

Per requirements, this professional development plan covers the 2019-2020 academic year.

Dear Dean Rossinow:

Teaching Creative Writing is my passion and once again I am honored to have served another academic year in this capacity. I again welcome the advantages that a full-time position offers me: dialoguing with colleagues on pedagogical issues; concentrated time to further develop lessons/lectures for students; meeting with students during office hours to support publication goals, the power of revision, and to connect one-to-one.

My priorities for the year were to continue establishing a sense of community among CW majors through my teaching and extracurricular activities to include advising the literary magazine, *Haute Dish*, scheduling student readings, promoting and participating in student/alumni writing groups, and by researching possibilities for future class development. I also learned a great deal from committee work this year, particularly through serving on the IFO Action Committee, job searches, and working with colleagues to coteach a course next spring for the MLS program. Being part of the Equity Champions for future job searches will offer me the opportunity to improve the quality of job searches on a continuing basis.

Below lists more specifically my third-year goals for continued development as a strong and effective assistant professor within an essential major in the college of liberal arts.

Criterion 1: Effective Teaching

1. I taught the following courses this fall: *Writers as Readers*; *Short Fiction*; *1000 Words or Less*. I restructured all the syllabi from last semester, which required choosing required texts (three per class) as well as introducing new elements of instruction
2. In spring, '20 I taught *Intro to Creative Writing* and *Humor Writing*. It has been seven years since I have taught the intro class and I sincerely enjoyed developing a new syllabus as well as researching new texts
3. I made a dedicated effort to provide additional feedback to students by holding mandatory individual conferences week #7 of the semester
4. I continued to work with a rubric for *Writers as Readers* focusing on the following components of writing: Ideas/Content; Voice; Organization; Word Choice; and Sentence Fluency/Conventions (adapted from the 6+1 trait writing from the National Education Association). I see this rubric as essential for writers, especially writers' proficiency focusing on a creative writing degree to adhere to the elements of quality writing
5. I engaged students in multicultural texts and assigned readings/discussions for all CW courses
6. In addition to a class syllabus, I provided weekly agenda sheets for each of my classes as a way to address invisible disabilities challenged by organizational tasks
7. I invited eight guest speakers/professional writers to my humor classes this year to inspire students' own writing and to offer the opportunity of multi-genre writing
8. I provided prompt feedback for weekly writing assignments that I returned the following class meeting
9. I evaluated semester portfolios for each student in each of the courses I taught this year to assist me in determining individual writing processes (in place of a final)

10. Brainstormed and began developing possible course expansion for the Creative Writing major
11. Scheduled conference calls with various authors we will be studying for my *Humor Writing* class as well as my *1000 Words or Less* class. The students always express interest in dialoguing with authors
12. Received Excellence in Teaching Award 2019-2020

Criterion 2: Scholarly or Creative Achievement or Research

1. I routinely sent my creative work (poetry/fiction) to 10 journals for ongoing publication.

Flash Fiction Magazine; The Holes in our Lives (March, 2020)

Writers: Craft & Context, an open-access interdisciplinary journal published through the University of Oklahoma, Spring, 2020.

2. I continue to work on clarifying the themes of homelessness and hope in my latest collection of poetry, *Do Not Disturb* for publication. This collection is a collaboration I am working on with photographer, Douglas Nielsen
3. I appeared as a guest speaker at St. Kate's as part of my creative work (October 31) to deliver a lecture and a writing exercise for Gay Herzberg's fiction class
4. I advised *Haute Dish* again this year through regular scheduled meetings with the editorial staff and through attending *Haute Dish* readings both on campus and due to the pandemic unfortunately our scheduled April 18th reading at Open Book in Minneapolis is cancelled until further notice. We are hoping to provide a power-packed reading in fall, 2020 at Open Book in addition to our regular scheduled reading in 2021. I continue to recruit new editors for the school year, 2020-21.

