

RONALD J. AMBROSETTI, Ph. D.

CURRICULUM VITAE

University Address

Provost and Dean of the College
St. John Fisher College
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EDUCATION

IEM, Educational Administration, Harvard University, 2004
Ph.D., English, Bowling Green State University, Ohio, 1973
 Concentrations: American Literature (Area) and the Novel (Genre)
Graduate courses in English, The University of Texas at Austin, fall 1972
M.A., English, minor in folklore and popular literature, Bowling Green University, Ohio, 1968
 Thesis: "Melville's Cloister and Hearth"
A.B., English, Loyola College, Baltimore, MD, 1967
Undergraduate courses in Classical Studies, St. Charles College, Baltimore, MD, 1963-64

ACADEMIC ADMINISTRATIVE EXPERIENCE

Provost and Dean of the College, St. John Fisher College, Rochester, NY
July 2003 - present

Associate Vice President for Faculty Affairs and Academic Resources,
California State University at Dominguez Hills, Los Angeles (Carson), CA
August 2000 - July 2003

Dean of the Feinstein College of Arts and Sciences, Roger Williams University, Bristol, RI
July 1997 - July 2000

Associate Dean of the Faculty, SUNY College at Fredonia, Fredonia, NY
June 1996 - June 1997

Associate Dean of Arts and Sciences, SUNY College at Fredonia, Fredonia, NY
November 1993 - May 1996

FACULTY EXPERIENCE

Professor of English, SUNY College at Fredonia, 1992-1997
Associate Professor of English, SUNY College at Fredonia, 1979-1992
Fulbright Senior Lecturer in American Studies, Coimbra University, Portugal, 1981
Assistant Professor of English, SUNY College at Fredonia, 1976-1979
Assistant Professor and Assistant to the Dean, Allied Programs, Baylor University, 1974-1976
Assistant Professor, U.S. Army-Baylor University, 1970-1974 (Active Duty, U.S. Army)
Instructor in English, Bowling Green State University, 1969
Graduate Assistant in English and English Composition, Bowling Green University, 1967-1969

CURRENT RESPONSIBILITIES

Provost and Dean of the College, St. John Fisher College, Rochester, NY

July 2003-present

- Chief Academic Officer (270 FTE Faculty, 2700 UG students, 1100 GR students),
- Chief Student Affairs Officer,
- Student Residential Life (1500 students in residence),
- College Library,
- Office of the Registrar,
- HEOP and other programs for under-represented students,
- Offices of Advising (UG and GR) and Undergraduate Studies,
- Strategic Plan Implementation 2003-05,
- New Core Curriculum Development and Implementation,
- Middle States Preparation and Reaffirmation—completed March 2006,
- NCATE accreditation achieved October 2005,
- Development of the four new Schools of Education, Arts and Sciences and Nursing and Pharmacy,
- Wegmans School of Pharmacy opened with 55 inaugural students in August 2006, a second class of 65 students will begin in August 2007;
- Continuing Development of the Bittner School of Business (2003 accredited AACSB),
- Program Development for New Graduate Programs (EMBA, Counseling and Nursing),
- Accelerated one-year EMBA implemented Fall 2004, fourth cohort starting in August 07,
- New 240-bed residence hall opened in August 2005,
- New state-of-the-art Campus Center opened August 2005,
- Supervision of administrative support staff for faculty and student orientations,
- Implementation of the Institutional Effectiveness Committee (linking planning and budgeting) for college-wide assessment and evidence-based allocation of resources,
- Currently working with a nationally known consultant on a law school feasibility study,
- Established with the Mayor of Rochester the SJFC Center for Community Engagement.

St. John Fisher College is an independent liberal arts and sciences institution with roots in the faith-based tradition of American higher education. Fisher welcomes students, faculty and staff regardless of religious or cultural background. The chief academic priorities of the College are to help students develop intellectual skills, a foundation in the liberal arts and sciences, and a proficiency in a major. The College offers undergraduate majors in the traditional liberal arts and sciences; career-oriented programs in management, accounting, communications and nursing; and a growing number of graduate programs in an executive MBA (new 12-month accelerated program), Education and Literacy, Mental Health Counseling, Nursing, International Studies and Human Resource Development. The Wegmans School of Pharmacy opened on August 21, 2006 in a new 40K square foot building with an inaugural class of 55 students (only the fifth pharmacy school in New York State). The second class of 65 pharmacy students will begin studies in August 2007. Our first Ed. D. class in Executive Leadership started in June of 2006 with 27 students coming from local and state education, health and public administration positions. The second Ed. D. cohort of 28 students began in June 2007. Our third doctorate—the Doctorate in Nursing Practice—has been submitted to the New York State Board of Regents for state approval and registration with a proposed start in the summer of 2008.

