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# Professional Development Report - Spring 2017

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Year four of my journey at Winona State University has, in many ways, been the most fulfilling year thus far, both professionally and personally. I have flourished in my professional and work environment, surpassing goals in my career that I did not expect to pass this soon. I am also growing outside of my existence at WSU and becoming a valuable member of the community, fulfilling personal goals, upholding my personal values, and championing causes that are important to me. I believe that this year has beautifully set up my last year, a year where I will be asking my colleagues and my administration to allow me to move past my probationary status and to truly become a part of the WSU community. I hope my hard work and dedication thus far has warranted that privilege and honor. I can also admit that this is just the beginning; the work and effort on my part will not waver.

Among the many highlights thus far:

- Year One: Working alongside Interim Director of Paralegal Colette Hyman, I tirelessly familiarized myself with our program as well as the American Bar Association program criteria necessary for our program’s approval. I also participated in the “WeTeach”

Sessions One and Two and created an online section of HIST 151: United States Since 1865. This course was created under the rigorous criteria of the Quality Matters national standard of online education, of which the Minnesota State system participates in fully. This class was first taught in the Summer 2014 semester.

- Year Two: The University Press of Florida published my article, “Lighting the ‘Dark and Evil World’: The Birth of the ‘Southern’ Prison, Judge J. Smith Henley, and the Beginning of Prison Reform in Arkansas” in the book *Nation Within a Nation: The American South and the Federal Government*. Dr. Glenn Feldman, professor of history at the University of Alabama at Birmingham, edited the collection. I also created an American Mock Trial Association team, thanks to my hard work and a generous commitment from the Dean of Liberal Arts. In another nod to the College of Liberal Arts, I have revitalized a dormant Prelaw program here on campus. I have welcomed numerous law schools to our campus to visit with students, and I have offered advice to students considering law school. While there are some on campus who go out of their way to bemoan law school and a career in law, I strive to give students advice presenting the good, the bad, and the ugly of legal education and the legal profession. Our students are capable and intelligent enough to make these decisions on their own.
- Year Three: I consider the academic year spanning the fall 2014 through spring 2015 year my most productive as a faculty member here at WSU. Some highlights include revising and streamlining the Paralegal Program, which included changing the name from Paralegal to Legal Studies; having the academic journal *Louisiana History* publish my first book review; and amending my course HIST 488: American Constitutional History into an oral intensive course.

These are just highlights that do not dive into the exhaustive detail that these projects demanded. But this report should focus on what I have done in year four. As such, I believe my work has not only fulfilled but gone beyond the five criteria of our IFO/MnSCU contract.

## Criterion 1: “Demonstrated ability to teach effectively and/or perform effectively in other current assignments.”

### Effective Teaching

According to Appendix G of the IFO Contract, effective teaching shall be the most important portion of our criteria 1 evaluation. While my effectiveness as a teacher extends beyond the walls of the classroom, my student evaluations demonstrate my hard work and dedication to the principle task of a professor. Here are some highlights:

Highlights from HIST 151: United States History Since 1865 completely online course, summer 2016 (26 completed class, 18 responded to evaluation):

### Overall Impressions of Course:

"I actually learned much more than I thought I would about U.S history. For all these years I've only heard about the world wars, or the bombing of Hiroshima etc. I never fully understood how they occurred or the reasons behind it. After taking this class, I have a broader perspective of the subject. I believe the instructor did a good job of allocating information and assessments in a way that we had to know what we were talking about or else it was difficult to complete an assignment."

"I enjoyed this class very much. I thought it was a good way to retain the knowledge that was needed by reading and then writing about it. It did seem to be a lot of papers, but It really helped me to remember information past just the day of reading and learning about it."

### Compare the workload of this course to other courses of equal credit:

"Every day consisted of writing papers. This was a basic course and others that I've had involved many different assignments that were spread out. The course load was also very in depth compared to others that I have had such as talking about who was to blame for certain wars."

"This was a writing intensive course compared to most online courses I have had. I feel that I have a better understanding of American History now."

"Papers, papers, and more papers to write every single day. We had to write five in one week. I wrote more in this class than in my English course."

### Feedback concerns:

"Feedback and grading was much quicker than my other professor in my other summer class"

"I think the instructor did quite a good job of providing feedback. Despite being sick, we were still informed on reasons as to why there may be delays and all assignments were graded thoroughly."

Admittedly, this is my weakest area. While I did have a nasty summer cold and this was a June session course, I still could have had assignments back to students in a timelier manner. I suppose I am still trying to master time management skills of an adult. Online classes are difficult to keep up, considering the lack of lecture time is made up with assessing many more individual assignments. I believe the following students more truly assess me in this area:

"It was a little slow in receiving our grades for papers."

Highlights from LGLS 101: Introduction to American Law course, fall 2016 (30 completed course, 22 responded to evaluations)

With this instructor I felt free to ask questions and express opinions:

- Strongly agree: 16
- Agree: 4
- No opinion: 1
- Disagree: 1
- Strongly disagree: 0
- Not applicable: 0

If I asked for help in this course, the instructor provided help:

- Strongly agree: 12
- Agree: 7
- No opinion: 1
- Disagree: 0
- Strongly disagree: 0
- Not applicable: 2

Ways instructor can improve:

“grade things as soon as you possibly can so students know how they are doing. take me to reply to emails!”

“Actually respond to emails.”

Ill parents did take me away from Winona for a little bit, but again, quicker return of grades and feedback is something I need to work on. I have never received comments before that told me I could improve on returning emails quickly, but it is something I have focused on more thoughtfully since.

More detailed evaluations are included in Appendix A of this document (Note: I am also including evaluations from courses taught in the Spring 15 semester since those evaluations were not completed before submission of my Spring 15 PDR)

**Continued Success and Popularity of LGLS 101.** LGLS 101, Introduction to American Law, began with much fanfare and continues to be a course that attracts many students, a majority from other majors. The course easily fills to capacity, and in the Spring 2015 semester I offered an overload course, bringing the total number of sections to two. I teach the course in person during the fall and online in the spring and summer. This course regularly fills up and has nearly twenty on the waiting list, even during the semesters that I taught two sections.

I must admit that the extra overload section of LGLS 101 in the spring was a bit too much. Returning assignments in a timely manner, which is especially tough in an online only course, became difficult, and my students let me know this in my evaluations. I am hoping once the budget situation becomes more stable to add more sections of LGLS 101 through our adjunct faculty. Because of this reduction in sections of LGLS 101, I will be teaching a summer 2017

section of LGLS 101 instead of HIST 151 like I stated in my Professional Development Plan from 2016.

I believe that my teaching demonstrates some important features of our contract Appendix G which help fulfill Criteria 1:

- Developing and using quality syllabi
- Developing and updating course content
- Providing student assessments of teaching effectiveness
- Meeting relevant accreditation or other professional standards
- Demonstrating the nature and quality of assignments

Many of these aspects of my courses is on display in the appendix of this report. In addition, these and other aspects of criteria 1 will be demonstrated in the remainder of this report.