Haute Dish Meetings/Misc:

Displayed in Student Center, August 28 from 5-7 pm

Fall Fest Table: 12-4pm

Haute Dish Editorial Meeting: October 5, 5:30-6:30

Meeting October 11, 6-7pm

Fall Reading: November 6 5-6:30pm

December 11, 5-7pm

January 14, 12-1pm

January 31: Hire new web designer (interview and training)

Faculty training through student life and leadership on March 3, 2020

Open Book Reading: April 18; 6-8 pm (CANCELLED)

Criterion 3: Evidence of Continuing Preparation and Study

1. Convocation: August 21, 9-4pm
2. Attended fall teaching workshop
3. Served as a committee of four providing advising training monthly for new faculty
Panel Presenter Dates and Times:
October 4, 1-4 pm; Nov. 22, 1-4 pm; February 28, 12-4 pm; April 3, 12-4 pm
Advising prep for training: 2-12-20 12-3 pm
4. I worked hands on with my advising load of 46 students majoring in Creative Writing

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5. I worked hands on as the faculty advisor for Metro's literary magazine, *Haute Dish*
6. I continued to attend the monthly student writers group which meets the first Sunday evening of each month throughout the calendar year. This event is open to current students as well as alumni. Writers Group meeting dates ('19-'20):

August 4 5-8:30 pm

September 1 5-8:30 pm

October 6 5-8:30 pm

November 3 5-8:30 pm

December 1 5-8:30 pm

January 12 5-8:30 pm

February 2 5-8:30 pm

March 1 5-8:30 pm

April 5 5-8:30 pm

May 3 5-8:30 pm

7. I continue writing letters of recommendation for students applying to grad school(s) as well as applying for scholarship funds on an ongoing basis
8. I remain active in the twin cities writing community and continue to collaborate on community literary events promoting Metro State's creative writing program/students
9. I scheduled student creative reading events annually for fall semester, '19, and spring semester, '20

Criterion 4: Contributions to Student Growth and Development

1. I am open to increasing my advising load of students majoring in Creative Writing
2. I worked hands on as needed filling my role as faculty advisor for Metro's literary magazine
3. I attended the monthly student writers group open to current students as well as alumni
4. I remain in the writing community and to collaborate on community literary events promoting Metro State's creative writing program/students
5. I scheduled (and rescheduled) student creative reading events annually for fall semester, '19, and spring semester, '20

Criterion 5: Service to the University and Community

1. Serve on TCPW search committee

Assistant Professor in Health Communication

Meeting Dates:

Training: 1-14-20

Meetings: 1-14-20; 10-12:30 pm

1-27-20: 8 hours

1-28-20: 3 hours

1-29-20; 9-4 pm

1-30-20: 3 hours

1-31-20: 2 hours

2. Serve on the Action Committee

Action Committee meetings:

9-24-19: 3-4pm

10-4-19: 2-3 pm

10-8-19: 3-4 pm

12-15-19: 3-4 pm

2-17-20: 11-12 noon

3. Served on a first-year task force with Craig Hansen the following dates:

September 25; 1-2:30 pm

November 18; 12-2:30 pm

4. I intended to coordinate with CAE and research the possibility of working as a faculty tutor to establish and maintain strong communication and collaboration for the purpose of continued improvement for student writing. This is a goal I will pursue in the fall, 2020.
5. Attended professional meetings monthly: SCWA Strategic Planning Group

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Fine Arts Meetings/CLA Meetings/SCWA meetings:

Sept. 18; 10-12 noon

October 16; 10-12 noon

November 13; 10-12 noon (Fine Arts Meeting)

November 20; 10-12 noon

December 11; 10-12pm

January 9; 1-3pm

January 15; 10-12pm

February 5; 11-12 pm

Colloquium 3-18-20; 10:30-12 noon

6. Attend all IFO meetings to work on collaboration with other faculty

UNION Meeting Dates:

IFO 10-12 noon; August 22

IFO CLA 10-12 noon; Sept. 5

IFO 10-12 noon; October 3

IFO 10-12 noon November 7

IFO 10-12 noon December 5

IFO 10-12 noon

Additional Classes (FDIS/SDIS):

Fall: 2 student-designed independent studies (Max Tran, Kayla Gray)

Spring: (Amber Branch, WRIT SDIS: Superheroes in Creative Writing

Advanced Creative Writing, fall '19:

Took on the responsibilities of this course's two students and met with them the following dates:

Thurs. Oct. 10: 2-4 pm

Thursday, Oct. 17: 2-4 pm

Thursday, Oct. 31: 2-4 pm

Thursday, November 7: 2-4 pm

Thursday, November 14: 2-4 pm

Thursday, November 21: 2-4 pm

Thursday, December 5: 2-4 pm

Thursday, December 12: 2-4 pm

VISITS/LECTURES/OTHER ODDS AND ENDS:

Flash Fiction Judge, 2020 Scholastic Adjudication Judge, Jan 6-20

Collaboration with Brian Nerney (Humor Writing/Editing)

