

The University of New Mexico

Academic Program Review Self-Study

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Department of English Faculty
Spring 2019

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Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

1A: Summary *An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

The University of New Mexico Department of English Language and Literature is as old as UNM and has been at the center of UNM's teaching, research, and outreach missions for 130 years. In particular, the English Department has taught basic writing skills and the literature and narratives of Western culture from the first semester UNM opened. No educational experience is more fundamental to higher education than the abilities to write clearly, read analytically, and think critically.

The English Department has been a pivotal contributor to the University's mission by teaching not only English fundamentals but also Creative Writing, Literature, Medieval Studies, and Rhetoric as well as Professional Writing to UNM's diverse student population. We perform this task with an outstanding faculty, probably the most awarded faculty at UNM. Thirteen of our tenure track (TT) faculty have major teaching awards, sometimes multiple ones; three of our recently retired or separated faculty also did.

The English Department administers the UNM Core Writing Program, having taught between 5,700 and 7,400 students per year during the APR review period. The influx of new professors in Rhetoric and Writing in 2012 led to a revision of the slate of Core Writing courses and an invigoration of the program. Offering a BA in English Studies and a BA in English-Philosophy, the Department has graduated between 80 and 120 undergraduates per year since its last APR in 2010. The swing in undergraduate numbers is due to a significant recasting of the English major in 2012 that may need to be revisited. After a 2016 graduate program retreat, the graduate program was tweaked and is highly stable, providing excellent education to our 88 graduate students in three MA concentrations, an MFA, and two PhD programs that graduate an average of 15-20 MAs/MFAs/PhDs annually. The Department has made great strides in graduate program assessment but needs to redouble its effort in undergraduate assessment.

Drawing on a dedicated faculty of 32 tenure-stream faculty (some in .5 FTE joint appointments and not counting faculty with post-retirement deals), two visiting professors, six lecturers, 65 Graduate/Teaching Assistants (TAs), and 14 part-time instructors (PTI and Term Teachers), the Department of English Language and Literature makes significant contributions to UNM's educational and research missions generating between 26,000 and 34,000 student credit hours per year. The Department graduates the fifth highest number of undergraduate majors in the College of Arts & Sciences and is responsible for teaching the greatest number of courses in the University's Core Curriculum. Nearly every UNM student takes a course in the English Department at some point.

The Department is proactive in recruiting both undergraduate and graduate students. We offer our majors, minors, and graduate students a robust intellectual climate in the form of a solid curriculum that marries the traditional with the avant-garde, supplemented by lecture series,

works in progress readings, ad-hoc talks, and departmental colloquia. Due to generous alumni/ae donor support, our students can count on an impressive slate of scholarships, awards, prize competitions, and research opportunities to support their studies.

Faculty composition has changed drastically since 2011 when TT faculty had plummeted to an all-time low of 22. The 2012 hiring bonanza in the College of Arts and Sciences restocked our faculty greatly, specifically in the areas of American Literary Studies and Rhetoric and Writing. Recent retirements and separations are inching those numbers down again (32), with more retirements on the horizon, especially for British/Irish Literature Studies. The faculty has been incredibly productive in research, publication, and creative activity during the review period, even though many also serve in administrative capacities, and UNM research support is insufficient.

The English Department is chronically underfunded in relation to its size, needs, and financial contributions to the university, especially in operating and research funds. After online teaching revenues had been eliminated as a funding source for Departments, the Chair has had to rely on donations and fundraising efforts to assist with faculty research and departmental programming. This chronic underfunding has also led to neglected and outdated facilities in need of repair and renovation.

Overall, the Department has demonstrated that it strives to adapt to the ever-changing and challenging terrain of higher education in general and at UNM in specific by doing intellectually rigorous scholarship and creative work, offering foundational, pertinent, and innovative curricula, serving the students and larger mission of the university, and doing so admirably in a fiscally challenging environment.

