

Peter Paolucci  
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York University

February 12, 2017  
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## Career Summary & Highlights

### Historical Accident & Anomaly Trump<sup>1</sup> Credentials

After almost 40 years of service, one obvious question is, “Why weren’t you tenured long ago?” Indeed, I should have been tenured long ago. Under the sponsorship of Atkinson’s Dean Skip Bassford and Associate Dean Peter Such, my file was put forward twice in the late 1990s. I lost out the first time to an affirmative action candidate and in the subsequent year when I was the number one candidate, the university denied the file, this time because Atkinson had only just received a position the year before. There wasn’t enough money to go around to the same place two years in a row. Other departments had needs too. That’s bureaucratic rationalization and just an unlucky accident of time and place for me.

Even more persuasively though, is the evidence that the coincidence of my scholarly research in online teaching and learning (and teaching with technology), happened at a moment in history when the academy did not know how to evaluate such work for the purposes of T&P. My early adapter efforts were never recognized when they should have been—and by implication, that they should be recognized now. (See below.)

There is no shortage of evidence of my collaborative online research with varied and numerous partners, such as the University of Ottawa, Université de Montréal, Centre National de Formation en Santé, the faculties of Medicine at the University of Ottawa and Western University, the University of Alberta, and Collège de Saint-Boniface. I have also worked with the Global Electronic Shakespeare Conference, Nelson Education, the Canadian Congress of Librarians, the Ontario College and University Library Association, the College of Physicians and Surgeons, all of the community colleges in southwestern Ontario, the Journal of Educational technology and Society, Convergence-One, Ryerson University, and many private sector parties.

The funding for all of these projects all came from peer review based funding agencies (Canarie, Inukshuk, SSHRC) and in my academic lifetime I have won \$374,750 in grant money to do scholarly, peer-reviewed R&D. Moreover, all of this R&D was done in partnership and collaboration with other universities and professional agencies all of whom were working under the rigours of peer review. And I did all of this when I was outside the system, teaching on contract and not on inside the world of institutionalized (tenured) scholars.

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<sup>1</sup> Apologies for the unfortunate choice of verbs.

Just as reputable traditional scholars leave their mark in print all over the place, so too do digital based scholars leave their particular footprints everywhere. Google “Peter Paolucci” and see what comes up. That extensive profile brings notoriety and profile to the university, to the faculty and to the department and it has been doing so since the mid-1990s when my web profile first began to grow.

It’s fallacious nonsense to argue that a high Google profile is not the same as a more traditional scholar’s high profile in print or on Google Scholar. What defines scholarship is not the repository where the final results are housed, but rather, it’s the rigorous scrutiny of the processes and methodologies of how the work was produced. In the traditional world of print scholarship, scholars wrote books and articles that were peer reviewed by scholars and locked away in libraries that were not accessible to the general public, only to be read by other scholars. Web 2.0 (and to a lesser extent Web 1.0) changed all that, de-emphasizing where the scholarship was stored while still retaining the careful scrutiny that all legitimate scholarship must have. The report of the MLA Task Force on T&P (2007) concluded that “The profession as a whole should develop a more capacious conception of scholarship by rethinking the dominance of the monograph, promoting the scholarly essay, establishing multiple pathways to tenure, and using scholarly portfolios” (11). The Georgetown Report on T&P (2009)<sup>2</sup> observed that “Stephen Nichols, professor of medieval French literature at Johns Hopkins University, acknowledged the unspoken elephant in the room – **the entrenched professional prejudice against digital scholarship and its role in the hiring, tenure, and promotion process – characterizing it by noting the disparity in the rewards system between digital scholarship and print scholarship in the humanities and history**” (220). [My emphasis.]

Universities have, as Bethany Nowviskie<sup>3</sup> says, tended to “**overlook those incommensurate collaborative processes by which digital scholarship is created**: systems of production that require closer partnership than ever before among individual scholars and the technologists, student and postdoctoral researchers, content creators, designers, faculty colleagues, archivists, and cultural heritage **professionals who work collectively** to generate, assemble, disseminate, and preserve new knowledge and new scholarly interpretations” (169). [My emphasis.]