The College has posted record levels of enrollment and full-time students in residence. New undergraduate scholarship programs targeted at specific groups of students—such as the Kodak Diversity Scholarships (\$1.2 million), the Service Scholars Program, the First Generation Scholarship and the Science Scholars Program—have helped to attract a diverse body of students. Freshman students are introduced to academic work by placement in a Learning Community in their first semester—these learning communities are coordinated course clusters whose structures have received national award recognition.

Additionally, Fisher has completed the most ambitious improvement and expansion program in the history of the College, designed to enhance the academic, administrative, athletic, and residential facilities on campus. Within these new facilities, many existing classrooms/labs and the library have been renovated and outfitted with state-of-the-art media facilities and educational technology. Completed in September 2003, the Ralph C. Wilson Building houses new classrooms, faculty offices, seminar rooms and meeting spaces. This building has also become home to the newly established Wilson School of Education and its Founding Dean.

PROVOST OFFICE RESPONSIBILITIES: California State University (Los Angeles area)

Associate Vice President for Faculty Affairs and Academic Resources
California State University at Dominguez Hills
August 2000 - July 2003

California State University at Dominguez Hills is located in the metropolitan area of Los Angeles and enrolls some 13,000 students from very diverse backgrounds. It is an urban comprehensive university offering degrees through the masters and a doctoral program in cooperation with

the University of California. The Division of Academic Affairs is organized into four schools and the College: (1) The School of Health; (2) the School of Education; (3) the School of Extended Education and Distance Learning; (4) the School of Business and Public Administration and the College of Arts and Sciences. There are approximately 1,100 faculty and staff within Academic Affairs, which is the largest administrative unit on campus. Dominguez Hills is a major provider of credentialed K-14 teachers (1,400 credentials per annum) and plays a major role in the development of programs in local school districts including the Los Angeles Unified School District. The CSUDH Division of Nursing is still the largest RN to BSN and MSN program in the California State University system.

The university also serves as the site for the Challenger Center, a space and aeronautics learning center for middle school students and the California Academy of Math and Science (CAMS), which is a science magnet school for under-represented students in the Los Angeles Basin. The overall budget for the Division of Academic Affairs was more than \$35 million and we administered nearly \$12 million in grants and contracts. Additionally, because of the CSU system-wide initiative to convert all campuses to a Year Round Operation (YRO), we managed a \$3.7 million academic summer program with robust enrollments for the second year in 2002.

From August 2000 until June 2002, I was responsible for faculty affairs and academic human resources. The Office of Faculty Affairs worked closely with the CSU Chancellor's Office and the campus constituents in the administration of faculty personnel policies and procedures. As the Associate Vice President for Faculty Affairs (a standard position at each Cal State campus), I was responsible for faculty recruitment, merit increase and other payroll issues, leaves and honors, and the system-wide Reappointment, Tenure and Promotion (RTP) process. As the representative of the President and the VPAA to the Faculty Collective Bargaining Unit (the California Faculty Association), I managed the faculty contract and supervised all matters that might have evolved into the grievance and arbitration process. In this last regard, I worked very closely with the Office of General Counsel at the Chancellor's Office (Long Beach) in diverse matters of employee relations and employment law.

While appointed to the Faculty Affairs position from 2000 to 2002, I encountered two major issues of both campus-wide and system-wide concern—the Faculty Merit Increase program (FMI) and the Year Round Operation (YRO) conversion process. Appointed by the Provost as his representative in both situations, I invoked a strategy of inclusivity by inviting to a roundtable panel a cross-section of faculty and governance constituencies, to include the Academic Senate and the California Faculty Association. Both of the FMI and YRO panels conducted intensive fact-finding and made recommendations to the Vice President for Academic Affairs and the President. Both processes were driven by a fundamental belief and practice in broad consultation with the faculty, staff and other divisions. Shared decision-making is the lifelong practice of creating partnerships across the partitions of a university—it is a way of thinking.