1B: History *A brief description of the history of each degree/certificate program offered by the unit.*

Since the early 20th century, the English Department rapidly became a pivotal contributor to the University's mission by teaching not only English fundamentals but also literary and rhetorical studies. The Department graduated few majors (approximately 24/year) during the 1950s. Late in that decade, English faculty turned their attention to enriching the major and minor concentrations to encourage research experiences for undergraduates. The English Department became one of the first in the nation to offer a "creative MA" in which students could complete the degree by submitting a creative, rather than scholarly, thesis in 1952. By the 1960s, the Department faculty numbered 25 tenure-stream faculty who taught not only American and British literary studies but also American studies, writing, and linguistics.

The 1970s and 1980s saw major reviews in undergraduate curriculum, particularly the first-year writing program, and the reduction of undergraduate-graduate mixed courses. New undergraduate major concentrations were introduced that complemented the College of Arts and Sciences' mission; as well, new courses addressing African-American, Chicano/a, and Native American literatures became standard in the curricula that strengthened the Department's major and minor and advanced the burgeoning programs in Native American, Latino, and Africana Studies. The 1980s also saw the beginning of survey courses in World Literature, pivotal entries

in the University's Core Curriculum, and advancement into theory and postcolonialism. A new undergraduate major in Creative Writing was approved enthusiastically by Department faculty. The 1980s saw a considerable increase in the number of international outreach efforts by Department faculty, and the Department, with support from Arts & Sciences, joined a consortium of universities to sponsor a semester's study in London, a continuing program housed in English. The Department sponsored several NEH-funded summer seminars and, although the Department lost *New Mexico Quarterly*, it gained editorship of *Shakespeare Studies*, *Blake Newsletter*, *American Poetry*, and *American Literary Realism*.

In the 1990s and 2000s, English gained additional University responsibilities but lost resources. Starting in Fall 1999, UNM instituted a Core Curriculum for all undergraduates at the same time that New Mexico began a lottery scholarship program that guarantees tuition scholarship for New Mexico high school graduates attending any New Mexico public post-secondary institution of higher education. The enrollment increases put even greater pressure on the Department to staff Core Curriculum courses in English, the most frequently chosen courses in the Core. The evolution of Medieval Studies progressed from an undergraduate minor that drew on an interdisciplinary collaborative faculty from some seven University units (1982-1992) to an expansion into undergraduate and graduate curricular entities (MA and PhD) to a further expansion (1998) into a Category I Institute of the University of New Mexico, The Institute for Medieval Studies. The MFA in Creative Writing is the youngest degree in our lineup. It was added in AY 2005-06 and readjusted in 2014 in order to facilitate that MFA students could graduate in the 3-year window for the degree.

Since the last APR in 2010, both the English major and minor had their last substantial revision in 2012. In 2017, we also revised the Minor and Certificate in Technical and Professional Writing. Additionally, there is an English-Philosophy major that was not revised during the 2012 English major revision. The English Department has MA, MFA, and PhD programs. The MA has three concentrations: Language and Literature; Medieval Studies; Rhetoric and Writing (RW). The MA in Language and Literature was revised in 2008. The MA in RW is currently being re-evaluated by the RW faculty. The MA in Medieval Studies was tweaked after the hiring of an Old English specialist in 2012. All three programs were slightly adjusted in 2017 when the Department moved from 4 credit-hour seminars to 3 credit-hour seminars. The English Department has two PhD programs: The PhD in Language and Literature, which includes Rhetoric and Writing; and the interdisciplinary PhD in Medieval Studies. Both programs were slightly adjusted in 2017, after the Departmental graduate retreat in 2016, when the Department moved from 4 credit-hour seminars to 3 credit-hour seminars.

1C: Organizational Structure *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

The Department of English is overseen by a Chair who is advised by an elected Executive Committee. Due to the size and complexity of the Department, three Associate Chairs are responsible for the three major administrative areas and report to the Chair: Core Writing, Graduate Studies, and Undergraduate Studies. Directors head the major disciplinary groupings in the Department: Creative Writing, Literature (American Literary Studies and British/Irish

Literary Studies), Medieval Studies, and Rhetoric and Writing. Due to its size and complexity, Core Writing also has an Associate and an Assistant Director.

The diagram of the Department's organizational structure and governance can be found in Appendix A (page 73).

1D: Accreditation *Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).*

The English Department does not have any specialized external program accreditations.