This is my story, exactly.

It was really only in 2007, some 17 years after the WWW was invented that the MLA came to the ground-breaking recognition that the scholarship of people like myself working in the digital humanities was not being assessed fairly. The MLA’s seminal task force report of 2007<sup>4</sup> among other things, stated,

“Even more troubling is the state of evaluation for digital scholarship, now an extensively used resource for scholars across the humanities: **40.8% of departments in doctorate--granting**

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<sup>2</sup> Joan F. Cheverie, Jennifer Boettcher, and John Buschman. “Digital Scholarship in the University Tenure and Promotion Process: A Report on the Sixth Scholarly Communication Symposium at Georgetown University Library.” *Journal of Scholarly Publishing*. Vol. 40, No. 3, 2009. DOI: 10.3138/jsp.40.3.219.

<sup>3</sup> Bethany Nowviskie “Where Credit Is Due: Preconditions for the Evaluation of Collaborative Digital Scholarship” in *Profession* (pub. By MLA in 2011).

<sup>4</sup> Report of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion. Domna C. Stanton, Michael Bérubé, Leonard Cassuto, Morris Eaves, John Guillory, Donald E. Hall and Sean Latham *Profession* (2007), pp. 9-71. Published by: [Modern Language Association](http://www.mla.org). Stable URL: <http://www.jstor.org/stable/25595848>.

**institutions report no experience evaluating refereed articles in electronic format, and 65.7% report no experience evaluating monographs in electronic format” (11).** [My emphasis.]

In a 2009 report, Cheverie et al confirmed the MLA’s findings on T&P in the digital humanities and noted that there was an **“entrenched professional prejudice against digital scholarship and its role in the hiring, tenure, and promotion process ... (11).** <sup>5</sup> [My emphasis.]

That 2006/2007 MLA task force made the recommendation that **“4. Departments and institutions should recognize the legitimacy of scholarship produced in new media, whether by individuals or in collaboration, and create procedures for evaluating these forms of scholarship” (11).**

Furthermore, the MLA has noted that **“... [s]cholarship in New Media Digital ... is becoming pervasive in the humanities and must be recognized as a legitimate scholarly endeavor to which appropriate standards, practices, and modes of evaluation are already being applied. The rapid expansion of digital technology has been fundamentally transforming the production and distribution of humanities scholarship, generating not only new forms of publication and dissemination—ranging from Websites and e--journals to print--on--demand books—but also significant new modes of scholarship, including digital archives and humanities databases” (41).** This is in part, what Google measures.

By the time the MLA and the academy had come around to legitimizing work in digital media, I had already been doing it for almost 15 years, and doing it in collaboration with other postsecondary institutions as well as the private sector. For a fuller discussion of this, see my teaching dossier at <http://www.yorku.ca/paolucci/TeachingDossierPeterPaolucci.pdf> and my full CV at <http://www.yorku.ca/paolucci/>.

Moreover, by the time the MLA and the academy had come around to legitimizing work in digital media I had also started my SRC, a 13-year contract with York.

## EN 100AF

EN1001 AF is the largest course York’s English department has ever offered. It has been running now since 2009 (for 7 years). I am the only one who has ever taught it. With an enrollment of 360 students and 11 TAs, the course is the main conduit into the English major degree. **EN1001 AF is essential to the functioning of the department not only because its economic efficiency subsidizes many upper year level courses with low student-professor ratios, but also because my administrative methods and mentoring of graduate TAs ensures consistent, high quality instruction in 1001AF and beyond when these TAs move on to other teaching assistantships.**

The additional administrative burden of managing a course this size is astronomical and goes largely unnoticed and unrecognized except by those who work directly with me.

