

---

---

**CURRICULUM VITAE**

---

---

**EDUCATION**

**Ph.D. December 2006. Duquesne University, Pittsburgh, PA.**

**English Literature with concentrations in late eighteenth- and nineteenth-century British literature**

“Ignorance and Marital Bliss: Women’s Education in the English Novel, 1796-1895.” This dissertation tracks and analyzes the pedagogies of four radical and four conservative novelists of the late-eighteenth and nineteenth centuries who, in their fiction and non-fiction, seek to reform women's education and marital law. The following works are discussed: Mary Hay's *The Memoirs of Emma Courtney* (1796), *Mary Wollstonecraft's Maria, or The Wrongs of Woman* (1798), Maria Edgeworth's *Belinda* (1801), Susan Ferrier's *Marriage* (1818), Charles Dickens's *Dombey and Son* (1844-1846), Charlotte Brontë's *Villette* (1853), Anthony Trollope's *Phineas Finn* (1867-1869) and *Phineas Redux* (1873-1874), and Thomas Hardy's *Jude the Obscure* (1895).

**M. A. May 1996 Indiana State University, Terre Haute, IN**

**English Literature with concentrations in eighteenth- and nineteenth-century British literature**

“Naive Altruist to Jaded Cosmopolitan: Class-Consciousness in *David Copperfield*, *Bleak House*, *Great Expectations*, and *Our Mutual Friend*.” This master's thesis traces the evolution of Dickens's ideal gentle Christian man and woman. Dickens's views on the subject reflect a society-wide debate over whether birth, wealth, or moral character should be the standard for assigning one's social value. I also discuss the individual protagonists' compliance with or rejection of their society's class ideologies.

**B. A. December 1992 Duquesne University, Pittsburgh, PA**

**English Literature and Classical Civilizations**

**A. S. B. June 1985 Duff’s Business Institute, Pittsburgh, PA**

**Fashion Merchandising**

---

---

**ADMINISTRATIVE EXPERIENCE**

**August 2010 - Present.**

**Director of Teaching and Learning. Triton College, River Grove, IL.**

I collaborate with the college’s administration and faculty to advance its Student Success initiatives and enact policies set by the Higher Learning Commission and Illinois Community College Board. Those duties involve coordinating or developing student learning assessment and curriculum improvements. To those ends, I serve on the college’s Academic Assessment Committee, Common Read Committee, Curriculum Committee, Distance Education Steering Committee, Greening the Campus Committee, Learning Communities Coordination Team and Professional Development Committee. I also facilitate and organize faculty in-service days, orientations and workshops and counsel faculty on issues related to assessment, curriculum, pedagogy and professional development. Additionally, I oversee the faculty mentoring program and co-direct the college’s Center for Teaching Excellence by scheduling its events, facilitating its workshops and seminars and editing its newsletter.

---

---

## **TEACHING EXPERIENCE**

**August 2007 - Present**

**Adjunct Instructor**

**Department of English, Triton College, River Grove, IL**

I taught RHT101 and 102: Freshman Rhetoric & Composition I and II and ENG103: Introduction to Fiction in traditional, computer-mediated and online classrooms via Blackboard. In the first course, I familiarized students with pre-writing strategies, various modes of writing, drafting, and revising essays and offer refreshers on grammar, sentence structure, and punctuation. I also presented sound research skills in order to help students produce argument-driven research papers. Students of the second course built upon the skills mastered in the previous semester by reading, analyzing, and writing about literature. In ENG103: Introduction to Fiction, students learned to analyze, discuss and write critically about the elements of fiction as they occur in the short story and the novel.

**September 2007 - October 2007**

**Adjunct Instructor**

**DeVry University Online, headquartered in Naperville, IL**

I taught ENGL227: Professional Writing in a fully online class, wherein I facilitated student-oriented learning through course assignments, discussion boards, email, and journals using the eCollege platform. Students were introduced to the content, form, and function of formal and informal business communications, including email, memoranda, proposals, reports, as well as good will, bad news, and routine messages. A special emphasis was placed on intercultural communications and the selection of proper electronic or paper media.