### **Incorporating Multicultural, Anti-Oppression, and/or Inclusion Perspectives in Teaching Methods.**

One cannot teach the legal and constitutional history of our nation without adequately touching on these points. Multicultural aspects of our nation have contributed to the friction between lawmakers and those governed throughout our history. I pay special attention to these facets in my courses.

- In HIST 151: United States Since 1865, I focus on six main themes and objectives throughout the course. Many of these themes focus exclusively on incorporating multicultural, anti-oppression, and/or inclusion perspectives in my teaching:
  - Describe the ways that different groups of American society after the Civil War were treated by the federal government and society at large
  - State the reasons why the United States would move outside of its borders and begin its journey toward an active participant in international politics
  - Discuss the history of gender in the United States during this period
  - Describe the experiences of African Americans in their quest for equality at the turn of the twentieth century to the present
  - Describe America's role in the Cold War and how the presidents of the United States led their nation during the Cold War
  - Identify the different cultural and societal shifts within US history during this time
- In HIST 365: American Legal History and HIST 488: American Constitutional History, I focus on these aspects within the larger legal and constitutional history of our nation. Utilizing the history of the United States as the foundation, learners can assess and engage with the legal history and begin making connections with why those actors in power created the laws they did. They also begin to draw conclusions of why certain members of our diverse society are (sometimes consciously) excluded from the protections of our laws and our Constitution.
  - In HIST 488 (an oral intensive class), the last quarter of the class involves students giving group presentations on the modern Supreme Court (1938 to the present). This is when the Court evolves into the role of protector of the rights of

citizens. These issues are approached using the unique oral final group presentation to demonstrate issues of diversity, non-inclusion, and anti-oppression in our nation. We assess the modern court in these major areas:

- Civil Rights in Modern America: Race
- Civil Rights in Modern America: Same Sex Marriage and DOMA
- Civil Rights in Modern America: Civil Liberties and Criminal Justice
- Civil Liberties: Freedom of Speech and the Press
- Terror, Liberty, and the Presidency

**Maturation of HIST 365: American Legal History.** In assessing the evaluations from my American Legal History course, I have decided that it is time to reevaluate some areas. Being a writing intensive course, I have had three concerns with the current structure of the course and they have been reflected in this evaluation:

1. Amount of reading. I know not only does this course involve a great amount of reading, but the materials are often quite complicated, coming from case law, statutes, legal treatise writers, legal philosophy, etc. I have often assigned more than I cover directly in class, hoping that the take-home, reflective essay midterm and final will force the learner to grapple with cases and readings not covered in class to apply them to the larger themes covered in lecture. This has not always worked out as planned. For most students, it has, and students have shown me above average abilities to handle the difficult material. Some, however, have complained of the amount of assigned reading and that we do not cover all assigned reading in class. I tried to address this in the Fall 2015 semester by assigning the same readings to certain groups. But this only made the individual groups read the assigned readings and the other students were unprepared for class. I am thinking of adding some sort of reading reflection quizzes, not so much assessing whether they have read the assignment (though it will have that effect) but forcing them to use the reading and interpret it and use it in a argument or context. This problem with readings in legal and constitutional history is not new, for many colleagues I speak to in other institutions struggle with undergraduates tackling the complex material.

2. Focusing on material along with the writing. I also realize that it is extremely difficult to get through all the material I would like to and focus on the pillars of historical writing (crafting an argument, Chicago style citation, etc.). I found that when I excelled in one area (such as getting through particularly tough material), it came at the expense of focusing on historical writing and research with my students. In the past, I have assigned a longer research essay (15-20 pages) as the final assignment. Other times I had a longer annotated bibliography be the final assignment. In the Fall 2016 semester, I had students do both an annotated bibliography but a smaller final paper (10-15 pages). While I am going to continue this, I have decided that every Friday will be our legal history writing clinic. Now, these days will be dedicated to legal history (either from our readings or working on the larger research project), but I have planned for successive Fridays to build upon each other. This will create a structure that students can use to guide their own research and writing. It will also allow me to have more time with students to discuss writing, and it will give them more time to work with each other in peer editing.

I taught the following courses over the academic year (I am including Spring 2016 courses only because I am including evaluations in this report, due to them not being completed by the due date of the last Professional Development Report):

#### Spring 2016

- LGLS 101(1): Introduction to American Law (3 S.H., Completely Online, twenty-eight students)
  - Course Materials included in Appendix A
  - Course Evaluations included in Appendix B
- LGLS 101(2): Introduction to American Law (3 S.H., Completely Online, thirty students)
  - Course Evaluations included in Appendix C
- HIST 488: American Constitutional History (3 S.H., nineteen students)
  - Course Materials included in Appendix D
  - Course Evaluations included in Appendix E

#### Summer 2016

- HIST 151: United States History Since 1865 (3 S.H., Completely Online, twenty-six students)
  - Course Materials included in Appendix G
  - Course Evaluations included in Appendix H
- LGLS 380: Legal Studies Internship (one 6-hour intern, three 12-hour interns)
- HIST 499: Independent Study: Current Issues in Family Law (3 S.H., instructor of record, worked with Legal Studies faculty member)

#### Fall 2016

- HIST 101: Introduction to Law & Society (1 S.H., ten students)
  - Course Materials included in Appendix I
  - Course Evaluations included in Appendix J
- LGLS 101: Introduction to American Law (In Person, thirty students)
  - Course Materials included in Appendix K
  - Course Evaluations included in Appendix L
- HIST 365: American Legal History (GEP Writing Intensive, twenty-five students)
  - Course Materials included in Appendix M
  - Course Evaluations included in Appendix N
- LGLS 380: Legal Studies Internship (One student, six credit internship)
- LGLS 385: Mock Trial I (first time this course has ever been taught at WSU)
  - Course Materials included in Appendix AA
  - Course Evaluations included in Appendix AB
- HIST 499: Independent Study: Advanced Trial Practice (three credits)
  - Course Materials included in Appendix AC

#### Spring 2017 (Spring course evaluations will be presented in a future PDR)

- LGLS 101: Introduction to American Law (Completely Online, thirty-four students)
- HIST 488: American Constitutional History (GEP Oral Intensive, twenty students)

- LGLS 380: Legal Studies Internship (four 6 credit interns, one 12 credit intern)
- HIST 499: Independent Study: Law Office Management (instructor of record, worked with Legal Studies faculty member, three credits)

Due to necessity for the Legal Studies and the Law & Society Program, I must blue card students regularly into my HIST 365 and 488 courses. The max for those courses is twenty. In addition, due to demand, I will be teaching two sections of LGLS 101 in the summer 2017 semester.

### Effective Performance in Other Current Assignments

My non-teaching assignments here at Winona State are quite varied. They include:

- Legal Studies, Law & Society, and Prelaw Advisor
- Director of the Legal Studies Program
- Co-Director of the Law & Society Program

Current Assignment: Legal Studies, Law & Society, and Prelaw Advisor

I believe one of my most important non-teaching duties involves advising not only current students but potential students.

