

**Narrative Statement to Support Promotion to Associate Professor  
For James Longhurst, Assistant Professor of History, UW-L  
Fall, 2012**

*Executive Summary:*

After completing 3 years as an Assistant Professor at a previous institution (credited as 1 year) and 4 at UW-L, I have amassed the service, skills, and accomplishments necessary for promotion. I have received positive student and peer evaluations, and possess a complex and evolving approach to teaching. I have published significant original research and enjoy an international profile in environmental history. I have also involved myself in considerable service across the campus. I believe that my accomplishments meet the requirements for promotion to Associate Professor at UW-L, and hope to continue to serve the university community at that rank.

**Teaching**

*Summary of Most Significant Accomplishments:*

I have successfully taught many large section sections of a pedagogically difficult survey-level world history course, (HIS-101 and 102), that satisfies both the needs of general education students and my own convictions about the field. At the same time, I have developed 3 completely new upper-division courses, offered 2 more that are substantially revised, and taught 3 existing courses in service to the history major. Through these courses, I serve programmatic needs in the history department as well as offer my expertise in environmental politics to the Political Science/Public Administration and Environmental Studies programs on campus.

*Teaching Philosophy:*

My approach to teaching has 3 components: first, choosing an appropriate role for different classrooms, second, planning student interaction with the knowledge that attention is precious, and third, attempting to de-mystify history to encourage engagement by all. In line with the findings of a number of educational researchers, I have found that it can be useful for instructors to choose a "role" for themselves in different classroom environments. This role can be determined by the needs of the students, the skills of the instructor, or the characteristics of the course. For example, an instructor might choose to describe herself as a disciplinarian, peer or impartial judge, depending upon the course. In the case of HIS-101 – quite often the only history class UW-L students might take – I have chosen a role as an "enthusiastic cheerleader." I understand my time in this class as an opportunity to demonstrate to the students, through my enthusiasm, interest and dedication, the intellectual attractions of history. But in upper-division classes, I think of myself as a "trout fishing guide" – for example, I know how to complete the research project a student begins myself, but I must guide the students to their desired ends while still allowing them to find their own paths and pitfalls, only stepping in when their overall success is threatened. Choosing a role allows me to tailor my behavior and approach to different classes, and to remind myself of this first principle when otherwise lost in the day-to-day process of teaching. What should I do today in class, I might ask myself, then remember – oh yes, I want to be an enthusiastic cheerleader for the explanatory power of history. In practice, this role of cheerleader allows me to maintain high academic standards and push students toward the critical, analytical goals of the course with encouragement and good cheer.

I also believe that attention is precious while content is inexhaustible. I have found it crucial to convince students to invest their time and mental energy in active learning. This usually means immersion in the primary sources of social and cultural history, or in case studies of public policy. The use of projected images and text – letters, maps, photos, documents, etc – opens up the classroom to a wealth of viewpoints, interpretations, and voices. With these sources, I stimulate student interest with a variety of structured activities including games, simulations, debates, moot courts, mock elections and quiz-show contests: almost anything to get precious attention.

Finally, one belief motivates all of my instruction: I believe that it is an important task to de-mystify academic knowledge in order to convince students that these pursuits are open and inviting to them. I put this belief into action in a variety of ways. For example, I employ advanced

# Narrative Statement Samples

**ML Morrison**



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understanding of how to address challenging ethical dilemmas      **Advanced Legal Writing and Oral Advocacy** Michael D. Murray, Christy Hallam DeSanctis, 2009 The Murray and DeSanctis titles are designed for the current generation of law students whose familiarity and comfort with on line and computer based learning create a demand for teaching resources that take advantage of that familiarity and comfort level Advanced Legal Writing and Advocacy Trials Appeals and Moot Court is designed for second semester and upper division advanced writing courses involving advocacy and oral argument at the trial and appellate levels and in moot court competitions This book employs the TREAT paradigm and doctrine of explanatory synthesis to maximize the persuasive potential of appellate level legal writing for actual practice and for moot court competitions It is well suited for use as a primary text in an upper division appellate advocacy or advanced writing course or moot court program or as a primary or supplemental text for first year legal writing courses that focus on appellate advocacy as the pedagogical model to teach legal writing skills Paired with the book is an electronic computer based version of the text that adds links to on line databases and internet based resources and supplements the text with pop up definitions from Black s Law Dictionary The electronic version of the text is searchable and highly portable with internal and external navigation links making them more valuable for use in class and out The interactive text employs a layout that departs from the traditional all text casebook format through use of callout text boxes diagrams and color border segregated feature sections for hypotheticals references to scholarly debates or other useful information for law students      Journal of Speech and Hearing Research ,1992      The British Journal of Psychology ,1919 Issues for 1904 47 include the Proceedings of the society      **Federal Procedural Forms, Lawyers Edition** ,1975      The South Western Reporter ,1923 Includes the decisions of the Supreme Courts of Missouri Arkansas Tennessee and Texas and Court of Appeals of Kentucky Aug Dec 1886 May Aug 1892 Court of Appeals of Texas Aug 1892 Feb 1893 Jan Feb 1928 Courts of Civil and Criminal Appeals of Texas Apr June 1896 Aug Nov 1907 Court of Appeals of Indian Territory May June 1927 Jan Feb 1928 Courts of Appeals of Missouri and Commission of Appeals of Texas      Corpus Juris, Being a Complete and Systematic Statement of the Whole Body of the Law as Embodied in and Developed by All Reported Decisions William Mack, William Benjamin Hale, 1920      Process and Practice Philip Eggers, 1997-07 Process and Practice balances process oriented writing instruction with a traditional emphasis on grammar and correctness Clear step by step discussions of paragraph and essay writing and the rhetorical patterns teach students how to organize their ideas while sample student and professional readings reflecting ethnically diverse perspectives illustrate rhetorical principles The extensive grammar unit provides a wealth of grammar practice including sentence combining exercises and diagnostic and review tests This edition features expanded coverage of some of the latest ideas in composition including critical thinking computers and collaboration ESL sections address problematic issues for non native speakers      Criminal Investigation John J. Horgan, 1979      **Disclosure by Australian Companies** Robert William Gibson, 1971      **Evaluating and Improving Managerial Performance** Virgil K. Rowland, 1970      **The Seventh Mental**

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