The department is providing an extraordinarily cost effective education for its first year cohort, and they are being taught by a multiple award winning teaching. Moreover, because of my concerted and persistent efforts, EN1001 has become a training ground and a professional development resource for 11 TAs a year. These learn their craft, know how to mark efficiently, know how to design tests and

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<sup>5</sup> Joan F. Cheverie, Jennifer Boettcher, and John Buschman. “Digital Scholarship in the University Tenure and Promotion Process: A Report on the Sixth Scholarly Communication Symposium at Georgetown University Library.” *Journal of Scholarly Publishing*. Vol. 40, No. 3, 2009. DOI: 10.3138/jsp.40.3.219.

quizzes, know how to design against and identify plagiarism, and know how to handle conflict and difficult students because they served an apprenticeship under my tutelage. Most importantly, exposure to my teaching methods opens up pedagogical possibilities for my TAs and they all leave my courses with great ideas of their own that they go on to develop extensively. Essentially, I have been training the department's TAs for many years. I've always been training TAs for the department, but with EN 1001, that contribution has accelerated geometrically.

There has never been a grades assessment appeal in EN1001 AF and the grade variations between tutorials have always been within the thresholds determined by the faculty. Over 7 years that means that in theory, some 2500 students have taken that course and there have been no appeals. Because of the attrition rates, that gross number works out to something like 1900 students. And not only have there been no appeals, the course average is consistently between 58% and 64%.

There may be other ways to calculate the per capita efficiency of 1001 AF, but if you add up the proportional part of my salary plus 11 Unit I 1.5 tutorials for a half term the total cost of that course is \$106,000. With an initial enrollment of 360 students, that's a per capita cost of \$346 per student. At the 4<sup>th</sup> year level with an enrollment of 22 students, the per capita cost is \$2300 per student. My EN1001 AF is 85% cheaper per capita than a 4<sup>th</sup> year course and the department is getting students who are well prepared for upper level courses and the department is also getting extremely well trained TAs who know how to mark, design tests, develop their own pedagogies to engage their students, and deal with difficult or challenging circumstances.

Regardless of how you calculate the numbers, there can be no doubt that proportionately, my work in 1001AF creates a financial surplus for the department and indeed, more than that, the quality of the teaching is excellent AND there are generations of graduate students (TAs) who are taking the skills they learned in 1001 with me and bringing them to other courses.

In sum, 1001 is giving first year students an excellent grounding in the basics of literary while providing the highest quality professional development for the department's grad students and doing it all with such financial efficiency that the per capita cost of education each subsidizes many, many upper level courses. And of course, the other beneficiaries of my work are those faculty members who use TAs because in their teaching; any of those TAs who have worked with me are grounded in good pedagogy and already begin to develop high levels of professional standards in every aspect of the work we do.

The pedagogical and administrative complexities of running this course are discussed at length in my teaching dossier, housed at <http://www.yorku.ca/paolucci/TeachingDossierPeterPaolucci.pdf>.

## EN 4722 (Editing Shakespeare)

EN4722 is another course that I have taught for almost a decade. The course is also cross-listed with Professional Writing and is one of two required courses for that major (the other is Books and Book Making). Whatever happens to me (and to this course) also impacts Professional Writing.

While some faculty may be able to teach the first term of 4722 (a historical survey of the seminal print editions of Shakespeare), there is no one in the department equipped or qualified to teach the second term with all its technical coding and Experiential Learning components.

This is a truly flagship course for the department; there is nothing like it certainly in Canada, and possibly in America either. In a time when the Ontario Government, the university, the faculty, and the department are all looking for ways to demonstrate a sustained and active participation in experiential education, this course serves as proof that these current pedagogical goals are deeply embedded in our curriculum.

“Editing Shakespeare” is a prototype of a functioning XML-driven database that makes Shakespeare’s plays searchable in ways never seen before. Basically, it adds dramatic context, gender, and kinship parameters to a regular concordance search capability. For example, this resource will give you all the lines in say, *Hamlet*, where the word “worthy” was spoken by Claudius to Hamlet, while Gertrude and Polonius were both on stage and listening. The edition is also theorized in the context of how Web 2.0 has re-defined what the role of the editor is.