### Promotion of the Legal Studies Program and Law & Society Program at Various WSU Events.

In addition to the duties I perform in Minné Hall, there are several events I attend outside of our halls that help promote our program. Some of them include:

- Academic Preview Days (two 30 minute sessions held for high school students and parents)
  - December 2, 2016
- Admitted Students Days (two 30 minute sessions held for admitted students who are considering a major)
- Transfer Student Registration
- New Student Registration, including Scholarship Registration
  - April 7, 2017: Scholarship Registration

On Monday, April 10, 2017 I met with Sue Eckerson and several counselors in Admissions to give them more information on Legal Studies, Law & Society, and the future of the program. I also submitted to them a draft of information they can hand out to interested and incoming students with information on our major as well as various advising materials that I have created.

**Advising of Current Students.** I currently advise 56 students, comprised of Legal Studies majors and minors, Law & Society majors, and Prelaw majors. This is in addition to the advising

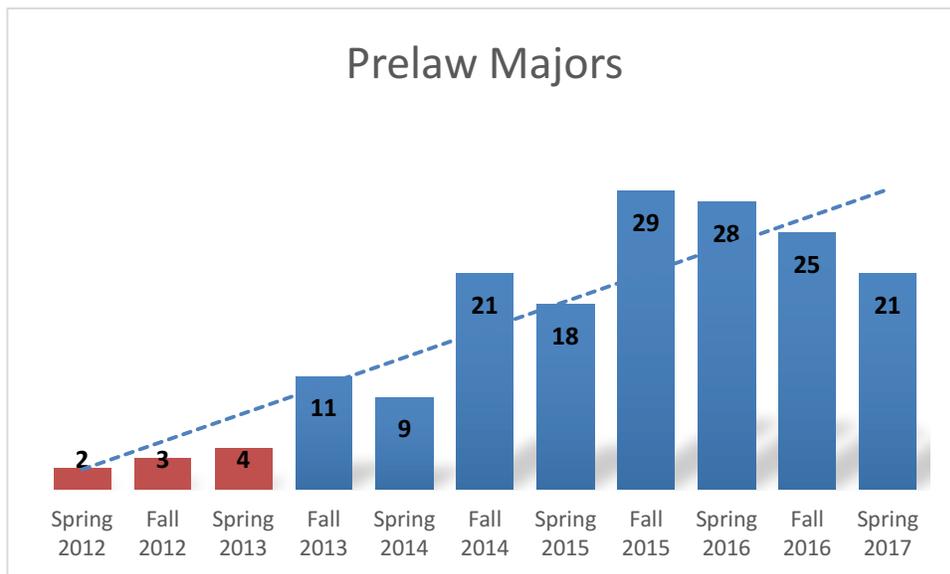
mentioned above. To accommodate my sanity and my students' schedule, I also utilized two group sessions specifically for Legal Studies students:

- April 10, 2017 at 4:00: Students with at least 60 total semester hours
- April 10, 2017 at 5:00: Students under 60 total semester hours

On Thursday, September 22, 2016, I held an informational meeting for all Legal Studies students who will be completing their portfolio and internship within the next year.

To look at program specific advising tools, please see Appendix P.

**Continued Increase in Prelaw Majors.** Through my tireless efforts in establishing relationships with other Deans, Chairs, and faculty members, our prelaw major has grown considerably under my watch. This serves us well as a department and a college since some of these majors take courses in history and legal studies due to their interest in the law, with some of them even switching majors to legal studies. Note the increase in prelaw majors in the chart below. Note that these numbers do fluctuate with fall graduations. In just the 2016-17 academic year, four of our legal studies graduates will be 1Ls in law school in the Fall 2017 semester.



Note: Bars of **this color** denote years before Richard became Prelaw Advisor. Bars in **this color** represent years from when Richard became Prelaw Advisor.

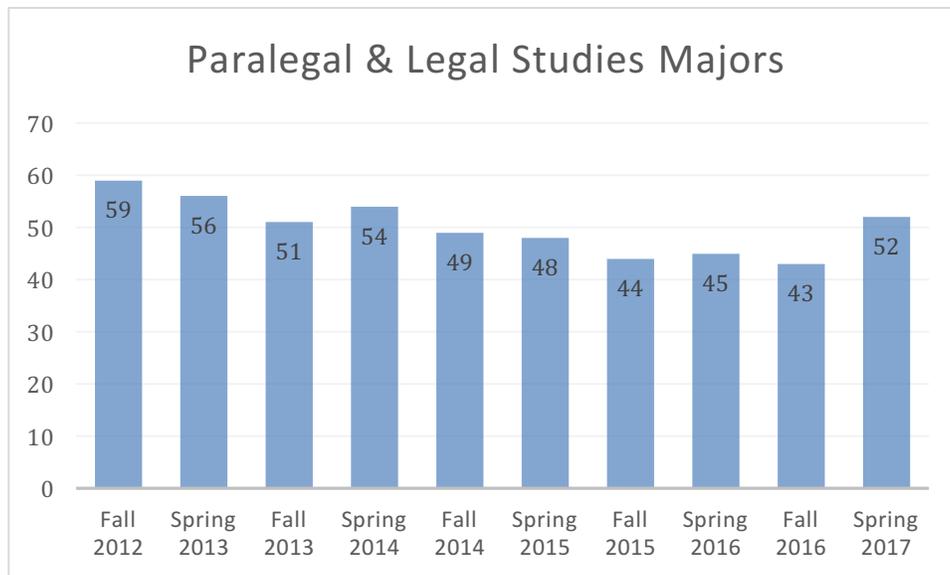
**Special Opportunities offered to Prelaw Students.** I do offer prelaw majors the opportunity to have special advising meeting with me where we discuss registration for the LSAT, registration for the LSAC Credential Services, searching for an applying for law schools, and generally discussing whether law school is the right choice. Some of those law school specific programs I have coordinated include:

- Saturday, October 22, 2016: Administered practice LSAT exam to interested prelaw students

- Thursday, April 20, 2017: Coordinated a visit from Director of Admissions and Recruiting Stephanie Nikolay from Marquette Law School. Her visit consisted of a group discussion at 11:00 AM along with a lunch for students as well as individual sessions from noon to 1. Fourteen students took advantage of this opportunity.

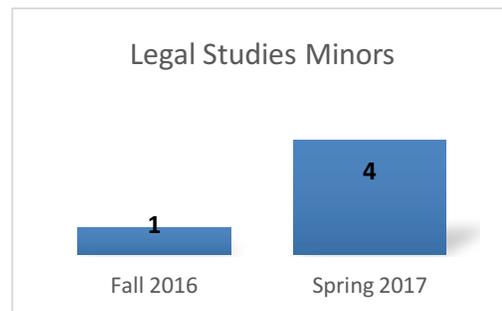
Current Assignment: Director of the Legal Studies Program

I am completing my third year as director of the Legal Studies program. Since I began this position, I observed the program and intensely studied other American Bar Association approved programs. Taking into considerations a site visit from a former ABA reviewer, I made several changes in the program organization and curriculum. Along with changing the name to Legal Studies, I have streamlined the curriculum. I have also championed the teaching of new and timely topics courses. The topics courses we have offered have been selected with input from students, our WSU Paralegal Advisory Board, and the Legal Studies faculty. One can see the trend upward of students in the LGLS major. Again, note, that these trends are against the university and national trends in undergraduate enrollment; while enrollment is down overall, we are seeing increases. See table 1.