**March 2003 - May 2003**

**Adjunct Instructor**

**School of Leadership and Professional Advancement, Duquesne University, Pittsburgh, PA**

I taught ENGL 313W: Writing for Business and Industry, for which I supplemented my face-to-face instruction with online syllabi, lecture notes, and assignments. In a computerized workshop, students were introduced to desktop publishing and learned the formats and requirements of the most frequently used business documents and reports. Special attention was given to intercultural and interpersonal relationships in the writing of such documents. I applied my extensive experience in retail and marketing corporations in order to create a valuable course for adult students who were also working professionals.

**July 2001 - May 2002**

**Adjunct Instructor**

**Department of English, Community College of Allegheny County, South Campus, West Mifflin, PA**

I taught three freshman composition courses, ENG 100: Basic Principles of Composition, ENG 101: Freshman Composition I, and ENG 102: Freshman Composition II (respectively the developmental, college, and advanced levels). In the first two levels, I familiarized students with pre-writing strategies, various modes of writing, drafting, and revising essays, and I offered refreshers on grammar, sentence structure and punctuation. In ENG 102, I presented sound research skills in order to help students produce argument-driven research papers, and I introduced students to MLA, APA, Chicago, and Turabian formats. I was one of only a few instructors who made extensive use of the computer classrooms at CCAC South, and my students had access to my course-specific web sites via Blackboard and AT&T. Working within the guidelines established by the English Department, I created course materials and syllabi specifically tailored to the individual needs of the separate courses.

**August 1999 - May 2001**

**Adjunct Instructor**

**Department of English, Duquesne University, Pittsburgh, PA**

I taught CORE 101: Thinking and Writing Across the Curriculum, offered each fall, in which I provided students with the tools necessary to write argument-driven essays based on sound research skills. During the Fall 2000 semester, the course was supported online with a WebCT web site that provided reinforcement to face-to-face instruction. During the spring semesters in CORE 102: Imaginative Literature and Critical Writing, I introduced students to literature in English and suggested frameworks for approaching, reading, and writing about literature in a critical and active fashion. CORE 102 was divided into clusters, each of which focused on a specific theme in literature. In the spring of 2000, I taught a section of the "Violence and Non-Violence in Literature" cluster; in the following year I was part of the "Gender in Literature" cluster. In the Spring of 2001, CORE 102 was supported by a Blackboard web site, and the students and I took part in online class sessions and discussion boards. I was responsible for selecting all course materials and for all preparation for both CORE 102 sections.

**August 1994 - May 1996**

**Teaching Fellow**

**Department of English, Indiana State University, Terre Haute, IN**

Under the supervision and direction of Robert Perrin, Ph.D., I taught freshman composition at two levels, ENG 101: Freshman Writing I and ENG 105: Freshman Writing II. Both are basic composition courses that focus on the fundamental elements of writing essays based on various modes. English 105 also included an introduction to research skills and undergraduate research papers.

---



---

## COURSE DEVELOPMENT

**January 2008 - May 2008**

**Course Designer. US Department of Education Title III "Strengthening Institutions" Program.**

Under this federally funded program, Triton College sought to develop diverse and interdisciplinary learning communities by linking courses across the curriculum. I developed a section of RHT102: Freshman Rhetoric & Composition II linked with HIS296: Special Topics in History--The Spartans.

---



---

## PUBLICATIONS

**"From Sham to 'Gentle Christian Man' in *Great Expectations*." Ed. Eugene Goodheart. *Great Expectations. Critical Insights*. Pasadena, CA: Salem Press, 2009.**

**<[https://salempress.com/store/samples/critical\\_insights/expectations\\_sham.htm](https://salempress.com/store/samples/critical_insights/expectations_sham.htm)>.**

**"Dickens, Poe and the International Copyright Battle." *The Dickensian* 98.2 (2002): 197-205.**

**"Advocates for a New Social Order: Dickens, Marx and the Trades Unions in *Hard Times*." *Conference Proceedings, Order and Disorder: The Sixth Annual Interdisciplinary Graduate Student Conference at Duquesne University*. Duquesne University, 1999.**

**<[http://www.engl.duq.edu/servus/Order\\_and\\_Disorder/tobin.html](http://www.engl.duq.edu/servus/Order_and_Disorder/tobin.html)>.**

---



---

## FORTHCOMING PUBLICATION

“300 Ways to Teach the Epic.” *Critical Approaches to Teaching Graphic Narratives*. Ed. Lan Dong. McFarland, 2011.

