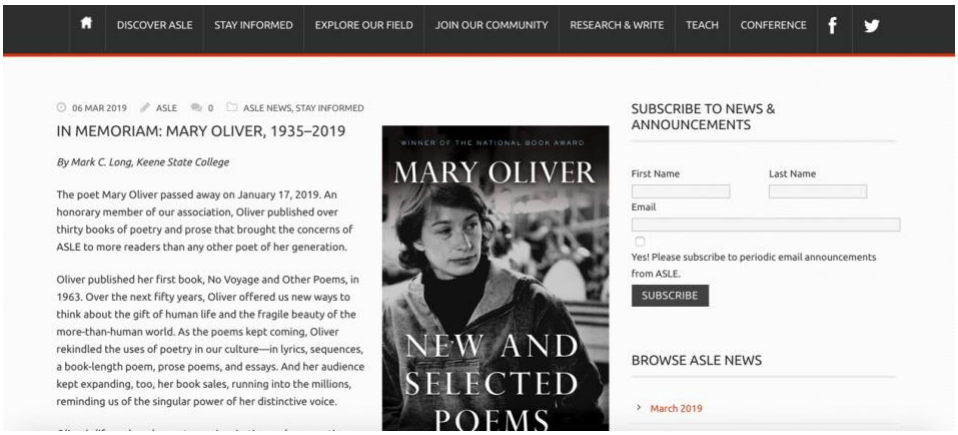
"Environmental Writing," Oxford Dictionary of American Literature (forthcoming).

Essays

"Nature and After: A Survey of Twentieth-Century American Poetry, *Companion to American Poetry*, Wiley Blackwell Publishers (forthcoming summer 2020).

"The Pastoral and the Anthropocene," *The Worcester Review,* an essay that will appear in a special feature on Chinese and American Pastoral Poetry (forthcoming summer 2019).

"Mary Oliver: In Memoriam, 1935–2019," Web Site of the Association for the Study of Literature and Environment, March 2019.



Book Reviews

Each year I write book reviews for academic journals. Some of the reviews, which I have published in the flagship journal of the Association for the Study of Literature and the Environment (ASLE), is available on my author page at the Oxford University Press web site.

"*Emerson and Environmental Ethics*, by Susan Dunston, *Nineteenth-Century Prose* (forthcoming spring 2020).

"*The Search for a Democratic Aesthetics: Robert Rauschenberg, Walker Evans, William Carlos Williams*, by Alexander Leicht," *William Carlos Williams Review* (Summer 2018).

Conference Activity

Organizer, a Poetry Reading in Honor of Mary Oliver, Association for the Study of Literature and Environment Biennial Conference, Davis, California, June 2019.

Organizer and Co-Chair (with John Tallmadge), "Staying Alive: Narratives from the Profession," Association for the Study of Literature and Environment Biennial Conference, Davis, California, June 2019.

Participant, "Affective Ecocriticism: A Pre-Conference Workshop," Association for the Study of Literature and Environment Biennial Conference, Davis, California, June 2019.



Reading at opening ceremony event at the Symposium on Chinese and American Pastoral Poetry, Yancheng Teachers University, Yancheng, Jaingsu province, China

"Pastoral and Ecopoetics in the Anthropocene," Poetry Bridging Continents: From Walden to the Yellow Sea Symposium, Yancheng Teachers University, Yancheng, Jaingsu, China, October 2018.

"Thoreau: A Reading from 'Walking,'" Poetry Bridging Continents: From Walden to the Yellow Sea Symposium, Yancheng Teachers University, Yancheng, Jaingsu, China, October 2018.

Participant, 2018 USNH Academic Technology Institute (collaborative proposal with colleague Christopher Parsons, Assistant Professor of English).

Local Presentations

"Student work and Domain of One's Own," Keene State College, December 2018.

"Snapshots of Open Pedagogy: Literary and Cultural Studies in the Public Domain," Keene State College, March 2019.

Professional Assessment of Scholarship

Assessment of the Scholarship of Assistant Professor Mark Sturgis, Assistant Professor, English, for Professional Standards Committee and St. Lawrence University, Summer 2019.