**Introduction of Legal Studies Minor in Fall 2016.**

Along with the creation of a new introductory course for the program, LGLS 101: Introduction to American Law, and its introduction as a GEP fulfilling course (Goals 6 and 10), this year I introduced the Legal Studies minor. This involved the typical process involving Curriculog, CPPS, and A2C2 as well as the networking and advice and consent of colleagues and administrators. Currently, there are four students who have a Legal Studies minor.



**Changes and Evolution of Legal Studies Portfolio.** As the Director of Legal Studies, it is my duty to supervise Internships. Before a student can register for LGLS 380: Legal Studies Internship, they must produce a portfolio of their work. This portfolio is guided by standards set by the American Bar Association. I meet with students every year to give them information on the portfolio and internship experience. This academic year, that meeting took place on September 22, 2016. After the evaluation of the portfolio, which is submitted the semester before the internship, I meet with students and conduct an “exit interview.” This is useful for the student to move to the internship phase and it is useful for me to collect permanent contact information.

Beginning in the fall, I am going to make changes to the portfolio process to make it even more useful for students. I have already changed the binder/hard copy requirement, asking students to submit their portfolio in PDF version. This allows students to see it as more useful. It gives them the ability to quickly mail out important documents, such as resumes and writing samples, to potential employers. Now, I am going to have students create a LinkedIn profile, complete with a professional headshot (provided by Web and Communications services through a student photographer). Students will have to post some of the documents from the portfolio to their LinkedIn page. This will help students make their portfolios even more useful. It will give the student the opportunity to present themselves in a professional manner and will allow them to begin the crucial task of networking with alum, employers, and other friends of the Legal Studies program.

**Supervision and Evaluation of Interns.** Being supervisor of our Interns also involves regular assessment of the Interns from the perspective of their external supervisors. In the past, these were administered by written forms that were mailed to supervisors with the data being compiled by hand. I now directly contact external supervisors via email and allow them to assess their interns via Qualtrics. This gives us much more flexibility in utilizing the data. External supervisors assess their interns at the beginning, at the midterm, and after the internship. This allows me to assess not only intern performance but growth of the learner.

**Program Assessment.** Also, internal program assessment and external assessment represents a large portion of my duties as program director. Assessment is a constant part of my duties as Legal Studies Director, and proper and timely assessment is crucial for our program to maintain its status as an ABA approved program. Here is a summary of the regular required assessment:

- **Recent Graduates:** Assessed within six months of graduation. In the past, we simply mailed out reports to graduates with the addresses provided to us by alumni services. These addresses, however, usually represented their last permanent address while attending WSU. This resulted in many evaluations not reaching students. Working with our Web and Communications Services in creating a LinkedIn profile and a Facebook page for our program, I have found new and innovative ways of keeping in touch with our alum. I have also moved the survey instrument to Qualtrics. I have found that the six months after a

student's graduation can be very unsettled and can involve lots of residential transition. As such, US postal mailings did not reach students that often. I have also acquired new forensics acumen in searching for students utilizing social services, email, and phone calls which has helped our success in these areas.

- Alumni: Assessed three years after graduation, this assessment is handled by IPAR and Career Services. I regularly collect these results.
- Current Students: this assessment takes place as part of our yearly Assessment Day evaluations, again spearheaded by IPAR. I work closely with Eri Fujieda to tweak the evaluation instrument when necessary. As our program evolves on a yearly basis, so must the assessment.
- Graduate Employers: Assessed every three years, these surveys collect crucial information from those employers who have hired our graduates. This survey has not been administered in quite a few years. I began administering the assessment during the week of April 10, 2017. This assessment involves a physical mailing and a utilization of a Qualtrics assessment instrument. Employers tend to take more seriously mailed, written invitations to assessment. This also allows us to mail a form that can be returned to us, postage paid, with updated contact info.
- Legal Community: Assessed similarly to Graduate Employers, this has a broader reach than the Graduate Employer survey. Here, we seek out firms and businesses that might use paralegals or Legal Studies' graduates, such as banks and insurance firms, who might not be too familiar with our program. This is our program's way of increasing our reach and exposure to Winona and the surrounding community. This assessment was administered during the week of April 17, 2017.

**Completion of 2015 ABA Interim Report in and Report Approval in May 2016.** Upon submission of our 2015 ABA Interim report in May 2015, we finally received full approval in 2016. Completing this report only one year after being the Director of the program, with a reporting period before I was even hired here at WSU, presented numerous challenges. I take considerable pride in the approval of this report, for we are looking forward past our program's difficulties with the ABA and approval with past directors. Our program is in good standing with the ABA. Our next endeavor will be our program's Reapproval Report, which is due in Summer 2018. This will be accompanied by a site visit.

- To see the completed, official 2015 Interim Report, see Appendix O
- To see the ABA Guidelines for the Reapproval Report due in 2018, see Appendix Q

**Revision of LGLS/LAWS Program Mission Statement, Program Level Outcomes, and Curriculum Map.** Revisions to our program's mission statement to more adequately reflect our program's identity as a Legal Studies program and not a Paralegal Program, as well as changes to our program level learning outcomes and curriculum map have been completed. These changes were approved by the Paralegal Advisory Board during the Summer 2016 meeting. I am working with current faculty to assess whether their courses align with these outcomes, and I am also seeking final projects from certain legal specialty classes which can serve as an assessment tool for certain outcomes. I am hoping to conclude this work soon and meet with Eri Fujieda by the end of the semester to finalize these changes.

- To review drafts of the LGLS/LAWS Program Mission Statement, Program Level Outcomes, and Curriculum Map for LGLS, please see Appendix AD

**Site Visits to Internship External Supervisors Postponed.** After reflection with fellow ABA Paralegal internship advisors, I have received lukewarm responses from whether the programs perform physical site visits for Interns. Many simply perform conference calls or email correspondence. I am currently working on how to proceed from here. As the only full time Legal Studies professor, it is often difficult for me to even find the time during the semester to make these visits, which geographically range from Somsen Hall to Madison, Wisconsin and as far west as Sioux Falls, South Dakota.

**Coordinating Meetings and Workshops for LGLS Adjunct Faculty.** One of my more important duties as director involves working with our eight adjunct faculty. The fact that our faculty are all full time practicing attorneys makes it even more difficult to coordinate program level discussion. Along with the revisions to our program level outcomes, I have stressed the importance of assessment during our courses. One way I have stressed faculty assess their courses is with rubrics for their assignments. I coordinate at least two faculty meetings and workshops for our faculty. For our past two meetings, I invited Mary Bohman to our meetings for the workshop portion. She helped our faculty better utilize D2L and the rubric tool. She also introduced using Mediaspace to provide video feedback to students. The dates of our meetings for the past academic year were:

- Wednesday, October 19th, 2017
- Wednesday, January 18th, 2017

I am also working hard at addressing current issues our LGLS faculty have brought up to me, the first being a lack of private office space for professors to prep before their classes and to meet with students. The ABA also requires this space be provided for our faculty. I am working closely with the Dean of Liberal Arts to hopefully secure this space.