Among other things, my research has invented a new line numbering system (“Relational Line Numbering” or RLN) that uses the same eleven-space character string for the same line, regardless of which version the play is in and regardless of what its navigational coordinates are (act.scene.line or TLN). By assigning a unique identifier to each line, much like unique DNA strand, all similar lines, regardless of which edition they are in (base or otherwise), or even regardless of the language in which they are written (translations can be included), share the same RLN. No more awkward line synchronizing between say, F1 and Q1 where editors have to add extra TLN numbering (124+1, 124+2 124+3). The result of my research in the field of digital editing as manifest in The Shakespeare XML Project (<http://www.shakespearexml.ca>). My research in this field won an internal SSHRC (\$2000) in 2008 and I presented a paper on the subject was given at the Fifty-Fifth Annual Meeting of the RSA (Renaissance Society of America). (Refereed.)

EN 4722 builds on this research and has students producing electronic editions of small portions of Shakespearean text. They code manually in HTML/CSS/jQuery/Javascript if they choose the option to display the text, or in XML if they chose to architect the text as a database. This course has been designated as an Experiential Learning course and it prepares students for careers in editing, professional writing, authoring and many other fields. Students design their editions so that they display consistently across different platforms (cellphones, tablets, laptops) and so that these editions meet WAI and Ontario’s AODA accessibility standards.

The pedagogy of delivering this course is also unique and innovative and requires very high bandwidth to take advantage of all the pre-recorded and realtime streaming video on which my pedagogy relies. The details of the pedagogy of this course are also discussed at length in my teaching dossier (<http://www.yorku.ca/paolucci/TeachingDossierPeterPaolucci.pdf>).

The course is an excellent embodiment of several of the “Priorities” articulated in The University Academic Plan: 2015-2020 (February 25, 2016). Priority 3 (Enhanced Quality in Teaching and Learning”) says, “... education is being transformed by new technologies and by burgeoning discoveries in pedagogical research that have been found to empower instructors and students and augment still-essential personal encounters. Notably, the value of alternative instruction modes is amenable to systematic, relatively easy monitoring. As we continue to pioneer new ways of learning we can – and should – assess their worth continuously. Teaching and research are fundamental to the University’s

mandate and identity. More than that, they are inseparable. This intimacy is expressed through research-infused instruction and opportunities for students to conduct research within courses and in other activities” (15).

EN 4722 is one of the “new technologies” not only in its Experiential content, but in its media-rich, high bandwidth video-streaming delivery. (See my teaching dossier for more details). The course is also exemplifies the link between “teaching and research” mentioned in the academic plan.

Again in terms of the University’s five-year plan, EN 4722 fulfills 1.1 (increase the number of EE opportunities), 2 (“expand technology enhanced learning”) of Priority 3.

One unique feature of the winter term of 4722 is that students are in one-on-one conversations with an instructor every week or even more often if they wish. This is made possible because the lectures have already been pre-recorded, leaving time for plenty of one-on-one discussions. Nowhere, ever, in their careers at York will students ever get this much face time with an instructor. This feature of the course engages that Academic Plan’s goal to “Increase contact time between faculty members and students” (16).

## Service

My service on teaching committee has helped define the department’s guidelines for online teaching (November 2014) and I was instrumental in procuring Professor Gobert’s recent successful University Wide Teaching Award. I have also chaired that committee (more service).

## Traditional Scholarly Activity

I’ve also been active in more traditional scholarship. I now do regular reviews for Renaissance and Reformation and I was the founding moderator for Hardy Cook’s *Shakesper Book Review Panel* [sic] (<https://www.shaksper.net/about/book-review-panel>). I continue to serve on that panel. This book review panel is a sub-committee of the *Global Electronic Shakespeare Conference*.

I have been brought in as a regular peer reviewer for *International Journal of Online Pedagogy and Course Design* (IJOPCD) and for *Convergence-ScholarOne Manuscripts*.

Finally, since 2000 I have been an Executive Peer Reviewer (<http://www.ifets.info/reviewers.php>) of *The Journal of Educational Technology & Society*.<sup>6</sup> I have peer reviewed (adjudicated) more than 25 articles and books for publication since 2000. ETS is ISSN: 1436-4522 (online) and 1176-3647 (print).

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<sup>6</sup> The Journal of Educational Technology & Society is included in the Thomson Scientific Social Sciences Citation Index (SSCI) with impact factor of 1.066 according to Thomson Scientific 2010 Journal Citations Report. In 2016 this journal was upgraded to “The most highly-cited, most relevant Open Access journal was Educational Technology & Society with an Impact Factor of 1.018 and a relevance score of 32.” ETS was rated in the top 10 of 1600 items published in the last 10 years.