Interviewed candidate with Brian Nerney for community faculty: 1-23-20

Visited Brian Nerney's class on 2-11-20: Graphic Novel Presentation

Excellence in Teaching Award, 2020 (will be given in Fall 2020) Carothers Award Chair, 2020

Nominated Student for President's Award, Mai Lee; Awarded a win for undergrad Liberal arts: Banquet Dec. 7, 2019

Mentoring: Belo Cipriani, Community faculty

Apply for the Equity Champion Committee on January 10, 2020

Training for Equity Champion: January 24 10-12 pm

Nominated Gina eilfante Torres for the 2020 Student Leadership Award

These last five weeks of the semester are challenging as I adapt face-to-face courses to a structured online format of teaching. The students and I are focusing currently on revision and finishing up workshops as well as four more writing and reading assignments. Below are my sample emails to my classes regarding the adaptation:

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Tuesday, March 17, 2020

Dear Humor Writers,

How are you all doing? I realize the MN State system is saying classes will resume after March's end, but I would really like to stay on top of our schedule as much as possible so I am hoping all of you will be okay with resuming class on March 26th. Luckily we have that evening off in exchange for attending a reading. **Please note: this assignment of attending a reading is now optional.** If you have already attended a reading, I will offer you extra credit for this.

March 26th will still be referred to as week #9, meaning we will only have 14 weeks total this semester, yet still ending on April 30th.

What is due for week 9, March 26:

1. Turn in parody piece; Writers being workshopped (Sarah, Kendall, Mayra) will send all of us a copy of their work as a word doc. Workshop writers, please have a list of questions for us all to focus on.; turn in 2-3 paragraph response to Weems, Chapter 7. As far as something funny contributors, we will cancel the remaining rounds of that. We all had an opportunity to go at least once, so I'm not that concerned that we are missing this. What I feel quite sad about is that we will not have the interaction with any of our guests. That's a drag. We will make this work, however, and I believe we will maintain a level of learning that will be reflected in our end-of-semester portfolios.

We will take up to a week to respond to the three workshopped writers and then we will send them our comments, questions, answers to their questions and possible revision suggestions. These responses must be sent no later than Thursday, April 2nd. Again, we will not be entertaining our guest Ari Hoptman. Do look him up and read about him. He's quite talented.

I will send another email early next week. I will also send you some notes on slapstick that I have acquired over the years. Thank you all for being so patient during this time. I have set up things on D2L, however they will now need to be updated as of this email. I will update them and post them again. Feel free to either use D2L as a drop box for assignments or regular email works just fine too. Once I receive your assignments I will send you a confirmation. Thank you all! Suzanne

Tue 3/17/2020 9:05 PM

Good evening Creative Writers:

This is your St. Patrick's Day update. Classes are suspended until the end of March; I would like to stay on track as much as possible. I am asking all of you if **we can take this week off**. This would be our normal week #9. The itinerary for week 9 currently is as follows:

Attendance; freewrite; reading discussions of Bayles/Orland pp. 93-112; Collect Book Reports from those still outstanding; Collect memoirs;

Workshops: Bel, Peng, Boun, Seelintha, Danny, Ori.

This agenda we will revisit on Wednesday, March 25th with online alterations unless noted otherwise. In other words week 9 is still week 9. However our semester will now only have 14 weeks vs. 15. It will still end on the same day, 4-29-20.

How the agenda will be adapted:

Still I will take attendance by collecting assignments. Free writes are for you to continue on your own. Remember you will be turning in a total of five freewrites in your portfolio. As far as the readings, I expect you all to write up 2-3 paragraphs highlighting the takeaways from the readings (2-3 paragraphs per assigned reading). As far as workshops, those writers being workshopped on March 25th will send their work as a word doc so we can provide online comments to their work. Here are the dates for these upcoming email exchanges:

Due March 25: Two 2-3 reading responses (Painter and Bayles); Turn in Memoirs (again, make sure you identify what this course is, the assignment name and your name); Turn in book reports (if you haven't to date); Six memoirs sent to entire class (Bel, Peng, Boun, Seelintha, Danny and Ori). Read their pieces and return to the workshopped writers with your comments, questions and suggestions no later than Class 10: April 1.

That is all we will focus on for now. Further adaptations will be made and sent to you. Thank you for your patience during this transition. I appreciate it. I know this adaptation is not ideal. I do think we will still proceed successfully through this learning as long as we all stay on schedule with assignments, workshop commitments, and in the end solid portfolios to present in some adapted format. Let's hang in there. Questions are always welcome. Have a great week. I will check in with you early next week. Again, thanks for your patience. Suzanne