- For agendas from Legal Studies Faculty Meetings and Workshops, see Appendix R

**Coordinating Paralegal Advisory Board Meetings.** The ABA also requires that our program have a Paralegal Advisory Board. This board is made up of program alum, paralegal supervisors, lawyers, and public sector legal workers. The board serves as our pulse in the legal community. I share assessment and enrollment data with our board. I also discuss larger issues and potential changes or issues with the program. I also welcomed a new board member, Monika Lovewell. She currently serves as the Vice President of Trusts at Merchants Bank. She also has experience as a lawyer and legal studies professor. She is a valuable addition to our program. The ABA requires two meetings a calendar year, but they have been satisfied when three meetings take place within one calendar year due to scheduling concerns. For instance, I postponed the Fall/Winter 2016 meeting till earlier this year because I wanted to get to a certain point with assessment and an articulation agreement before presenting it to the full board. Paralegal Advisory Board meetings for this reporting period took place on the following dates:

- Wednesday, June 28<sup>th</sup>, 2016

- Friday, April 31<sup>st</sup>, 2017
- For agendas from Paralegal Advisory Board meetings, see appendix R

**Articulation Agreement with North Hennepin Community College.** Working very closely with our advisory board and with the director of the paralegal program at North Hennepin Community College, we have come up with a working draft of an articulation agreement between WSU and NHCC. This is an area that we sorely needed to improve upon. Any way that we can offer students from the very large community colleges near the Cities to have an easier path to WSU to complete their legal studies career is welcome. One of the major holdups was making sure that our WSU degree would not be diluted by accepting another institution's legal studies courses to substitute for ours. But after careful consideration by our advisory board and myself, we concluded that the legal sequence courses of NHCC, which are also part of an ABA approved paralegal program, should not serve as a barrier to students who want to experience WSU. At the very least, students in NHCC's paralegal program will see our school listed in their catalog as an articulation option. This will put WSU on the minds of students who might have never considered WSU as an option to complete their legal studies education. A draft of this agreement is included in the appendix of this report.

- For a draft of this Articulation Agreement, see Appendix S

**Management of Curriculum, Course Scheduling, and Budget for Program.** Another part of my duties as director consists of assessing the course and course topic needs of our student body. I do this through regular assessment of our students, faculty, advisory board, and other members of the legal community. I then work to schedule courses as enrollment and money allows to adequately meet these needs. I also work closely with the Dean of Liberal Arts to coordinate a working budget that allows for the operation of the program as well as my continued preparation

**Attending Paralegal Education Conferences.** As part of the continuing education necessary to remain a faculty member and the program director of an American Bar Association approved program, I have attended several major meetings and conferences. Those include:

- June 2, 2016: 2016 American Bar Association (ABA) Approval Webinar
- October 12-16, 2016: American Association for Paralegal Education (AAfPE) Annual Conference, San Antonio, TX
- April 21-22, 2017: AAfPE North Central Regional Conference, Indianapolis, IN

I am also considering a run for the North Central regional director. More information on this in my Fall 2017 Professional Development Plan.

- For copies of programs from various AAfPE conferences and the ABA webinar, see Appendix T

## Current Assignments: Co-Director of Law & Society

**Transition of Law & Society Major to Legal Studies Option.** Professor John Campbell, a co-director of the Law & Society Program, and I began discussing how we envisioned the Law & Society major and program evolving in the face of challenging moments. Enrollments were down across the board as well as with the program. Many of the courses that existed early in the history of the program were no longer offered. Professor Campbell and I had to perform a large amount of course substitutions for our majors to complete their degree requirements. The major was the largest, in terms of semester hours, in the university. We also discussed the difficulties of marketing and advertising for this course as a complete and separate entity from Legal Studies. We began this venture by asking the department's permission to seek out a plan to create an option of Legal Studies that kept alive the zeitgeist of the Law & Society program. After numerous discussions, we devised the following plan.

**The New Legal Studies Program.** The Legal Studies program now has two different degrees. Think of these degrees as options. Our school does not necessarily offer options to majors. In essence, an option creates a new degree. Through much trial and error and work with officials from the CPPS committee, Lori Beseler, and others familiar with the Curriculog proposal system, we decided that the "New Program" proposal would best suit our needs. A copy of this proposal is in the appendix. This new program (a new degree) would allow us to keep the nature of the Law & Society option in the realm of the Bachelor of Arts, instead of us having to create a Bachelor of Science degree.

Therefore, the Legal Studies program now has two degrees and one minor:

- BS in Legal Studies (LGLS) – Professional Option (this is the ONLY ABA approved paralegal option in Legal Studies)
- BA in Legal Studies (LAWS) – Law & Society Option
- Minor in Legal Studies

These two degrees share 2/3 of their curriculums:

- Phase I: Interdisciplinary Foundations (shared by LGLS and LAWS)
- Phase II: Legal Sequence (shared by LGLS and LAWS)

Here's where the two majors diverge:

- Phase III: LGLS Electives (includes portfolio and internship)
- Phase III: LAWS Electives (includes HIST 298 and 495)

These shared cores of the two majors is going to do much for student development in our classes. Right now, especially in HIST 365: American Legal History and HIST 488: American Constitutional History (both classes that are required by Law & Society and preferred by Legal Studies), the two groups had very little interaction and were headed down very different paths curriculum-wise. Now, Professor Campbell and I are hoping this creates a cohort mentality and more cordial relationships between students.

- To get a visual of the breakdown of the LAWS major compared to the LGLS major, see Appendix P

**HIST 101: Introduction to Law and Society, the Final Edition.** Our program evolution has unfortunately rid our department of the extra overload hour offered to teach HIST 101. While Professor Campbell and I tried to keep this hour (or at least the funds associated with it) in our department, we were unsuccessful in this endeavor. The final time the course was offered was the Fall 2016 semester.

## Criterion 2: “Scholarly or Creative Achievement or Research.”

Article 22 of our the 2015-2017 MnSCU-IFO states that “scholarly or creative achievement or research” represents one of the criteria utilized to assess our professional development. Appendix G states that “This category supports one’s teaching and contributes to one’s special field of knowledge. The advancement of knowledge and education calls for many kinds of scholarship/creative activity/research. Each may require a different approach.” Due to my unique circumstances as the Director of Legal Studies, Co-Director of Law & Society, and an assistant professor of history & legal studies, my approach to fulfilling criterion 2 might appear different from most.