For the 2001-2002 academic year, the Office of Faculty Affairs under my direction conducted faculty-service surveys and based on the responses from the more than 800 faculty, our office established and implemented the following goals and objectives:

- A total rehabilitation of the *Faculty Database* for all part-time Unit 3 employees that generated salary reports, contracts and personnel information for the five deans (schools).
- The responsibility for the approval process of the Academic Calendar moved from the Division of Student Affairs to the Division of Academic Affairs. The Office of Faculty Affairs accepted the lead role in the development and approval of the *Academic and Planning Calendars* for the University. Coordination with the Academic Senate was required.
- The *RTP Schedule* for the next two years was mailed to all probationary faculty over the summer (as was first done in July 2001).
- A *Division-wide Planning Calendar* (Master Calendar) for Academic Affairs was distributed for the next AY (dates for faculty evaluations, sabbatical applications, etc.) in July 2002.
- *Salary Histories (Synopses)* were generated and mailed to all full-time faculty in the summer of 2001 and in the Fall of 2002 (first time that faculty saw salary histories).
- Establishment of a private and comfortable *Faculty Reading Room* for faculty readers to conduct the confidential review of RTP, sabbatical and post-tenure review of faculty professional files and WPAFs.

With the prospect of statewide budget cuts, along with the ongoing search for a permanent Provost, the Office of Academic Affairs decided to keep the position of Associate Vice President for Academic Resource Management vacant in June of 2002. After lengthy consultation with the Interim Provost, I accepted additional responsibilities in Academic Resource Management in addition to Faculty Affairs.

My responsibilities in Academic Resource Management included the following: fiscal management, monitoring spending and resolving fiscal problems in Central Academic Affairs and in the schools/college as well as managing the process of capturing and allocation of faculty positions; coordinating the development of the Academic Affairs budget; working with facilities planning on space, minor capital outlay projects, and new, repair, and upgrade projects; insuring that instructional space was in acceptable condition; and supervising instructional technology, Blackboard course management software, and development of the class schedule.

In addition, I coordinated the processing of staff appointment documents within the division, reviewing and approving all requests for recruitment, appointment, reappointment, and promotion, and recommending allocation of general salary increases to staff within the division. I worked with the Academic Senate on instructional fiscal and technology matters and coordinated the Senate budget with the Senate Chair. I also chaired the Blackboard and Academic Technology Advisory Committees and served as a member of the Technical Advisory Committee and Space

Allocation Committee.

Also in that position, The Center for Teaching and Learning reported to me; that entity was deeply involved with several aspects of faculty development and mentoring. Through this Center, Dominguez Hills administers more than \$100,000 of state lottery money for faculty development, curricular implementation of the new technologies (a Teaching Learning Technology Roundtable-style steering group) and direct faculty grants.

DECANAL RESPONSIBILITIES

Dean of the Feinstein College of Arts and Sciences
Roger Williams University, Bristol, Rhode Island
July 1997 – July 2000

The College of Arts and Sciences resides at Roger Williams University with a School of Architecture and Historic Preservation, a School of Engineering, the Gabelli School of Business and a fully accredited School of Law—the only law school in Rhode Island. As Dean of the College of Arts and Sciences, I supervised 16 departments in the areas of Natural Science and Mathematics, Social and Behavioral Sciences, Education/Certification, Arts and Humanities, and Fine and Performing Arts. The signature undergraduate program was a robust marine biology curriculum with more than 300 majors in a newly constructed science building with a state of the art “wet lab” and aquaculture venues. The centerpiece of the College of Arts and Sciences was an institutionally specific Core Curriculum that serves all of the university’s students. In an accreditation visit, members of the NEASC review team praised the Core Curriculum for both its breadth and tightly sequenced design. Along with the requisite skills and interdisciplinary entry-level courses, the Core Curriculum also contained a sequenced concentration (a minor) and an Interdisciplinary Senior Seminar.