---



---

### INVITED LECTURES

**“Dickens’s Other Railroad Disaster: Cairo, IL.” *Papers*.” Dickens Fellowship Branch Meeting. Centuries and Sleuths Bookstore, Forest Park, IL. 29 May 2011.**

Some early-twentieth-century, American scholars insist that in traveling to the United States in 1842, Charles Dickens hoped to recoup losses from his investment in the Cairo City and Canal Company’s failed attempt at building a railroad between Cairo and Galena, IL. Dickens’ purported “other railroad disaster” is unlikely to have occurred, but the city of Cairo seems never to have overcome that failure, as well as other industrial and civic misfortunes.

**“Breach of Promise and Other Marital Matters in *The Pickwick Papers*.” Dickens Fellowship Branch Meeting. Pittsburgh Athletic Association, Pittsburgh, PA. 15 November 2003.**

A brief summary of the history of British marital law supports comparisons between Dickens's satiric and comic treatments of elopement, breach of promise, and other aspects of marital law and custom in *The Pickwick Papers* to the actual state of such social conditions at the time of the novel's publication. The carriage and romantic scenes in *Pickwick Papers* (1836-1837) are comparable to similar content in several eighteenth-century fictional and non-fictional texts. Dickens's naiveté regarding law and love in his first novel is shown to be supplanted by his marital disappointments and their resulting legal difficulties, as evinced by the treatment of such topics in his later works.

**“Dickens, Poe and the International Copyright Battle.” Dickens Fellowship Branch Meeting. Pittsburgh Athletic Association, Pittsburgh, PA. 16 March 2002.**

Charles Dickens's arguments for American copyright protection of his works are essentially the same as those presented by the rock group Metallica to the United States Senate in 2000. Dickens merely wanted fair and equal protection under the law, while his attackers in the American press wanted to maintain the status quo. What Dickens did not foresee when he began his campaign for international copyright was that even citizens of the United States, like Edgar Allen Poe, rarely had the opportunity to publish more than articles or poems in the United States. More importantly, Dickens understood too late what we Americans, then and now, deem to be appropriate superstar behavior, while Poe recognized and struggled with our high regard for imported goods and the power of the American press.

**“Dickens, Poe and the International Copyright Battle.” The Ninety-fifth International Conference of the Dickens Fellowship. College of Mount Saint Vincent, Riverdale, NY. 23 July 2001.**

I presented an abbreviated version of the aforementioned lecture.

**“A Few Men of *Our Mutual Friend*.” Dickens Fellowship Branch Meeting. Pittsburgh Athletic Association, Pittsburgh, PA. 18 November 2000.**

In order to present the "gentle Christian man" as the true "gentleman"--whose worth is based on Christian charity, humility, and tolerance, instead of the widely used social standards of wealth and fine appearance--Charles Dickens employs Mr. Podsnap, Eugene Wrayburn, Bradley Headstone, and Mr. Twemlow as behavioral examples to emulate or to avoid. In his last completed novel, Dickens sheds all complicity with the Victorian social system and posits a new code of social conduct, for the burgeoning middle classes to follow, one that directly opposes the aristocratic model of propriety.

---



---

## PRESENTATIONS

**Presenter and Chair. “*Hard Times* in the Classroom: A Pedagogy for Student Success?” Dickens in 2012: Preparing for Boz’s Bicentennial. Northeast Modern Language Association, New Brunswick, NJ. 8 April 2011.**

“Student Success” can now be defined by how well instructors facilitate their students’ learning. In this presentation, I question whether in teaching *Hard Times* to “twenty-first century” students if we can continue to assert that student success lies only in the golden mean between the education of the head and the heart.

**“What Century is This? Nineteenth-Century Women in Today’s Academia.” The Outsider Within: Women as Contingent Faculty in the Academy (Roundtable). Northeast Modern Language Association, New Brunswick, NJ. 9 April 2011.**

From a Feminist prospective, I shared my personal frustrations with my own search for a tenure-track position and the current academic climate.