1E: Previous APR *A brief description of the previous Academic Program Review Process for the unit. The description should:*

- *note when the last review was conducted;*
- *provide a summary of the findings from the Review Team Report;*
- *indicate how the Unit Response Report and Initial Action Plan addressed the findings; and*
- *provide a summary of actions taken in response to the previous APR.*

The last English Department APR was conducted in 2010 (site visit: February 22-24) after two traumatic occurrences in the Department: the shooting of Prof. Hector Torres and the major disruption in the Creative Writing Program. These factors, along with faculty understaffing in certain areas – specifically British/Irish Literature and Rhetoric and Writing (RW) – took their toll on departmental morale. Nevertheless the 2010 report noted that the faculty and staff of the Department are hard-working and dedicated. Recommendations to boost morale were to showcase English Department research and creative activities more across the university and not just to consider English a service unit administering the important Core Writing program. To that effect, we have created a blog (<https://english.unm.edu/blog/>) that highlights all noteworthy activity in research, creative activity, pedagogy, and service, along with a semesterly newsletter sent out to the Department's 11,000+ alums and an Alumni/ae Spotlight (<https://english.unm.edu/alumni/alumni-spotlight.html>).

Since Core Writing was not adequately funded, specific recommendations in 2010 were that the burden should be offloaded to other departments through a Writing Across the Curriculum program. Another one was that ENGL 102 should be abolished. None of this actually happened. By 2011, many RW faculty, the subsection in the department that administers Core Writing, had retired. That only left two tenure-track faculty in RW. In 2012, the English Department hired 5.5 TT faculty in RW and converted 2 more RW lecturers into TT faculty in 2013. This move replenished the ranks of the RW faculty and added new expertise to our Department, expertise that took us into a rather different direction than what was proposed in the 2010 APR. Instead of abandoning ENGL 102, we added additional versions of ENGL 101 that were tailored to accommodate the different skill levels of incoming first-year students. We changed from ENGL 101 and 102 to ENGL 110, 111, 112, 113, and 120. More info on this can be found in section 2A. The Provost's and Dean's offices also committed significant start-up resources to this

endeavor. Due to funding and scheduling issues, however, we have had to suspend ENGL 113 at this time. Generally, these course additions/stratifications seem to provide a valuable service to incoming students, having increased graduation rates.

Further curriculum and staffing issues were noted in the 2010 APR. For instance, the APR reviewers flagged that the undergraduate concentrations and the graduate degree programs were not aligned. The undergraduate program had 7 concentrations in 2010. The graduate program has an MA, MFA, and PhD offered in the major areas of the Department: Creative Writing, Literature, and Rhetoric and Writing. We also have an MA and PhD in interdisciplinary Medieval Studies. Due to the APR team's questioning of the coverage model in our undergraduate curriculum, then Chair Gail Houston started a comprehensive departmental revision of the undergraduate program that took effect in Fall 2012. This revision went from 6 concentrations in the undergraduate program to only 1 degree in English Studies. The English-Philosophy major remains a separate concentration. Tracks were added to guide students, but they are only descriptive, not prescriptive. Due to increased advising requirements of this more free-for-all approach, we created the highly effective ENGL 249 class, a 1-hour, 8-week course that introduces students to their disciplinary options as well as the faculty in the department.

This, however, did not address the alignment issues between undergraduate and graduate areas and may have actually contributed to the decrease in English majors we have experienced. Since 2012, the number of English majors has declined. What we cannot currently say with any authority is whether the new major is responsible for this decline since the Association of Departments of English ad-hoc study from 2016-17 reports that the English major has been declining nationally since 2012 (<https://www.ade.mla.org/Resources/Reports-and-Other-Resources/A-Changing-Major-The-Report-of-the-2016-17-ADE-Ad-Hoc-Committee-on-the-English-Major>).