During my tenure as Dean of Arts and Sciences, I was able to participate in or facilitate the following activities:

- The acquisition and disposition of a \$1.5 million gift from the Feinstein Foundation of Rhode Island. Through the generosity of Alan Shawn Feinstein, the College of Arts and Sciences began in the fall 1998 a credit-bearing and mandatory requirement in service learning for all entering freshmen in the university (all majors);
- The planning, design and implementation of a comprehensive regimen of program review for all Arts and Sciences degree program with self-studies and external consultants. These department-based plans focused on goals and objectives that were used to create the 1998-2000 strategic plan for the College. An important component of this planning process was a first-time design of student outcomes assessment;
- The creation of two new departments in the fall of 1997: Foreign Languages and Secondary Certification in Science, Dance, English and Social Studies. We offered instruction in seven languages with the Foreign Language program capturing a trend-

setting number (66) of Core Concentrators—many coming from the School of Business. A national team of Education site-visitors recommended to Rhode Island State Ed Dept. a provisional accreditation in the groundbreaking areas of Secondary Education, constructed on top of our existing program in Elementary and Early Childhood programs. As I was leaving this position, the executive administration was preparing for the creation of a separate School of Education and the early phase planning for NCATE accreditation.

While many of these events and activities required careful planning and coordination with several offices on campus, I concurrently provided daily, operational oversight of 16 departments and 80 faculty. In consonance with the terms of the institutional contract with the Faculty Association, I also conducted 29 faculty evaluations during the each academic year—17 for probationary/tenure-decision faculty and 12 post-tenure review recommendations. Each of these evaluations required careful review, analysis and personal meetings with each of the faculty members. These evaluations were subject to the review of a Faculty Personnel Committee before being forwarded to the Vice President for Academic Affairs. Other activities in my office included oversight of course schedules, pro-active collaboration with faculty governance, intensive interaction with Information Technology and coordination with the deans of the other schools.

**Associate Dean of the Faculty,
Associate Dean of Arts and Sciences,
SUNY College at Fredonia
November 1993 – June 1997**

After serving as Associate Dean of Arts and Sciences for three years, my position was reconfigured *in May 1996* as one of two associate deans in the newly reorganized Office of the Associate Vice President for Academic Affairs and Dean of the Faculty. My primary duties involved comprehensive, highly interactive and shared decision-making activities with the Associate Vice President/Dean in the oversight of 23 academic departments. Responsibilities also included shared supervision of the college's School of Education and the centers for fine and performing arts and intercollegiate athletics. These Arts and Sciences and School of Education units comprised approximately 250 full-time faculty members and an annual budget of \$15 million.

My specific responsibilities included budgetary management of all adjunct and temporary service instruction; supervision and coordination of course scheduling with direct responsibilities for general education, graduate programs, special majors (multidisciplinary), continuing education and faculty workload distributions in instructional delivery; coordination of curriculum development activities in program reviews and new program development at college and state levels; principal role in the formulation and development of the institutional planning and assessment processes (in fall 1994 coordinated the campus visits of 35 outside evaluators); drafting of correspondence for all personnel decisions, to include renewal, promotion, tenure and leave requests; participation in division and campus-wide committees on scholarship, graduate studies, campus box office operations, copier policies, faculty responsibilities policy, academic computing, bias incident review, *et alia*. I was the first line of contact for all student inquiries and ac-

tivities, including the semi-annual operation of the Scholastic Standings Committee. I advised the Associate Vice President/Dean on all facets of the office's activities on a daily (at times hourly) basis.

OTHER ADMINISTRATIVE POSITIONS

Chairperson, Department of English, SUNY College at Fredonia

August 1991 – November 1993

Administrative responsibilities for the undergraduate and graduate programs in English and American literature, with concentrations in film, folklore, media studies, journalism, linguistics, English middle and secondary education (teacher certification), theory and criticism. I coordinated development of new multicultural undergraduate major and graduate programs, to include the design and implementation of qualitative assessments in portfolio focus group instruments. Supervised 24 full-time faculty, with several adjunct faculty each semester. Assisted the dean in the development and implementation of divisional committees and worked with the college's Council of Chairs.

Associate Chairperson, Department of English, SUNY College at Fredonia

August 1987 – August 1991

Assisted the chairperson in the administration of a 25-member department with personnel, curricular and assessment activities. Specific task in the planning and supervising of the May 1989 visit by a two-person outside consultant team. This campus visit was part of the self-study process that became the foundation of the department-based planning in the assembly of the first Institutional Plan for 1990-1995. Trained and supervised the graduate assistants for instructional and advising responsibilities.

Assistant to the Dean of Instruction Baylor University at San Antonio Allied Programs in Health Sciences Office of the U.S. Army Surgeon General The Academy of Health Sciences San Antonio, Texas

August 1974 – June 1976

Provided liaison between Baylor University and Office of the Army's Surgeon General in the academic administration of a master's program in health care administration. Supervised the research and composition of 50 master's theses per year in compliance with the criteria of the Graduate School of Baylor University. Teaching duties in the areas of composition and information retrieval in graduate program. Assisted in the coordination of second-year residencies of 55 students (all senior military officers from American, Canadian, Australian and Southeast Asian armed forces) in health care setting in the Western United States and the Pacific Rim.