**Presenter. “Laughing in the Face of Danger in *The Pickwick Papers*.” Reading Monsters, Reading Gender. Midwest Modern Language Association, Chicago, IL. 6 November 2010.**

While others argue that the *Pickwick Papers* lacks a cohesive, central theme, I contend that marriage, law and money weave in and out of the novel, sometimes with comic results and sometimes with terrible consequences. In either case, Dickens insists that Romantic and Gothic sensibilities are better left to the spirits.

**Presenter. “Revisiting Millicent Garrett Fawcett’s Revision of Mary Wollstonecraft.” Northeast Modern Language Association, Boston, MA. 28 February 2009.**

Millicent Garrett Fawcett marked the centenary of Mary Wollstonecraft’s *A Vindication of the Rights of Woman* by republishing it with her own introduction, in which she revises portions of Wollstonecraft’s biography, emphasizing Wollstonecraft’s progressive ideals and downplaying her sexuality. In grafting a more complicit feminism onto *A Vindication of the Rights of Woman*, Fawcett refashions the text into more respectable reading material for her *fin de siècle* audience. However, Fawcett misrepresents Wollstonecraft’s impassioned plea for “rational fellowship” and overlooks the impracticality of real women adopting the unsympathetic intellectualism that Fawcett herself practiced.

**Facilitator. “Email Etiquette.”**

**Professional Development Center. Triton College, River Grove, IL. 10 November 2008 and 5 February 2009.**

**Triton College Classified Association In-service Day. Triton College, River Grove, IL. 25 March 2009.**

This workshop focuses on effective written communication in business correspondence by considering the needs of the audience. It also includes a brief discussion of how to avoid common errors in grammar and sentence structure, along with tips for effective proofreading and editing.

**Facilitator. “Writing for Business.” Professional Development Center. Triton College, River Grove, IL. 29 October 2008 and 15 April 2009.**

This workshop explores how to maximize email messages using appropriate format, tone, and language for professional correspondence. It also offers tips for getting the intended message across in a concise and intelligible manner while respecting the receiver’s technical limitations and privacy.

**Presenter. “7.5-foot Xerxes: Teaching the Epic as Performance to the YouTube Generation.” Engaging Students with the Drama of Film and Law. Literacy and Performance: English Association of Pennsylvania State Universities, Indiana University of Pennsylvania, Indiana, PA. 27 October 2007.**

Because the film *300* relies on the ancient conventions of the epic to depict Spartan concepts of honor, duty, glory, combat, and victory, it offers an engaging means of introducing epics like the *Iliad*, the *Odyssey*, and the *Aeneid* to students of the YouTube generation. Beyond illustrating epic conventions, in its use of the current cinematic and video-game method of narrative suture, *300* also presents opportunities to explore the form and function of the epic poem as performed oral history and to help today’s students appreciate the text in an entirely new way. I successfully implemented this class module in three of my of RHT102 sections at Triton College.

**Presenter. “Little Nell on the Big Screen: An Old Curiosity from the Magic Lantern Shop.” Dickens Fellowship Branch Meeting. Pittsburgh Athletic Association, Pittsburgh, PA. 18 November 2006.**

After digitizing my set of magic lantern slides depicting scenes from *The Old Curiosity Shop*, I organized an informal performance of The Optical Lantern Readings’ *The Old Curiosity Shop, by Dickens: The Wanderings and Death of Little Nell and Her Grandfather*. Several members of the Dickens Fellowship’s Pittsburgh Branch joined me in recreating this early-twentieth-century theatrical experience.