The 2010 APR noted that the English Department was understaffed in faculty. The dire need in Rhetoric and Writing was addressed by the 2012 and 2013 hiring. Creative Writing is adequately staffed in comparison to enrollment. American Literary Studies also received some hires in 2012 through spousal accommodations but recently lost two faculty members due to their announced decision to leave the university rather than seek tenure within the department. Search for a Native Americanist is currently ongoing to capitalize on the UNM English Department's unique geographical location and position in Native American literary history. British/Irish Literary Studies remains understaffed with more retirements on the immediate horizon. A hire in Medieval Studies is currently also ongoing. Another recommendation from the 2010 APR was to establish a Southwestern Studies emphasis, perhaps on the MA level. While such an emphasis would capitalize on our regional identity, this has not happened, partially because the Chicano/a Studies Program became a department and has recently also added an MA and a PhD program to its offerings. There is definitely competition for enrollments and students in this area. We do, however, have an undergraduate sequence in Southwestern Studies.

1F: Vision & Mission *Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the*

wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?

English Department Mission Statement and Goals

The overall mission of the Department of English is to engage in writing, research, teaching, and public service that advance our understanding of the field English through Creative Writing, Literature, Medieval Studies, and Rhetoric and Professional Writing. We blend the regional in the form of Southwestern and Native American courses with the national in the form of American literature and the global in the form of traditional British offerings, Anglophone, and World literature. The writing disciplines also align with these approaches.

Undergraduate program goals are to:

- Educate students to read critically, write clearly and imaginatively, think logically, and speak articulately about literature and language;
- Promote critical literacy, that is, the capacity to interpret, evaluate, and contextualize literary and social text;
- Acquire and disseminate knowledge of our expanding literary and cultural heritages;
- Teach a historical sense of language and literatures in English in all their diversity to the multicultural student body from the state;
- Lead students to realize how the expressive and analytical skills they acquire and exercise in their study of English prepares them for a wide variety of meaningful professional employment opportunities upon graduation;
- Collaborate with University officials to increase faculty and student diversity and increase the number of minority students completing degrees in the humanities; and
- Provide accurate and reliable advising for English majors, minors, and students completing Core Curriculum requirements and to increase retention and graduation rates.

Our Department's goals are in line with the University's 2017-18 *Strategic Plan*:

- Evolve our programs and curricula to entice and challenge a changing student demographic *through the English department's excellent, award-winning teaching and through our efforts to increase the number of minority students completing degrees in the humanities;*
- Help to increase timely degree completion *through innovative programs such as Stretch/Studio; and*
- Promote a campus climate for inclusiveness and respect *through our teaching of the historical sense of language and literatures in English in all their diversity to the multicultural student body from the state.*

Undergraduate Certificate in Technical and Professional Writing

The undergraduate certificate in Technical and Professional Writing is oriented toward students in STEM fields as a complement to Bachelors' degrees in science, technology, engineering, and math. The objective of the Certificate is to offer students a "depth area" in technical and professional writing. While the Certificate does figure as a crucial supplement to the skillsets of students in STEM majors, it is also the only transcriptable identifier of a focus in technical and

professional writing for English majors. Thus, the Certificate serves a broad swath of UNM students and the number of students pursuing the Certificate has grown year by year. Local organizational contacts (such members of the Technical Writing group at Sandia National Laboratories) are eager to forge new relationships with our English Department, given that our carefully articulated training of students in technical and professional writing prepares these Certificate holders for future internships and possible employment, locally and nationally.

Graduate Programs Vision and Mission

The graduate program in the English Department trains scholars, teachers, and writers who share a common commitment to language and literary studies. The department is particularly dedicated to the global and local connections found in its fields of study, forging connections between UNM's Southwestern context and the larger international movements and intellectual paradigms into which they fit. Through its several degrees, the English Department graduate program seeks to increase students' knowledge of primary and secondary texts, hone their writing and research skills, and prepare for their chosen profession while ethically engaging as citizen scholars with the wider world.

The department consistently strives for the following goals:

- Raise the value and reputation of the graduate programs;
- Support and advance research opportunities;
- Extend Department expertise to New Mexico residents;
- Improve the transition from secondary school students into university studies; and
- Increase diversity in faculty and student recruitment and retention.