**Published Works.** My review of the book *Until You are Dead Dead Dead: The Hanging of Albert Edwin Batson* by Jim Bradshaw and Danielle Miller (University of Mississippi Press, 2015) was published in the Winter 2017 edition of the journal *Louisiana History*. See a copy the review in the appendix.

- To see the published version of the book review, turn to page 114 of the included *Louisiana History* journal in Appendix U

**Work in Progress: Book Manuscript.** In March, I submitted a complete version of my book manuscript entitled “**The Rule of Three: Courts and Prison Farms in the Post-Segregation South**” to two university presses. The Louisiana State University Press passed on the project, stating that it did not fit in their catalog of books considering only one chapter pertains to Angola State Prison in Louisiana. They suggested I pass the manuscript along to the University of Arkansas Press. The state of Arkansas, being the first state to undertake omnibus reform of its prison systems, comprises about one-half of the content.

The University of North Carolina Press, on the other hand, has expressed considerable interest post-submission. I have included a letter from the senior editor of the University of North Carolina Press Brandon Proia to Dean Peter Miene, which he states the following:

I have been in touch with Professor Richard for some months now about this project, and feel it has the potential to make a strong contribution to the Press’s distinguished list in Southern history. Once we complete a successful review process over the coming

months, I look forward to speedily moving toward board approval and eventual publication.

A copy of this letter is included in Appendix V of this report, along with a copy of the original proposal. A copy of the manuscript is available upon request.

**Work in Progress: AFL-NOLA Chapter.** My article entitled “**Did the City Forget to Care? Race Relations, Professional Football, and the American Football League’s Boycott of New Orleans for its 1965 All-Star Game**” has been reviewed by editor Thomas Aiello and will be included in the upcoming book *It Matters Not What Comes to Pass: A History of Sports in New Orleans* (University of Arkansas Press, upcoming). Here is a brief abstract:

After Lamar Hunt and others unsuccessful attempt to acquire an interest in the National Football League’s Chicago Cardinals and then with NFL Commissioner Bart Bell’s expansion team request refusal, the men gathered in 1959 and formed the American Football League. The league began with six charter franchises, many in competing NFL markets. The young AFL had to overcome numerous obstacles in its early days, but through innovative acts such as early network television revenue sharing and a later acquisition of an enormous television contract with the National Broadcasting Corporation, the league now had much sufficient revenue to compete with the NFL. This helped mainly in the area of bringing great football talent to its stadiums. Alabama quarterback Joe Namath, by accepting a massive contract to play football for the AFL New York Jets, helped the league garner attention and respect. Not only did Broadway Joe bring much needed fanfare, but his presence in the largest sports market in the United States helped bring in much revenue to a struggling league. The AFL would eventually merge with the NFL in 1966.

The league also broke the norms of the NFL clubs at the time by welcoming African American players, especially those from historically black colleges and universities who were rejected by clubs in the National Football League. This would later cause problems during the 1965 AFL All Star Game, scheduled to be played in New Orleans at Tulane Stadium. The city of New Orleans did not welcome black players at all, in their taverns or their hotels. Most AFL athletes suggested the league boycott New Orleans as the host city for the game. It was eventually moved to Houston.

My chapter will briefly detail the formation of the American Football League, with extra attention on the recruiting and drafting of African American players. I will also recount the experiences of the AFL athletes in New Orleans and investigate the city’s refusals of service. This will be done by examining first-hand accounts of the players and possibly coaches themselves, through interviews possibly given at the time and later. News and popular press coverage of the event and the boycott, both nationally and locally within New Orleans, will help compare the feelings of the players and the AFL to those of the people of New Orleans. Finally, the essay will focus on the effects of this boycott on the city and its influence on the decision of professional football heading to the Big Easy.

The larger proposal for the collected work, including my chapter and the abstract, is included in Appendix W, along with a proof of the essay from the editor in Appendix X.

**Work in Progress: Journal Article on Death Penalty Moratorium in Louisiana.** Increased scrutiny in the death penalty in the past few months, heightened by issues with the protocol of death in Arkansas brought back to my focus my research as a master's student. My thesis project, titled *Keeping Death Alive: Capital Punishment and the State of Louisiana, 1961-1983*, assessed the legislative and court history in Louisiana that resulted in a moratorium of executions for over twenty years, however, it unfortunately resulted in a ramping up of the capital punishment mentality coinciding with the US Supreme Court's decision in *Gregg v. Georgia* restoring a constitutional regime for capital punishment. While the death penalty mentality of both lawmaker and citizen was naturally going away in the late 1950s, it took nine justices in Washington, DC to tell the sovereign state of Louisiana that they could not constitutionally execute criminals in the current manner. This led to a rebirth of the "Reconstruction" mentality, which made Louisianians want the death penalty even more than ever. I have started researching proofing the work, and I expect to have a version of this article ready to send to journals in six months.

- To review a working abstract of the journal article, see Appendix Y

**Work in Progress: Book Review of *The Framers' Coup: The Making of the United States Constitution* by Michael J. Klarman.** I was asked by the H-Net listserv H-FedHist to review esteemed constitutional historian Michael Klarman's new book, the first, sprawling all-encompassing narrative of the constitutional era of the United States. The review is due to the editor at the end of May 2017.

**Work in Progress: Article for Submission to *The Paralegal Educator*.** Utilizing content and feedback from my 2016 American Historical Association panel presentation on the importance of the history internship and the unique nature of WSU's legal studies internship relating to history, I have completed a draft of a short article for this magazine, published by the American Association for Paralegal Education (AAfPE). This article, written for paralegal and legal studies academics, discusses how they can use their program's particular internship to foster relationships with law-related fields, such as history, to provide students with unique "outside-the-box" internship experiences. A completed version of this article will be submitted to the editor by the end of the summer.

**Research in Progress: Minnesota Legislative Committee Investigating Stillwater Prison.** My dissertation research took advantage of the hard work and dedication of Robert Sarver. Former criminal justice specialist, penologist, and president of the University of Arkansas Little Rock, Sarver traveled all across the United States and performed detailed site visits of prisons in numerous states, acting as an expert witness at numerous prisoner rights claims brought to the courts under 42 U.S.C. § 1983. I noticed before Minnesota was even on my roadmap that he visited and wrote a report for Stillwater Prison. After obtaining his records from the visit, I found out that he did this at the directive of a Minnesota Legislative Committee in 1975. I found some records at the Minnesota Historical Society, and they have recently sent me the documents. I plan on adding to the work I have already done in the area of federal court reform of prisons and assessing the situation from the Minnesota perspective. I am not sure where this research will lead, but I am hoping to at least present at a conference and write an article.

**Research in Progress: PIF Grant to Study Justice Blackmun Papers in Washington, D.C.** This semester I applied for PIF funds to provide me with an opportunity to study the Justice Harry Blackmun papers at the Library of Congress. I want to focus on his work in criminal law. Justice Blackmun played an important role, as judge on the Eighth Circuit Court of Appeals, in my past research helping reform the Arkansas Prison system.

**Delivering Presentation at Professional Meetings.** Connected to the AFL-NOLA article, I will be presenting my research at the 2017 National American Association for Paralegal Education Conference in October in Albuquerque, NM.