October 20, 2008

Professor John Blazina  
 Chair, Teaching Committee  
 Department of English  
 York University  
 4700 Keele Street  
 Toronto, Ontario  
 M3J 1P3

**Re: Dr. Peter Paolucci**

Dear Prof. Blazina:

Both of us were involved with the faculty development workshops taught by Dr. Paolucci for the Schulich School of Medicine & Dentistry and are pleased to write a supportive letter jointly.

Peter has visited Schulich on several occasions and has given two faculty development workshops in the use of video-conferencing (VC) for teaching to our clinical and basic science faculty, the first in February 2007 and the second in May 2008. We solicited Peter's help when the Schulich Medical School at The University of Western Ontario, in collaboration with the University of Windsor, decided to open a satellite campus that would accommodate 24 Schulich medical students in Windsor starting in September 2008.

This was the School's first experience with synchronous distance education and we were faced with a short timeline to prepare both faculty and staff for its successful implementation. Peter helped us immensely. He came a day in advance for each of his workshops to ensure that hardware and room geography were optimal for his presentations. Peter's sessions were exemplary – he practiced what he preached! He addressed the technical aspects of VC as well as pedagogy and tips for teachers in preparing for and carrying out their VC lectures.

The faculty members in his workshops gave him outstanding evaluations and referred to his well organized and cheerful style. His illustrations and course handouts were practical, clear, and well written. We were very impressed with his organizational skills, his ability to meet tight deadlines, and his problem solving. His communication and people skills, attention to detail, and concern with quality were all exceptional. He was quickly able to establish a collaborative relationship with faculty members, technical staff, and administrators. More than anything, it was his focus on good teaching design that helped us focus why and how VC could be used optimally.

Peter's workshops were also vital to the School's administrative leadership in ensuring that a dedicated trainer was hired to teach faculty how to teach with VC. He has been personally generous with his time and advice and has made himself available by phone and email for other technical issues that have arisen as we've moved along. His contribution to our transition to a VC environment has been significant, and we have been grateful for his help and guidance.

**Schulich School of Medicine & Dentistry • The University of Western Ontario**  
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Our contact with Dr. Paolucci was also productive in another area. Our joint collaboration resulted in an application to the Royal College of Physicians and Surgeons of Canada for a Faculty Development Grant. An application entitled "Just-in-time pedagogy for videoconferencing and webcasting: an online module or faculty development" was approved in 2007 and funded with a grant of \$5000. The online module was completed in the summer of 2008 and is currently being transferred from the York University server to Schulich's. The committee can see it at: <http://www.yorku.ca/paolucci/schulich/index.html>

Dr. Paolucci is a dedicated teacher and has been invaluable to faculty development at the Schulich School. We are delighted that he is being considered for a teaching award. We endorse this effort and enthusiastically support it!

Sincerely,



Peter Flanagan, PhD

Associate Professor of Medicine and Biochemistry  
Director, Faculty eLearning  
Schulich School of Medicine & Dentistry



Catherine Blake, MA  
Faculty Development Manager  
Schulich School of Medicine & Dentistry



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November 16, 2008

Prof. John Blazina  
Special Assistant Professor,  
Department of English  
York University  
4700 Keele St.  
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M3J 1P3

**Object: Support for Dr. Peter Paolucci**

I have known Dr. Paolucci for close to 20 years. First as a specialist of university teaching while he worked at the Centre for the Support of Teaching at York University. I attended some of the sessions he led on learning technologies and university teaching. His understanding of the challenges inherent to teaching already impressed me then. I later collaborated with Professor Paolucci on various initiatives related to the use of learning technologies.

In 1999, Peter took the direction of Learn Ontario (later called Learn Canada). We then collaborated in the creation of an online course on the development of online university courses, *Digital Architecture*. All those years were punctuated by numerous discussions, exchanges and common explorations of new pedagogies and new technologies.