The graduate program in the English Department fulfills the vision and mission of the University of New Mexico in several ways. The department's graduate program provides the "habits of mind, knowledge, and skills" that students "need to be enlightened citizens." Graduate students also routinely fulfill the university's second mission point of creating, applying, and disseminating new knowledge and creative works that "enhance New Mexicans' quality of life" and "advance our understanding of the world, its peoples, and [its] cultures." The graduate program also fulfills the third mission point by organizing cultural events, some based on creative works and some on scholarly work.

The graduate program in the English Department contributes strongly to fulfilling the university's strategic plan in the following ways:

- The department's faculty publish frequently and teach with dedication in pursuit of making UNM a destination university;
- The program prioritizes the knowledge, skills, and professionalization necessary for lifelong success; and
- The department's faculty foster an environment in which inclusive excellence can bloom.

The department's scholarship clearly and directly advances discovery.

Criterion 2. Teaching & Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

2A: Curricula *Provide a detailed description of the curricula for each degree/certificate program within the unit.*

- *Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.*
- *Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*

The Department of English Language and Literature at UNM serves the diverse needs of students through classes in Creative Writing, Literary Studies, Medieval Studies, Professional and Technical Writing as well as Rhetoric and Writing. Before discussing the degree program, we want to feature first the strengths and contributions of the different academic areas in the Department.

The **Creative Writing** program has a distinguished history at UNM going back to the 1950s and 1960s. Writers such as Robert Creeley, N. Scott Momaday, and Edward Abbey gave the university a reputation as a breeding ground of important American writing. The English Department became one of the first in the nation to offer a “creative MA” in which students could complete the degree by submitting a creative, rather than scholarly, thesis in 1952. Since then, several generations of writers have studied and taught in the Department’s Creative Writing program, including such important writers as Rudolfo Anaya, Sandra Cisneros, Denise Chávez, Joy Harjo, Chris Offutt, Simon Ortiz, Louis Owens, and Luci Tapahonso. Writers associated with our program as students and/or teachers have been invited to the Library of Congress and the White House, won a Pulitzer Prize, a National Humanities Medal, a National Medal for the Arts, a MacArthur Foundation Fellowship, a Guggenheim Foundation Award, the Academy of American Poets Prize, a Lannan Foundation Grant, the Before Columbus Book Award, a Whiting Award, the Josephine Miles Award for Excellence in Literature, the William Carlos Williams Award, and numerous National Endowment for the Arts Fellowships. No other university in the Southwest and no more than a handful of institutions in the nation have had such an illustrious gathering of artists associated with their program in Creative Writing.

Under Sharon Oard Warner’s directorship, the internationally renowned Taos Summer Writers Conference was established as well as the MFA terminal degree in 2005. The Creative Writing Program boasts one of only a handful of endowed chairs in the College of Arts and Sciences, the Joseph M. Russo Endowed Chair in Creative Writing, a three-year visiting appointment that started in 2006. Field experts in Creative Writing teach Fiction, Nonfiction, and Poetry. Additionally, *Blue Mesa Review*, founded by Rudolfo Anaya and others in 1989, is integral to UNM’s graduate and undergraduate programs in Creative Writing in providing a venue for an international cadre of writers to present their work.

The **Literature Program** in the Department features two sections: **American Literary Studies (ALS)** and **British/Irish Literary Studies (BILS)**. Since the 1940's, our English Department has been nationally distinguished for its contributions to American literary scholarship—a distinction that increased in the 1970's, when the Department became the center of the Chicano/a and Native American renaissance. **American Literary Studies** in the UNM Department of English language and literature focuses on nineteenth- and twentieth-century American literatures, with special areas of strength that include:

- Nineteenth-Century Literary and Cultural History
- Modernism and Postmodernism
- Chicana/o, Native American, and Southwestern Literary and Cultural Studies
- Poetry, Poetics, and Avant-Garde Writing
- African American Literature

Like the greater Southwest, American literary studies in English is a place where literary and cultural traditions meet: the nineteenth-century American renaissance and Mexican, Native, and African American literary histories; Southwestern regionalism and modernity; postmodernism and contemporary Chicano/a and Native American literatures; fiction and poetry; poetics and film.