**Presenter. “Fashioning Loose Women: The Un-corseted Pre-Raphaelite Body.” Taking Liberties with the Pre-Raphaelites. 120th Modern Language Annual Convention, Philadelphia, PA. 30 December 2004.**

Jane Morris fashioned her own Pre-Raphaelite body by producing and wearing beautiful, comfortable garments that followed the natural form, realizing a Pre-Raphaelite ideal of beauty and a Morrisian ideal of “useful” art and life. Later generations glamorized her loose Pre-Raphaelite body as a symbol of the liberated New Woman, but because Jane limited her own action to the domestic sphere, her sartorial savvy may not have been a conscious statement of feminist rebellion against constrained Victorian female bodies and intellects. For her own daughters, Jane loosened both the physical and intellectual bonds typically placed upon Victorian girls and was thus largely responsible for the liberated life that her daughter May eventually claimed. Free of literal and figurative constraints, May, a liberated New Woman, publicly manifested her parents’ artistic and Socialist praxis in her work and in her life.

**Presenter. “We Never Learned That in High School: Using the Modes and the Internet to Recall Composition Strategies.” From Chalkboards to Chat Rooms: Four Models of Web-enhanced English Instruction. National Council for Teachers of English 2001 Annual Conference. Baltimore, MD. 16 November 2001.**

Secondary and post-secondary English composition instructors learned the benefits of the computer-mediated classroom, in which face-to-face instruction is enhanced by synchronous and non-synchronous online discussions and links to additional sources of information. These benefits include building an interactive learning environment by providing the students with a means to direct their own learning beyond the classroom.

**Facilitator. “Keeping up with Students: Teaching in the Age of Technology.” Workshop. Duquesne University, Pittsburgh, PA. 9 November 2001.**

Together with the university’s Educational Computing Consultant, I introduced teaching assistants to the benefits of Blackboard’s online learning systems and to the benefits of a computer-mediated classroom as described above.

**Presenter. “Daughters for Sale, Ready-made or Custom-tailored: Charles Dickens and the Female Trade in Victorian England.” 2001 Dickens Symposium. Virginia Tech University, Roanoke, VA. 14 October 2001.**

In comparing the miseducations of Alice Marwood and Edith Granger in *Dombey and Son* (1844-1846), Charles Dickens most forcibly equates the marriage market with prostitution and argues that such commodified women are unfit for marriage. The prostitute Alice anticipates Luce Irigaray's woman-as-commodity: Mrs. Brown, Alice's mother, is shown to have exchanged the use of Alice's pubescent body for cash after having taught her daughter the commercial benefits of vice and nothing of virtue. More insidious for Dickens, however, is the case of the bartered bride, Edith, who willingly participates in her commodification: Mrs. Skewton, Edith's mother, barter's Edith's body in exchange for advanced social position and wealth after having taught her daughter to merchandise her body and talents to attract wealthy suitors. Because Dickens removes Florence Dombey from the marriage market altogether and never allows her body to be commodified, she embodies the text's ideally marriageable woman.

**Co-originator. “Responding to Troubled Students and Students in Crisis.” Workshop co-sponsored by the Center for Teaching Excellence and the English Graduate Organization. Duquesne University, Pittsburgh, PA. 5 April 2001.**

This workshop familiarized adjunct instructors, faculty, and teaching assistants with the legal, moral, and ethical issues regarding students in crisis (e. g., those struggling with addictions, learning disabilities, or personal problems). As Freshman Writing Program Teaching Committee Co-chair, I organized the workshop and created one of several vignettes for discussion, all of which were based upon the actual experiences of my colleagues. University counselors, advisors, and security personnel presented university policies, led discussions, and answered questions about directing students to university services that could help them resolve their particular crisis.

**Presenter. “Carnegie\_Tech.edu.” Conversations with the Other: The Role of Inter-disciplinary Collaboration in a Technological Future. The Eighth Annual Interdisciplinary Graduate Student Conference. Duquesne University, Pittsburgh, PA. 24 March 2001.**

I presented a multimedia approach to teaching Andrew Carnegie's *Gospel of Wealth* (1889) within its sociological and historical context. In order to allow students to direct their own learning experience and critical analysis of the *Gospel of Wealth*, my online complement to face-to-face instruction (a replication of which is available on disk by request) combines the history of the Homestead Steel Strike of 1892, statistics gathered by Margaret Byington for her book *Homestead: The Households of a Mill Town* (1910), photographs, and related web sources.