Assessment of the Scholarship of Associate Professor Patrick Barron, Associate Professor of English, University of Massachusetts Boston, Fall 2018.

Manuscript Review

Reader's Report on book manuscript, "The American Adrenaline Narrative," by Kristin J. Jacobson, for The University of Georgia Press.

Program Review

External Reviewer, Writing Program, Franklin Pierce University, Rindge, New Hampshire, March 2019.

Advisory Board

Member of Advisory Board, Tinai Ecofilm Festival (TEFF) and conference "'Ecological Migrations and Transcultural Ethics,'" Madras Christian College, Tamil Nadu, India, March 2019.

Award Committees

Chair, Louis Martz Award, William Carlos Williams Society, for a book that makes a contribution to the study of the life and work of the American poet William Carlos Williams.

Member, ASLE Community Grant Committee, open to ASLE members who engage in collaborative projects with community-based organizations that will help build connections between the environmental humanities and place-based nonprofit environmental community organizations.

Editorial Activities

Editorial Boards: I serve on three editorial boards and review regularly manuscripts for the following scholarly journals: 1) *ISLE: Interdisciplinary Studies in Literature and Environment*, 2) *IJE: Indian Journal of Ecocriticism* and 3) *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture.*

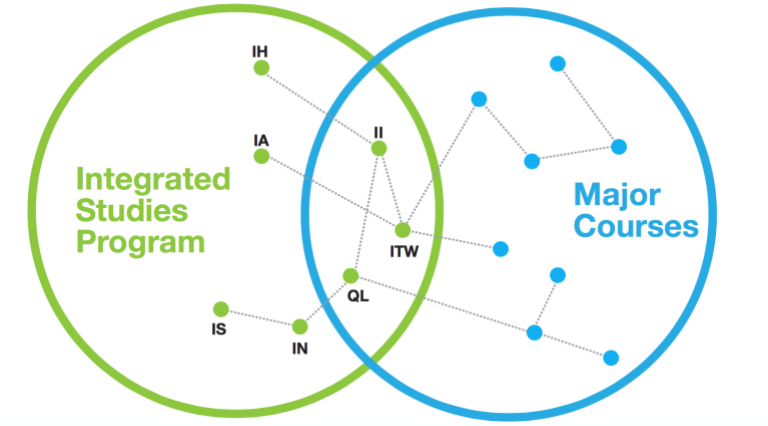
Book Review Editor, *The William Carlos Williams Review,* Spring 2018–present.

Associate Editor, *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*. As associate editor, I am responsible for the book review section in each of the three issues published annually. I recruit reviewers, solicit reviews, edit the individual and roundtable reviews (the section of each issue runs between 35-45 pages), and serve as the journal's liaison with book publishers.

IV. Service to Keene State College and Students

My service this year centered around two college-wide roles: I completed my third year as Director of the Integrative Studies Program (ISP) and I co-chaired, with Mike Cullinane, the NEASC Standard Four Committee.

The 2018–19 academic year was my third year of a three-year term as Director of the ISP. I have been offered and have accepted a second term. This summer I am writing the ISP Self-Study report, and in the fall will be facilitating the program review, including hosting external reviewers in October.



College Committees and Task Forces

Director, Integrative Studies Program (2016–present)

Chair, Integrative Studies Program Committee (ISPC)

Co-Chair, with Mike Cullinane, NEASC Standard Four Committee (2017–present)

Member, Search Committee for Collections Development Librarian, Mason Library

Member, President's Council for Sustainability

Member, College-Wide Learning Outcomes (CWLO) Committee

Mentor, University of New Hampshire Open Education Mentoring Program, Keene State College

Participant, Open Pedagogy Learning Community (Fall 2017 and Spring 2018)

Member, First-Year Faculty Learning Community

Member, Examining Faculty Privilege Learning Community (Spring 2019)

Faculty Advisor, Keene State College Outing Club

Member, Study Group on Comparator and Aspirational Institutions, charged with developing and recommending to the cabinet, a list of five to seven comparator institutions and an additional five aspirational institutions to provide a wide range of benchmarking data for Keene State College.