One key constant in Professor Paolucci's outlook on teaching is a profound devotion to students. He is among those who see their role of educators as focusing on student's learning and experience. He has integrated self-reflection as a *modus operandi*, which has characterized his practice from early on in his university career. This critical look on his own teaching has enabled him to constantly improve his classroom performance but also his student's learning.

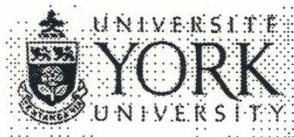
As a faculty member, Dr Paolucci is more than a reclusive researcher. He is an educator engaged in a dialogue with colleagues on teaching, learning and scholarly teaching. He has shown from the past 20 years that he is one of the best at our craft. He has demonstrated in numerous ways that one can systematically contribute in making York a better university, this year after year.

I, enthusiastically, recommend Dr. Peter Paolucci to your attention for this recognition of his teaching. Your choice might well reward a man who has shown all of his career that being a university professor is more than a personal endeavour in learning, it also means being an example to students that warmth, good listening skills, humility and reflection are marks of the best human beings one can be.

Peter Paolucci certainly exemplifies all of these qualities.

Sincerely,

Dr. Christian Blanchette  
Associate Dean, Interdisciplinary Studies and International Affairs  
Faculty of Graduate and Postdoctoral Studies  
And  
Professor of Education



**To: Selection Committee, University-wide Teaching  
Award, Faculty of Arts**  
**Re: SCOTL Award**  
**From: Ian Taylor, AVP (CCIS)**  
**Date: February 5, 1995**



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Regarding the nomination of Mr. Peter Paolucci for the Teacher of the Year Award, I am pleased to submit the following, supportive information.

Although I have known Mr. Paolucci for less than one year, I have formed such a high opinion of his teaching skills and his general attitude towards teaching that I have sought him out to teach, on a contracted basis, the forthcoming series of Internet Training seminars that Computer Training offers to the general public. These are fee-based seminars that are critical to the financial success of Computer Training and require an instructor that has excellent teaching skills, a mastery of the subject matter, and a classroom demeanor and helpful attitude that will result in positive appraisals that will foster repeat business for us. Mr. Paolucci clearly possesses these.

I first met with Mr. Paolucci several months ago when it came to my attention that he was assisting Stong College with the development of their student computing lab and offering to Stong students assistance with writing skills. He had been doing this without financial compensation, acting merely to improve the environment for students and to develop improved technologically-based methods for provision of assistance to them. He was clearly highly motivated to conduct this altruistic activity. I am aware that he has continued with this forward-thinking activity, helping Stong College to further develop their student computer lab facilities and to plan for enhanced facilities to further improve the learning environment for students.

In the Fall of 1994 I had the pleasure of attending one of Mr. Paolucci's Internet Seminars that he developed on his own and presented to the Fellows of Stong College. It was at this seminar that I saw hard evidence of his superb teaching/presentation skills and strong desire to help and encourage his faculty colleagues to understand this new technology that could enhance the teaching process. I knew then that he had the superior level of teaching skills and motivation to tackle the task of conducting my Internet Seminars at Computer Training.

Mr. Paolucci's positive attitude and motivation were underscored by his subsequent decision to refuse any financial compensation for two, full days of in-class assistance that he later provided me when I conducted one of the Internet Seminars. Further, he was quick to offer suggestions for improvements to the seminars, to plan for future sessions that would be aimed at York faculty, and to utilize his own time to learn the multi-media-based presentation tools that are used by Computer Training.

Figure 1: Letter from Ian Taylor

Division of Social Science



UNIVERSITÉ  
**YORK**  
UNIVERSITY

FACULTY OF ARTS

4700 KEELE STREET • NORTH YORK • ONTARIO • CANADA • M3J 1P3

530 Scott Library  
York University

6 February 1995

Dear Ms Cooper-Clark,

You recently called me and asked me to provide a letter of reference for Peter Paolucci to support his nomination for the part-time SCOTL Teaching Award. I am *pleased* to provide your committee with this letter. I can't think of another part-timer who deserves this recognition more than Peter. I say this not just because he's an excellent teacher—which he certainly is—but also because he has experimented with new teaching methods, for example, video conferencing at Atkinson, and computer conferencing at the Computer-Assisted Writing Centre. These latter efforts alone should be rewarded.