**Presenter and Moderator. “Techies Teaching T-Rex: How I Learned to Love the Internet.” Affiliated Departments of Communication and English Colloquia Series. Duquesne University, Pittsburgh, PA. 22 September 2000.**

This colloquium for adjunct instructors, faculty, and teaching assistants demonstrated the various uses and capabilities of WebCT, an online course depository, especially in regard to curriculum development. Acting as presenter and as a moderator for three other participants, I opened the colloquium by describing the functions of WebCT, suggesting how it can reinforce and complement face-to-face instruction, arguing that its chat rooms and bulletin boards can present a less intimidating vehicle for class discussions, and enumerating its benefits as an online teaching tool. My co-presenters then provided information on uploading course materials and shared their observations on integrating WebCT into their classrooms.

**Panelist. “Ph.D. Exam Colloquium.” Affiliated Departments of Communication and English Colloquia Series. Duquesne University, Pittsburgh, PA. 28 January 1999.**

As part of a round-table discussion, I answered questions and made suggestions about preparing for the Ph.D. comprehensive exams under the guidelines set by Duquesne University's Department of English.

**“Advocates for a New Social Order: Dickens, Marx and the Trades Unions in *Hard Times*.” Order and Disorder: The Sixth Annual Interdisciplinary Graduate Student Conference. Duquesne University, Pittsburgh, PA. 15 November 1997.**

I contrasted Charles Dickens’s apparent distrust of the Trades Unions in *Hard Times* (1854) to Karl Marx’s positive view of them. The character of Stephen Blackpool embodies Dickens’s negativity toward what he construes as Unionism’s potentially violent and paradoxically anti-social methods.

**“Copperfield and Complicity: Dickens and the Social System in the 1840s.” Seventh Annual Conference on Literature and Language. SUNY Cortland, Cortland, NY. 5 October 1997.**

David Copperfield accrues his social education and development via his interactions with members of the various levels of the Victorian social hierarchy. Because *David Copperfield* (1850) is semi-autobiographical, the novel’s eponymous hero demonstrates his creator’s complicity with the social system at that period.

**“Appropriation of the Other: Aphra Behn’s *Oroonoko* Under the Pen of Thomas Southerne.” Buying (In) Selling (Out) Graduate Conference. University of Cincinnati, Cincinnati, OH. 13 April 1996.**

I explicated Thomas Southerne’s modifications to Aphra Behn’s plot and characters for his dramatic rendition of the text, and analyzed the manner in which the characters Oroonoko and Imoinda in both texts are represented as commodities in order to demonstrate the inhumanity and immorality of the slave trade.

---



---

## PROFESSIONAL DEVELOPMENT

**“Higher Learning Commission Regional Forum on Pathways and the Criteria.”** Deerfield, IL. 19 September 2011.

**“Collaborative Assessment Protocol” and “Designing Integrative Assignments.”** Learning Communities Committee. Triton College, River Grove, IL. 8 January 2009.

**“Creating a Web Presence for Your Course--Dreamweaver I and II.”** Professional Development Center. Triton College, River Grove, IL. 8 January 2009.

**“Blackboard/CE Training.”** Professional Development Center. Triton College, River Grove, IL. 31 October and 7, 14 and 21 November 2008.

**“Crisis Management for Faculty.”** Professional Development Center. Triton College, River Grove, IL. 22 August 2008.

**“Illinois Community Colleges Board Program Approval Manual.”** Curriculum Academy Seminar. Triton College, River Grove, IL. 9 July 2008.

**“Introduction to Collaborative Learning Workshop.”** Professional Development Center. Triton College, River Grove, IL. 2 April 2008.

**“Strategies for Integrating Diversity in the Community College Classroom.”** Title III Workshop. Triton College, River Grove, IL. 28 February 2008.



**Title III 2008 Faculty Winter Institute, Triton College.** This workshop introduced a select group of faculty to the requirements and guidelines of the US Department of Education Title III “Strengthening Institutions” Program Grant, under which we will develop learning communities through linked courses. 17 - 18 January 2008.