AREAS OF RESEARCH INTEREST AND COURSE DEVELOPMENT

American literature, folklore, myth and popular literature, ethnography of American ethnic groups, humanities and technology, sociolinguistics.

FACULTY GOVERNANCE BACKGROUND (SUNY College at Fredonia)

Faculty Council, Humanities Representative, Two Terms, 1978-1981 and 1984-1987.

The Academic Affairs Committee, College Service, 1984-1987.

The Academic Standards Committee, College, 1983.

The General College Program (General Education) Steering Committee, 1985-1993.

Chair and Member, Numerous Committees, English Department, 1976-1991.

PUBLICATIONS

Single Author Book:

Ambrosetti, Ronald J. *Eric Ambler*. New York: Twayne-Macmillan, 1994.

Co-Authored Edited Books:

Ambrosetti, Ronald J. *et al.* *Eye on the Future: Popular Culture Scholarship in the Twenty-First Century*. Bowling Green, Ohio: The Popular Press, 1994.

Browne, Ray. B. and Ronald J. Ambrosetti. *Continuities In Popular Culture*. Bowling Green, Ohio: The Popular Press, 1993.

Browne, Ray B. and Ronald Ambrosetti, *Popular Culture and Curricula*. Second Edition. Bowling Green, Ohio: The Popular Press, 1972.

Chapter in Encyclopedic Reference:

Ambrosetti, Ronald J. "Eric Ambler." *British Writers. Volume IV*. Ed. George Stade and Carol Howard. Charles Scribners Sons Publishing Co. September 1997.

Article in Book:

Ambrosetti, Ronald J. "The World of Eric Ambler: From Detective to Spy." *Dimensions of Detective Fiction*. Eds. Pat Browne, Ray Browne and Larry Landrum. Bowling Green, Ohio: Popular Press, 1976. 102-110. (Reprinted twice by The University of California Press and The Gale Research Corporation.)

Co-Editor of Special Edition of Journal:

Ambrosetti, Ronald J. and Henry Salerno. Editors of a Special Edition of the *Journal of Popular Culture* devoted to American Ethnic Theater. Introduction by Ronald J. Ambrosetti. Vol. 19:3, 1985.

Articles:

Ambrosetti, Ronald J. "The Beast-Fable Kingdom: Paradigms for Paradise," published address in *Value In American Wildlife Art*, Proceedings of the 1992 Forum, The Roger Tory Peterson Institute of Natural History, Jamestown, N.Y., December 1992 (pp. 13-17).

_____. "Value in Wildlife; Value in Art, Paradigms for Understanding American Wildlife Art," Panel Discussion with Roderick Frazier Nash (U Calif. at Santa Barbara) and Marcia Eaton (U Minnesota), in *Value in American Wildlife Art*, *op. cit.*, September 1992, pp. 18-21.

_____. "Next Door to Earthly Paradise': Mythic Pattern in Italian-American Drama," *Journal of Popular Culture*, 19:3 (Winter, 1985), 109-118.

_____. "Folklore, Myth, and the Archtypal Western." *The Journal of the American Studies Association of Texas*, V (1974), 41-47.

_____. "Rosemary's Baby and Death of God Literature." *Keystone Folklore Quarterly* (Winter, 1969), 133-140.

Co-Authored Article: (*Assessment in Higher Education*)

Ambrosetti, Ronald J. and Karen Mills-Courts. "Assessment-Based Planning in the Department of English at SUNY-Fredonia," *SUNY Faculty Perspectives: Sharing Ideas on Assessment*. Conference on Assessment in English and Mathematics: University Faculty Senate, Albany, N.Y., May 1994.

Book Review:

_____. Review of *Shuckin' and Jivin', Folklore From Contemporary Black Americans*, by Daryl Cumber Dance, for *Obsidian: Black Literature in Review*, IV, 3 (Winter, 1978), 119-121.

GRANTS RECEIVED/RESEARCH FUNDED

FIPSE, Co-Author, "Crossing the Digital Divide in Pharmaceutical Education: Using Formulation Software in Pharmaceutical Labs in Pharmacy Schools." Research Grant of \$100,000 approved in Fall 2005.