As Director of the Computer-Assisted Writing Centre, I have had the opportunity of observing his teaching when he has brought his students to the Writing Centre. I have also been involved with him on Professional Development Projects (the most recent was the Distance Education Forum held January 1995 by Atkinson College). In short, I know Peter and I know first-hand about his considerable talents.

Peter has shown his enthusiasm for the pedagogical benefits that can flow from computers: he actively supports the efforts of his students using computers to write and rewrite, and this year, he has been part of the first small group of faculty (full-time and part-time) using the FirstClass conferencing system to enhance their classes' academic activities. Importantly, Peter has, to my mind, the right approach to technology: he doesn't expect miracles, and he's always prepared to try other approaches and methods when the technology isn't meeting his teaching goals.

While my observations of his teaching have not been extensive, I have certainly observed the warm but professional relationship he establishes with his students. He is extremely approachable, and supportive. These qualities make him the kind of teacher that our students need.

I know your committee will quickly reach consensus on Peter's excellence in teaching. I'm glad that I could add my voice to those supporting his nomination. While you'll have other highly respected part-timers' files to assess, I'm confident that Peter Paolucci's file reveals the most, to use a cliché, "well-rounded" part-time teacher at York.

Yours sincerely,

A handwritten signature in cursive script that reads "Mary-Louise Craven".

Mary-Louise Craven, Ph.D.,  
Director, Computer-Assisted Writing Centre,  
Assistant Professor, DLLL and Social Science Division.



TEACHING SUPPORT SERVICES

Trevor Holmes  
Educational Development Coordinator  
Acting Manager, Instructional Development  
Teaching Support Services  
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January 10<sup>th</sup>, 2003

To Whom It May Concern:

I am pleased to be writing in support of Dr. Peter Paolucci's application for a Special Renewable Contract at York University. I taught with Peter in 1994-95 and have since worked with him in various capacities on more than one occasion. In Dr. Paolucci York has a gifted and scholarly teacher, a tireless mentor, and field-shaping expert in technology-enabled pedagogies.

My first encounter with Paolucci was in the context of a large, required Shakespeare course at the 3000-level. He took on the role of TA developer, and his approach and materials have been used many times over in my own work with faculty and TAs. He took a disparate crew of 13 other tutorial leaders and helped us to grade fairly and consistently using common criteria and feedback forms; he taught us an exam review game that helped students to integrate the whole course (a game that I have since used often and taught to others at three universities); and he helped us to see that teaching was most definitely a skill that could be refined rather than a hit-and-miss affair. To this day his learner-centred approach that manages simultaneously to empower other teachers is a model for my career in faculty and TA development, not to mention my own teaching.

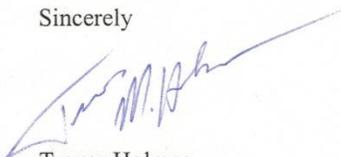
As a mentor, Dr. Paolucci promoted my awareness of the range of tools and techniques available to me in the classroom. He encouraged me to try new things and offered me opportunities to hone my own skills in workshops, and even in one of his own courses. My SCOTL Award and subsequent 3M Fellowship nominations would have been impossible without his support.

Since my days at York, I have interacted with Peter on numerous occasions in the faculty development world. I invited him to address Trent professors about teaching with technology when I was coordinating the Interactive Learning Centre there; it is a testament to Peter's selfless and principled commitment to teaching that he stayed on that day to attend a brownbag lunch we were having on plagiarism and academic integrity.

We found him to be an engaging and honest speaker who relies on experience to ground claims about technology and teaching. Having also taken several modules of his course on Digital Architecture, I recently invited him to Guelph to offer a workshop on effective videoconferencing pedagogy in a broadband environment.

In sum, Dr. Paolucci is a stellar colleague, a creative intellectual, and a highly effective instructor. Please contact me if there is anything else I can do to promote this scholarly teacher whose leadership in education reaches beyond his own institution's walls.

Sincerely



Trevor Holmes  
University of Guelph