The PhD program in American literatures and cultures emphasizes multidisciplinary approaches to the 19th century (especially prose) and the 20th century (especially poetry), coupled with a well-defined sense of the recent and evolving intersections among practices of criticism, history, and theory. Faculty research involves projects of archival recovery and canonicity; comparative studies of identity; regional, US, hemispheric and trans-Atlantic literary histories and print cultures; and poetry, poetics, and visual culture.

British/Irish Literary Studies has an equally prestigious history and provides the University community with essential foundational materials for majors and non-majors, including the study of the western cultural heritage, the history of the English language, illustrations of great intellectual and historical movements, and connections to and with other literatures in English as well as in other languages. The faculty of British/Irish Literary Studies have expertise and interest in several periods, regions, and approaches to literary study. We are scholar-teachers of Medieval, Renaissance/Early Modern, 18th- and 19th-Century, Modern, and Postmodern literature and culture. Within these periods we focus on English, Irish, and British canons; comparative literature, both Continental/European and Transoceanic; and colonial and post-colonial writings, including Caribbean, Afro-British, and South Asian. Bridging these periods and regions are shared investments in identity, especially gender, ethnicity, race, sexuality, and class; in language and form; and in cultural and literary theory. In teaching and research, for example, many BILS faculty employ feminist, queer, disability, and critical race studies; explore genre, such as the novel, drama, poetry, and epic; are interdisciplinary, including collaborations with faculty in History, Political Science, and Foreign Languages and Literature; and are trans-historical, including studies of translation, appropriation, and adaptation.

The **Medieval Studies** Program in English first took form in 1982 as a modest undergraduate minor and has since developed into a vibrant interdisciplinary program with a national and

international scholarly reputation of its graduate students and faculty. Medieval Studies in the Department contributes to the undergraduate major and minor in English as well as the Medieval Studies Minor housed in the Institute for Medieval Studies. Our classes provide deep and solid knowledge of medieval languages and literatures situated in their many contexts and nuanced with judicious applications of modern literary theory. In the classroom and in the larger community, the Medieval Studies program blends language, context, and theory to provide world-class training. As the only Humanities representative, Medieval Studies UNM-wide was cited as an area of research and scholarship strength in UNM's current accreditation Assurance Argument: (http://hlc2019.unm.edu/common/docs/2019/Criterion-One-DRAFT-FOR-PUBLIC-COMMENT-UNM-Assurance-Argument_1-9-2019.pdf).

On the graduate level, the Medieval Studies program in English features an MA and a PhD concentration, collectively known as the Medieval Studies Graduate Program in English. Medieval Studies is a truly interdisciplinary program, with instruction in literature, history, art history, and philosophy. Language courses include Old English (Anglo-Saxon) and Middle English, and Medieval Latin. Our Visiting Scandinavian Scholar program provides access to the world's greatest authorities in Scandinavian and Viking studies, and affiliation with the internationally recognized UNM Institute for Medieval Studies increases that access even further with the Spring Lecture Series, which features nationally and internationally renowned researchers and scholars. We are also privileged to work and study in a community that has a deep interest in the Middle Ages, and we are excited to give back to that community in a number of ways, including an Outreach Fellowship program spearheaded by our graduate students that provides instruction and resources to area secondary schools.

The **Rhetoric and Writing** program at the University of New Mexico is undergoing an exciting period of growth and change with the hiring of seven new tenure-track faculty members over the past few years. The faculty's diverse specialties include rhetorical studies, technical communication, language diversity, second language writing, writing program administration, K-12 composition, and multimodal composition. One of these faculty members holds a unique joint appointment with the [Department of Language, Literacy, and Sociocultural Studies](#) in the College of Education, which enables our students to make cross-disciplinary connections in their research.

Students in our programs have a number of opportunities to gain experience in their area of interest. Undergraduates can take part in an internship situated in a variety of non-profit organizations, institutions, and businesses. Many graduate students teach our Core Writing classes, including English 110, 120, 219, and 220. Graduate students also have the opportunity to serve in various administrative capacities in our Core Writing program, where we are currently re-envisioning the ways we teach developmental writing, multimodal composition, and L2 writing.

Degree Programs

The English Department offers a BA in English Studies, two minors (English Studies; Technical and Professional Writing), and a certificate in Technical and Professional Writing.