**DeVry University Online New Faculty Training Workshop.** 30 July 2007 - 27 August 2007.

---



---

## SERVICE

**August 2009 - May 2010. Faculty in Residence, Center for Teaching Excellence. Triton College, River Grove, IL.**

As Triton College’s first Faculty in Residence, I helped faculty develop pedagogy for their courses. In particular, I presented one workshop and organized or facilitated one guest lecture, two Teaching Circles and five workshops. Some of these efforts were tied to my special project, “Building Bridges to the Learning *Retention* Center,” in which I presented ways for faculty to incorporate our library’s varied assets into course content in order to boost student engagement and retention.

**Fall 2008 - Present. Placement Assessment and Exit Essay Reader. Triton College, River Grove, IL.**

**Dickens Fellowship, Pittsburgh, PA Branch #97.**

August 2007 - April 2010. Newsletter editor.

October 2003 - April 2010. Newsletter contributor.

October 2003 - August 2004. President.

October 2000 - June 2003. Vice President and Social Chair.

August 2000 - June 2010. Webmaster. <[http://www.mathcs.duq.edu/~matobin/DF\\_Home.html](http://www.mathcs.duq.edu/~matobin/DF_Home.html)>.

**Chair. “The Role of Non-tenure Track Faculty in the Academy (CAITY sponsored panel).” 41st Anniversary Convention, Northeast Modern Language Association (NeMLA). McGill University, Montreal, QC, Canada. 7 - 11 Apr. 2010.**

Articles in the *Chronicle of Higher Education*, *New Directions for Higher Education* and elsewhere question the wisdom of so many part-timers teaching General Education Courses at US colleges and universities. This roundtable explored ways non-tenure track faculty can acquire respect within the academy and resist marginalization and considered the question of how to provide equitable and dignified compensation for the non-traditional faculty member.

**August 2000 - May 2002. English Graduate Organization Teaching Committee Co-chair. Duquesne University, Pittsburgh, PA.**

I organized colloquia and seminars and designed, formatted, and maintained the password-secure Teaching Files web site on Blackboard in order to provide instructors of CORE 101 and 102 with source material, course plans, and other pedagogical and curriculum-development tools from contributed by English department faculty and teaching fellows.

**6 April 2000. Chair. “Illustration, Illumination, and Textual Exegesis II: Poets and Painters.” Thirty-first Annual Convention of the Northeast Modern Language Association. Erie Community College, Genessee, NY.**

**11 November 1999. Chair and registration aide. “Subjectivity and Agency.” Culture and Vision: The Seventh Annual Graduate Student Conference in the Liberal Arts. Duquesne University, Pittsburgh, PA.**

---



---

## CONFERENCES

**15th Annual Assessment Fair for Illinois Community Colleges.** Heartland Community College, Normal, IL. 25 February 2011.

**2010 Illinois Community College Faculty Association Teaching and Learning Excellence Conference.** Springfield, IL. 21 - 22 October 2010.

**The 103rd International Conference of the Dickens Fellowship.** Case Western Reserve University, Cleveland, OH. 1 - 4 Aug. 2009.

**The 101st International Conference of the Dickens Fellowship.** University of Pennsylvania, Philadelphia, PA. 19 - 24 Jul. 2007.

**Research Society for Victorian Periodicals Annual Conference**

Washington, DC. 16-18 Sep. 2005.

Ann Arbor, MI. 16-17 Aug. 2002.

Birkbeck College, London, England. 20-22 Jul. 2000.

**Midwest Victorian Studies Association (MVSA) Annual Conference.** Chicago, IL. 15 -16 Apr. 2005.

**Distance Learning Administration 2002 Conference.** State University of West Georgia, Jekyll Island, GA. 5 - 7 Jun. 2002.

**The Ninety-fourth Annual Conference of the Dickens Fellowship.** Medway Campus, University of Kent, England. 28 Jul. 2000.

**Modern Language Association (MLA) Annual Convention.**

Chicago, IL. 27 - 30 Dec. 1999.

Chicago, IL. 27 - 30 Dec. 2007.

---



---

## MEMBERSHIPS

American Association for Women in Community Colleges

Dickens Fellowship

Dickens Society

Eighteenth- and Nineteenth-century British Women Writers Association

Illinois Community College Faculty Association

Modern Language Association

Midwest Modern Language Association

Northeast Modern Language Association