HUD Federal Grant: \$1 million for the Construction of the Wegmans School of Pharmacy, Fall 2005.

NEH Summer Seminar: "The Atlantic Plantation Complex" at The Johns Hopkins University, June 9-August 1, 1991, under Philip Curtin.

NEH Summer Seminar: "Oral Literature" at the University of Texas, Summer 1982, under Richard Bauman.

Fulbright Senior Lecturer in American Studies, Coimbra University, Coimbra, Portugal, January -July, 1981.

NEH Summer Seminar: "Folklore and Traditional Narrative" at SUNY Buffalo, summer 1978 under Bruce Jackson.

HEW, Office of Education, Ethnic Heritage Studies Program. Received a \$47,000 grant for a year-long study of regional and ethnic narratives in Western New York. 1978-1979.

SUNY Research Foundation Awards, Summer Research Grant, "Traditional Narrative in Puerto Rican-American Folklore," Summer 1979. \$2,000.

FILM PRODUCTION

Produced the fifty-eight minute film: "Ethnic Folklore of Dunkirk, N.Y." This film was made under the auspices of the HEW Grant in 1978-1979, and was directed by colleagues Dennis Preston, Robert Deming, and James Shokoff.

MEETINGS/SYMPOSIA ORGANIZED

Spring Symposium, SUNY College at Fredonia, Departments of English and History, March 1979. Visiting scholars were Russell Nye, Ray Browne and Dan Walden.

The Mid-Atlantic Popular Culture and American Culture Association Annual Meeting, Buffalo, N.Y. Organized with James Shokoff; sponsoring institution was SUNY Fredonia. October 31-November 2, 1991.

COURSES DESIGNED:

Ethnic Folklore (course covered the ethnic and regional folk cultures of African-, Polish-, Italian-, Jewish-, Cajun- and Hispanic-American groups), 1977-1992

Love and Death in American Fiction, 1977-1978

Humanities and Technology, 1979

Traditional Narrative, 1979-1992

Sociolinguistic Inquiries: Language and Society, 1983-1992

Spring 1993 and 1994: Taught a course in the new major's core curriculum, EN 205, Epic and Romance. Course also designed with the college's GCP students in mind.

Assisted in the departmental discussion of the Writing Portfolio requirement. Approved October 1992.

Fall 1995: EN 209, Novels and Tales--new core course for English majors and General Education students.

PAPERS READ AT PROFESSIONAL MEETINGS

"Rosemary's Baby and Death of God Literature," The American Folklore Society, University of Pennsylvania, Philadelphia, April 1969.

"Rosemary's Baby and Death of God Literature," The Midwest Modern Language Association, St. Louis, November 1969. Panel on Popular Literature.

Panel Moderator, The American Folklore Society, University of Texas, Austin, Texas, November 1972. (Substitute for Ray B. Browne)

"Folklore, Myth and the Archtypal Western," The American Studies Association of Texas, San Angelo, TX, April 1973.

"Poe, Melville and Popular Magazine Gothic," The Popular Culture Association, Milwaukee, April 1974.

"The World of Eric Ambler: From Detective to Spy," The Popular Culture Association, St. Louis, April 1975.

"Ancient Pattern in Erica Jong's Fear of Flying," The Popular Culture Association of the West, Las Vegas, February 1976.

Panel Moderator, The Popular Culture Association, Baltimore, April 1977.

"Ethnic Folklore in the School Curriculum," The Popular Culture Association, Cincinnati, April 1978.

Panel Moderator for International Discussion of Modern Best Sellers, Chichester, England, July 1978.

"Ethnic Folklore in the School Curriculum," The American Folklore Society, Salt Lake

City, October 1978.

Presented Film, "Ethnic Folklore in Dunkirk, NY," The Popular Culture Association, Pittsburg, April 1979. Film made at SUNY-Fredonia, per HEW Grant, 1978-79.

"The Odyssey, Exodus, and Folktale Tradition," English Last Lecture Series, SUNY-Fredonia, October 1979.

"Traditional Narrative in Hispanic-American Folklore," The Popular Culture Association, Detroit, April 1980.

"The Odyssey, Exodus, and Folktale Tradition," University Lecture, University of Coimbra, Portugal, June 1981.

"The Tub Madonna and Ancient European Folklore," The Popular Culture Association, New Orleans, April 1988.