External Activities

Co-Leader, Third Annual Phillips Exeter Institute on the Environmental Humanities for Secondary School Teachers Sunday, June 26 - Friday, July 1, 2018.

Member, Digital Strategies Committee, Association for the Study of Literature and Environment (ASLE).

Co-Convener, Open Educational Resources Working Group, Association for the Study of Literature and Environment (ASLE)

Mentoring

My mentoring as a writer and editor is currently dedicated to the Staying Alive Project. Our staying alive work is dedicated to cultivating perspectives and practices to live an emotionally, ethically, and spiritually authentic life in academia, where much quiet desperation can arise from neglecting one or more of the key factors that are always in play. We examine the person, the profession, and the institution as they operate across the phases of an academic career to address the challenge of living a balanced life and maintaining authentic relationships.

The Staying Alive Project began in 2006. But its roots are in two decades of professional mentoring. In fact, at the 2013 biennial conference of the Association for the Study of Literature and Environment (ASLE), I received the first ASLE Excellence in Mentoring Award. This award recognized my fifteen years of service as the Program Director of the Mentoring Program for ASLE. As our association has grown to become a diverse international community I have collaborated with others to develop international mentoring opportunities for students from around the world, including England, France, Germany, Austria, England, Korea, China, Japan, Ghana, Kenya, Turkey, Sri Lanka, India, Australia, New Zealand, Mexico, Canada, and Argentina. During my fifteen years as Mentoring Coordinator I worked with hundreds of graduate student and faculty.

At Keene State College, I mentor new faculty every year, and have done so for as long as I can remember—for the office of the provost, faculty enrichment, and the Center for Excellence in Teaching and Learning. Most recently, I have mentored new faculty in Psychology and in Nursing. And I routinely serve on DPECs in academic programs across the College as well as on search committees beyond my home department.

V. General Statement of Professional Identity

I define my professional identity in terms of practice through the exploration of ideas and practices within, and beyond, the College; designing courses and learning projects that release creativity, including my own; learning and growing with my students; cultivating a beginner's mind; sharing ideas, stories, wisdom and experience; modeling health, growth, vitality, both body and mind; and giving back to the community in productive relationships with others, in collaboration with students, faculty, and staff, and through mentoring—these activities continue to define my professional practice, and contribute to my evolving professional identity.

*My statement may be released to the College Information Office Yes_X_ No_*

VI. Short- and Long-term Goals

The past three years as Director of the Integrative Studies Program have been rewarding for me—perhaps more than I anticipated when I accepted the position. I have sought to define my role as Director in terms of stewardship for a program that my colleagues designed and that represents their vision for a liberal education. I have recently accepted a reappointment and will continue ad Director of ISP for the 2019–20 and 2020–21 academic years.

I accepted the reappointment aware that the rewards of this work come with formidable challenges. The restructuring of academic affairs, in particular, has put into focus persistent questions that are always already in play when we look beyond our home academic programs and consider our students and their experiences at the College more holistically. Working as a department chair and program coordinator for over a decade, collaborating with faculty and staff on the co-curricular plan and implementing a focus on the first-year, and collaborating with colleagues across the schools to promote writing and thinking initiatives at the College—these prior roles have helped me learn about and appreciate the work of my colleagues and they will inform my collaborations with members of the College community in the years ahead.

When I am asked to think about my short- and long-term professional goals I often return to an essay I contributed to a special issue celebrating ten years of the journal *Pedagogy*. As an associate editor for the journal for over fifteen years, with a primary responsibility for the reviews section of each issue, I have worked with over one hundred reviewers. My 2010 essay "Who We are, Why We Care," took stock of the myriad contributions of the Reviews section of the first profession-wide journal in English studies dedicated to teaching and pedagogy. To frame my short- and long-term goals this year, I am going to quote at length from my piece, for my focus on a radical and transformative approach to the practice *and* process of pedagogy still resonates for me today:

> And we have featured reviews of monographs and collections of essays that help us to contextualize our current work in the archives of the discipline. Mariolina Rizzi Salvatori's *Pedagogy: Disturbing History, 1819 – 1929* (1996) and Shari Stenberg's *Professing and Pedagogy: Learning the Teaching of English* (2005) chronicle pedagogical turns in the history of the discipline. These studies productively unsettle the commonplaces about literature and literacy that inform, and too often constrain, genuinely transformative pedagogy. Stenberg memorably defines pedagogy as "a knowledge-making activity that involves the interplay of visions and practices, both of which require reflection," arguing that because pedagogy is "dependent on learners and is remade with every encounter, as the students and the teacher change . . . we cannot 'finally' learn to teach" (xviii). One of the participants I invited to write in the roundtable discussion of Stenberg's book, Kirsti Sandy (2006: 145), opens her commentary with a remark that reminds me why we review new books: "I warn you: if you read Shari J. Stenberg's *Professing and Pedagogy: Learning the Teaching of English*, you will have to do some serious work on your teaching, and if you don't, what she says will haunt you until you do." For when we sustain a genuine dialogue around the challenges of teaching, these are precisely the kinds of things we learn how to say. How many of us are pulled away from this process of remaking ourselves as teachers? How many of us fall back on routine and repetition? Haunting indeed.
>
> Another thread in our reviews has been the narratives of professional identity and success that shape our sense of who we are. Susan A. Schiller's (2001) review of Parker Palmer's *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (1998) in the inaugural issue is a case in point. Talking about "identity," "integrity," and "community"—key terms in Palmer's reflections—opened up the privatized spaces of the classroom and the protocols of our professional culture that diminish the productive interplay of our professional and personal lives. We featured one author's account of the rest phase of his full-time faculty position, James M. Lang's *Life on the Tenure Track: Lessons from the First Year* (2005), as well as a more seasoned perspective from a senior member of the profession, the former president of the Modern Language Association and

Princeton professor Elaine Showalter, in her book *Teaching Literature* (2003). We also took up the genre of the teaching memoir in a lively roundtable review of Jay Parini's *The Art of Teaching* (2005).

As I anticipate the curricular discussions we will be having at the College in the coming years, I am reminded once again that the work of teaching is deeply entwined with identity and community. In fact, I remember when Kirsti sent me the draft of her review, cited above, that began so provocatively. "I warn you: if you read Shari J. Stenberg's *Professing and Pedagogy: Learning the Teaching of English*," she writes, "you will have to do some serious work on your teaching, and if you don't, what she says will haunt you until you do." All of us are haunted, to some degree, by the questions in play whenever we turn, and return, to our work with students. Because I am haunted by these questions, over the years, gradually but persistently, I have opened up the privatized spaces of my classroom and challenged many of the protocols of the culture of my profession that were ready-made to diminish the productive interplay of my professional and personal life.



On a boat at QuinHu Lake with friend, scholar and translator, Zhang Ziqing, during a ten-day literary exchange on Chinese and North American Pastoral Poetry, November 2018, Jaingsu, China

As I discover new and effective ways to engage students with reading deeply, thinking deliberately, and writing effectively, I am committed to new collaborations with my faculty colleagues, staff, and the administration of the College to improve our teaching and, more specifically, to creatively adapt our classrooms to better engage our students. If twenty years of experience teaching in higher education has taught me anything it is that students are curious, passionate, and intellectually engaged. The challenge is tapping into that (often latent) human energy.

All of my efforts to teach effectively, to build meaningful relationships with students and colleagues, and to strengthen the College, have been enhanced by making time to participate in the following learning communities during the 2018–19 academic year

Open Pedagogy Learning Community, Fall 2018 and Spring 2019
The Meaningful Writing Learning Community, Spring 2019
Examining Faculty Privilege Learning Community, Spring 2019

Finally, since February 2008, I have explored my evolving practice on my blog The Far Field. And I regularly write about my teaching and student learning. For I believe that for others to value the intellectual work of teaching and scholarship we need to articulate our aspirations and capture the transformative outcomes of what we do. It is gratifying to me that more of my colleagues, professors and administrators, are finding in this kind of reflective writing a way to reflect on and shape their professional work with students. I am honored and humbled by the privilege of working with these colleagues as we work together in the years ahead.

Faculty Member Signature



Dr. Mark C. Long, June 1, 2019