**Playing an Editorial Role for Professional Journals: Editor of H-Net Listserv H-Louisiana.** I am heading into my second year as editor of the H-Net Listserv H-Louisiana. This Listserv, which covers all areas of history and some social science fields, has over 100,000 members. While I only edit one sliver of the total network, it does involve things such as reviewing, moderating, and editing discussions from other scholars, placing job descriptions on the serve, and advertising calls for papers, calls for conferences, grants, scholarships, etc.

**Serving on Louisiana Historical Association Committees.** I currently serve on two LHA subcommittees: the Bylaws Committee and the Communications and Social Media Committee.

**Contributing to the Scholarly Growth of Peers: Amanda Nagel Job Talk.** Recently, I attend a mock research presentation for fellow colleague Amanda Nagel. Along with other colleagues, I offered her some guidance on her talk, and I proofread a revised version of her job talk.

**Quality Matters (QM) Review of Two Courses, One as Subject Matter Specialist.** During the Spring 2017 semester, I participated in two course reviews for QM certification. These courses involve an intense review of the structure, objectives, and content of a course, assessing 43 total standards. Each course review takes three to four weeks and includes both a pre-review and post-review conference call. The courses I reviewed included:

- ENG 474/574: Technical Writing (offered by faculty at Minnesota State University Mankato)
- CRIM 4712: Law & Society (offered by faculty at West Georgia University) – serving as subject matter specialist for this review
- To see the work that goes into the review process, I have included in Appendix Z a draft version of the Quality Matters report for CRIM 4712.

**Status Update of Collaboration for *Death Watch: A Death Penalty Anthology*.** It is with regret that I report the editor of the first edition of *Death Watch* has decided not to advance with a second version. He is enjoying retirement too much, but more importantly the presses he approached with the current project have not shown much interest. We both believe, however, that there might be life in the book with a regional university press, such as the University of Louisiana at Lafayette Press. More information on this project will follow in future plans and reports.

### Criterion 3: “Evidence of Continuing Preparation and Study.”

Again, referring to Appendix G, faculty “are expected to engage in activities that enhance their ability to perform their duties, given the changing nature of their disciplines and changing techniques of instruction and scholarship.” I believe, as does the contract, that this represents a “fundamental component of professional development that can be integrated into any and all areas of professional activities.”

**Remaining Current in One’s Professional Discipline and/or Special Field of Study.”** As my research and current projects have demonstrated, I am definitely remaining current in my field of legal and constitutional history. As I am currently reviewing new works, I am also keeping up to date with the most recent historiography in these areas as well as legal history of the US South.

Part of remaining current in legal and constitutional history also involves keeping abreast of recent decisions in courts on all levels, federal and state, but especially the US Supreme Court. While reading and distilling this jurisprudence is a year-long endeavor, the times the court is in session from October to mid summer keep me most occupied. New and current events also offer me many opportunities to make crucial connections between the past and the present, which gives us much to talk about in the classroom.

**Attending Professional Meetings and Conferences.** As discussed above, I have attended three professional meetings and conferences this academic year. These help keep me informed in current trends in legal history and the paralegal profession, and they provide me with valuable networking opportunities:

- June 2, 2016: 2016 American Bar Association (ABA) Approval Webinar
- October 12-16, 2016: American Association for Paralegal Education (AAfPE) Annual Conference, San Antonio, TX
- April 21-22, 2017: AAfPE North Central Regional Conference, Indianapolis, IN

Conference programs are included in the appendix to this report, with special note of panels attended.

I am also a member of a number of professional organizations which help me keep current with trends in the fields of legal education, history, and the law in general. My memberships include:

- American Historical Association
- Organization of American Historians
- American Society for Legal History
- Southern Historical Association
- Louisiana Historical Association

- I serve on the Bylaws Committee and the Technology and Communication Committee
- American Association for Paralegal Education
- American Bar Association
- National Association for Legal Assistants
- Midwest Association for Prelaw Advisors

## Criterion 4: “Contributions to Student Growth and Development.”

**Service as Internship Supervisor for Legal Studies.** Since my first semester as director of Paralegal & Legal Studies, I have supervised thirty-eight interns. As discussed in previous parts of this report, supervising interns consists of:

- Advising and assessing student portfolios, which are created and submitted the semester before their internship. This includes helping students improve on crucial aspects of their portfolio, which includes a cover letter, resume, personal statement, and writing samples.
- Helping students negotiate the internship agreement with external employers. This sometimes includes me personally reaching out to potential internship supervisors. The bulk of this, however, is placed on the intern for we do not place interns as a common practice.
- Regularly keeping in contact with external internship supervisors, which includes sending them assessment tools three times each semester
- Keeping contact with my interns throughout the year, advising them of final internship assignments and helping them complete their time sheets demonstrating that they worked proper amount of hours to receive credit
- Assessing their final reflection essay and ultimately assigning them a final grade

**Service as Faculty Advisor for Student Groups.** Currently, I serve as the faculty advisor for the following student organizations:

- Paralegal Association
- Mock Trial Association
- Prelaw Association
- Phi Alpha Theta History Honors Society (separate but one with the History Club. My esteemed colleague Juandrea Bates works tirelessly to advise the History Club).

**Service to Phi Alpha Theta.** I have to commend Professor Bates for all of the hard work she has put into providing assistance to students of the History Club, whether it was helping plan for their end-of-the-year banquet or coordinating their film series, she has gone above and beyond.

On Thursday, September 22, 2016, we jointly held an informational meeting for perspective members of the History Club and Phi Alpha Theta. From this meeting began the process of initiating six new members into our chapter. I am at a loss here with the direction I see PAT

progressing. It's still hard to acquire a critical mass of students who are initiated and then here long enough to take advantage of the exciting things PAT can offer (mainly, travel and presentation at the national conference). Some schools are bolstered by undergraduate initiates being members during all of their graduate school years. Here, we do not have that luxury. I am working with colleagues from other schools with PAT chapters but no graduate program to develop ways to make our PAT chapter experience be more rewarding.

I also attended the end-of-the-year banquet on April 25, 2017. I led the Phi Alpha Theta initiation portion of the banquet, acknowledging the two new initiates present at the gala.

**Former Coach and Faculty Advisor of Mock Trial.** I am also the faculty advisor of our Mock Trial team. I used to be the day-to-day coach of our team, but I was limited in what I could offer our students for a number of reasons. For one, I am not a practicing litigator, so admittedly my skill set in this area is a bit rough around the edges. Two, I am relatively inexperienced in the rules and procedures of the American Mock Trial Association (AMTA), the body that coordinates college mock trial. I was, however, put in contact with Graham Henry. Not only did he compete for four years in AMTA competition at Hamline University, but he coached at Hamline while attending law school. He is still active in AMTA events, such as coordinating tournaments and sanctioning balloting for competitions. He is delighted to be our new day-to-day coach, and he can bring a vigor into the team that I cannot. Ultimately, I foresee him teaching our LGLS 385: Mock Trial I course. So as I move from my coaching role, my weekly meeting with the team has been reduced. But, coaching wise, they are in better hands. I will continue to be the faculty advisor.