"Backyard Folklore of Western New York," The Popular Culture Association, Toronto, 1990.

"The Turner Thesis and Small Town Names," The Popular Culture Association, San Antonio TX, March 25-31, 1991.

"Popular Culture and Post-Structuralist Theory," International Popular Culture Association, King Alfred's College, Winchester, England, July 15-19, 1991.

Writer's Workshop, Theory and Practicum in Composition, Mayville High School, Mayville, NY, February 18, 1992.

Panel Moderator, Ethnicity in Popular Culture, The Popular Culture Association, Louisville, March 18-21, 1992.

"The Canons of August and Augustan Culture," the Mid-Atlantic Popular Culture Association, Baltimore, Nov. 1-3, 1990. (Accepted for publication in book by Ray B. Browne, 1993)

"Eric Ambler and the Mystery Formula: the Jungian Source," the Popular Culture Association, New Orleans, LA, April 7-10, 1993.

"The Beast-Fable Kingdom: Paradigms for Paradise," Value in American Wildlife Art National Forum, Roger Tory Peterson Institute, Jamestown, NY, September 21, 1992.

"Eric Ambler and the Mystery Formula," the Mid-Atlantic Popular Culture Association, Georgetown University, Washington, Oct. 29, 1992.

COMMUNITY SERVICE

Guest Speaker, Project H.O.P.E. (Hispanics Organized for Progress in Education), Third Annual Dinner, Dunkirk, N.Y. October 28, 1994.

Writing Partner, Seventh Grade English, Fredonia Central School System, 1992-93.

Guest Reader and Group Leader: Mayville High School Writers' Symposium, all-day panels and groups, faculty and students, Mayville, New York, February 18, 1992.

Faculty Advisor, The Newman Club, The Newman Center, SUNY Fredonia, NY 1991-92

COLLEGE SERVICE

The General College Program Sub-committee of Academic Affairs, member and curriculum advisor to Dean Hurtgen, Fall 1985-Fall 1993.

Reviews of SUNY Fredonia Theatre Department productions in local daily newspaper, *The Evening Observer* (Dunkirk, NY): *A Christmas Carol* (1990-1991), *The Man From LaMancha* (1991-1992), *West Side Story* (April 1993) and *Oliver!* (April 1994)

Co-authored and co-presented paper at SUNY Conference on Assessment in English and Mathematics, "Assessment Based Planning in the Department of English at SUNY-Fredonia," University Faculty Senate, Albany, N.Y., October 29, 1993.

Presented paper/lecture on Columbus to The Fredonia Forum Luncheon, The White Inn, October 21, 1992.

Presented paper, "Of Sugar and Slaves and the World That They Made," SUNY-Fredonia Conversations Across the Faculty, October 15, 1992.

Symposium Presenter and discussant, Annual Convocation, with Professor Alfred Crosby, SUNY-Fredonia, October 1, 1992.

Presented paper on "Assessment at the Department Level," AAHE, Assessment Forum, Miami, FL., June 22, 1992 (with President MacPhee and Vice President Mahoney). Lecture on college's Institutional Plan at national conference.

Presented slide-lecture, "Backyard Folklore of Western New York," to annual dinner of the Phi Beta Kappa Club of Fredonia, April 10, 1992.

OUTSIDE CONSULTANT

Middle States Commission on Higher Education: Lead external reviewer for the 5-year "Periodic Review Reports," Villanova University and Holy Family University, Philadelphia, PA. June 2006.

Member of three-person team to evaluate the Graduate Program in English at the University of North Carolina at Wilmington, October 18-20, 1993. Submitted written report to Chancellor.

ATTENDANCE IN NATIONALLY RECOGNIZED WORKSHOPS

- 1) Assessment Training Workshops:
 - a) New England Association for Schools and Colleges: October 1997, Bridgewater State University. MA. Workshop in student outcomes assessment for deans and provosts in NEASC regional accreditation.
 - b) Institutional Effectiveness Associates, James Nichols, Univ. of Mississippi, Las Vegas, July 2001. Intensive workshop in the relationships among planning and assessment models.
- 2) Service Learning, AAHE, Atlanta, March 1998, conducted by Dr. Ed Zlotkowski, AAHE Senior Advisor in Service Learning.
- 3) Executive Management: the Institute for Educational Management (IEM), the Graduate School of Education, Harvard University, July-August 2004.