- I did however help coordinate and coach our team at The St. Paul Trials Invitational Competition in St. Paul, hosted by Macalaster and Hamline Universities. The competition took place from Friday, November 4 through Sunday, November 6.
- Due to some unfortunate events (our captain's grandmother passing away which meant he had to move back to Rochester, one of our starting attorneys studying abroad in Australia, and another starting attorney joining Student Senate), our team did not compete in regionals. I am hoping that the new life Graham can introduce into mock trial can bring fresh new faces into the group.

**Contributions to Student Growth and Development as Prelaw Advisor.** As the prelaw advisor, I help contribute to my students' growth in a number of ways:

- As previously mentioned, I proctored a practice LSAT exam for interested students.
- I helped coordinate a trip of interested students to a paralegal and legal affairs interest day presented by Cargill's in house legal staff. This event took place at Cargill's Excelsior Crossings Campus in Hopkins, MN on April 6, 2017.
- I have also worked specifically with two students this academic year (William Wood and Hayley Johnston) post-graduation to help them gain admission into law school. I worked extensively with Hayley Johnston in crafting and editing her personal statement and law school application.

**Former Advisees and Students Going to Law School.** While these students going to law school after their time at WSU is more a product of their hard work and dedication, I would like to think I played a small role in that process. I think these students should be commended for demonstrating that WSU has high caliber graduates that can compete at some of the nation's highest law schools. I have written letters of recommendation and assisted all of these students in gaining admission to their respective schools. The list includes:

- Brandon Curtain, Marquette Law
- Whitney Ederer, University of Wisconsin Law School
- Susan Jacobsen, Cleveland-Marshall Law School
- Hayley Johnston, Mitchell | Hamline Law School
- Rex Malin, Indiana University, Robert McKinney School of Law, Indianapolis
- Jessica Petras, University of Wisconsin Law School
- Ian Pomplin, Marquette Law

**Letters of Recommendation for Students and Advisees.** I am also honored to have students often ask me to write them letters of recommendation for law school, graduate school, special internships, grants, scholarships, and careers after WSU. This year was no different, for I wrote a number of different letters. The letters I have written over the course of the 2017-18 academic year include:

- Brandon Curtain, LSAC, Law School
- Susan Jacobsen, LSAC, Law School
- Hayley Johnston, LSAC, Law School
- Celia Lewis, LSAC, Law School
- Jenna Meyer, WSU Foundation Scholarship, Evaluation
- Ashley Olson, LSAC, Law School (written in April 2016 but not reported in last PDR)
- Megan Pierce-Campbell, LSAC, Law School
- Ian Pomplin, LSAC, Law School (written in April 2016)
- Kathryn Pribula, Reference for Residence Hall Position
- Ben Reimler, Barbara J. Penny Community Service Fellowship (which would allow him to take part in a government internship in Washington, DC)

**Assisting HIST 495 Students with Capstone Projects.** On September 28, 2016, I met with Professor Tomas Tolvaisas to discuss working with two senior seminar students who were focusing on law focused projects. Those two students were Chelsea Eisold and Derek Blevins. While their results varied, I did provide them with very good assistance in locating sources, creating arguments, etc.

## Criterion 5: "Service to the University and Community."

Our duties as faculty members extend beyond the classroom. Not only should we be active parts of our Winona State University community, but we should expand our service beyond

campus. As per Appendix 22, faculty service should “extend beyond the classroom to areas such as the program, department, college/division, university and greater community.” I believe my professional development report will demonstrate that I strike a great balance between service within and outside of our campus.

**Service to Departmental Committees.** Within our department, I have served on various committees within our department.

- **Curriculum Committee.** I have attended some of our department’s curriculum committee meetings, where we discuss different aspects of our major and its role in the larger academic community here at WSU and the world.
- **Scholarship Committee.** I also serve as one of the members of our departmental scholarship committee. We consider student scholarship applications and make decisions on who receives scholarships, with the advice and consent of the department. We also strive to get as many students as possible to apply for these scholarships.

**Service to WSU Committees.** I also serve on a number of university committees, some are Faculty Association committees and some are All-University Communities.

- **Chairman, FA Technology and E-Learning Committee.** I have served on this committee since the Fall 2014 semester. This academic year, I served as chair of the committee.
- **All-University Technology Committee.** I recently ended my term on this committee due to faculty interest from the FA Tech committee wishing to serve on the All-University committee. Due to one of those faculty members being unavailable in the Spring 2017 semester, however, I rejoined the All-University Technology Committee.
- **FA Government Relations Committee.** I joined this committee in the Fall 2016 semester. I also served as our GRC representative on the GRC State Committee. I attended the State Committee meeting on September 8-9 in St. Paul, MN at IFO Headquarters.
  - Unfortunately, due to travel back to Louisiana due to ill health of parents and the impending necessity of emergency travel back to Louisiana, I am going to limit my service to this committee to one year. I would rather not stretch myself too thin and take away the attention that my students, courses, and other committees require.
- **Long Term Improvement, Accreditation, and Assessment Committee (now known as ImpAAct).** I have served on this committee since my first semester here, in Fall 2013. Sadly (and a bit embarrassingly) my three year term ended in Spring 2016 and it was not renewed due to other Liberal Arts faculty interest. But, I continued to receive emails from committee chairs and invitations to meetings, so I continued to serve on the committee throughout this academic year. Nothing wrong with a bit of extra service to my WSU community. Being on this committee allowed me to develop relationships with faculty and administration alike and to be a part of our university-wide Higher Learning Commission assessment and accreditation.

**Service to Teaching & Learning Technologies and their Tablet Initiative.** As part of our TLT department's initiative to contribute to the Minnesota State System the effectiveness of the use of tablets in the classroom, I allowed a lecture from HIST 488: American Constitutional History to be filmed for demonstration purposes, as I produce a slide show, read my lecture, and interact with the class using my iPad. I also took part in an interview after to go into more detail of my workflow. I am hoping that this helps put more efforts into the use and utility of tablets in the classroom, particularly from the instructor's point of view.

**President of Winona Area Humane Society Board of Directors.** I have been a Board member since January 2015, and at the April 2017 meeting I was re-elected to be the Board President. I continue to see this as some of the best service work I have performed in my life. I have established great community contacts through my work with WAHS, and I believe under my leadership the Humane Society and our Shelter has overcome a number of the problems of the past, including poor leadership, budget issues, and overcrowding. While we are a 503(c) that will always be living day-to-day when it comes to financing, we are running much more efficiently budget-wise. Our populations are at all-time lows (which is good for the shelter and animal health, and is especially difficult for us as we are a true no-kill shelter, one of the few in the Midwest).

- Our board meets monthly on the second Wednesday of the month, and we hold an annual meeting for contributors and members in March of every year.
- I have included a copy of our most recent newsletter in Appendix AE, just in case you are interested in the work of the humane society and interested in giving to our cause.

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