BA in English Studies

The degree plan for the BA in English Studies is as flexible as it is expansive. Students pursue a particular and personalized course of study. After 10 hours of required coursework, the curriculum gives majors a great deal of latitude in choosing their 24 hours of elective course work. They may put together 24 hours of course work through a smorgasbord method—a bit of this and a bit of that. Or majors may put together up to 3 areas of specialization based on faculty's areas of expertise or in a combination of the two (some smorgasbord and 1-2 specializations). To specialize, majors take at least 3-4 classes in a particular area, such as American Literary Studies, British/Irish Literary Studies, Medieval Studies, Creative Writing, or Professional Writing. The major encourages students to focus their programs of study, even as they take courses broadly across the curriculum.

The BA in English Studies is designed to teach both skills and content. Students acquire critical and creative thinking skills as they read, research, and write about texts that depict humanity across various time periods, places, and cultures.

Students in the Department's undergraduate program, whether majors or minors, attain fundamental knowledge of literary studies, rhetorical strategies, and writing skills. Specifically, students should achieve:

- a basic knowledge of literary trends, of rhetorical strategies for communicative writing, and of fundamental elements of fiction, poetry and other literary genres;
- a critical awareness of the research and databases needed in the study of literature and writing, and the venues for professional publication;
- an understanding of the interplay of literary texts and critical theory;
- a familiarity with literary history;
- an appreciation of how different genres give voice to human identity;
- knowledge essential to the development of conscientious citizenry; and
- an understanding of how social conditions and cultural contexts determine the shape of texts.

Furthermore, students should attain skills such as:

- the ability to think critically about different kinds of discourse;
- the ability to understand and use evidence and argument;
- the ability to research, analyze, and write effectively about a variety of texts; and
- the ability to enter graduate or professional study or to enter positions in private industry, government, or independent employment as editors, teachers, managers, publishers, or writers.

Course of study. The following courses are prerequisites that students must complete before they may declare a major in English. Students may take core courses concurrently.

- ENGL 249: Introduction to Studies in English (1 Credit)
- ENGL 250: Literary Textual Analysis (3 Credits)
- Survey of Pre-1830 Literatures (Select from: ENGL 292, 294, 296, 349, or 355)

- Survey of Post-1830 Literatures (Select from: ENGL 264, 265, 281, 293, 295, 297, or 356)

The first core course, ENGL 249 (“Introduction to Studies in English”), is a 1-credit advisement course providing students with a broad overview of all aspects of the English major. The other three core courses provide a foundation for additional coursework and offer students a chance to solidify their writing, reading, and research skills.

After the required core courses, students must take 8 classes in the English department. No more than two (2) of these classes may be 200-level classes, thus allowing, for example, students who are interested in more than one area of study (e.g., Creative Writing and Professional Writing) to take a second introductory course for credit, or students who wish to delve deeply into a particular field (e.g., American minority literatures) to take a third survey course for credit.

At least 3 of the 8 elective classes must be 400-level classes and may include the Honors Capstone Course (ENGL 412) but not the independent studies associated with honors (ENGL 497 and 490). Neither ENGL 497 nor ENGL 490 may count toward the 24 student-directed course of study credit hours, but may be taken as additional credit hours.

Students are required to take one 3-hour 300-level course that is writing intensive.

Students are strongly encouraged to take advantage of classes, conferences, and presentations that feature the Southwest. A sequence of courses is designed for students interested in studying the literatures, histories, and expressive cultures of the greater Southwest, spanning the late-nineteenth century to the present. The sequence brings together major Native, Chicana/o, and Anglo American writers in relation to each other and in relation to other forms of Southwestern culture, including folklore, film, history, and art, as a way of exploring, experiencing, and studying the unique emergence of the American Southwest.

Minor and Certificate in Technical and Professional Writing

The UNM English Department offers several courses in professional writing for those students interested in careers as technical and professional writers and editors. Students taking these courses learn and practice skills in editing, publishing, document design, technical writing, documentation, and proposal writing, among other practical skills. Courses range from basic editing and documentation to scientific and nature writing, medical writing, and visual rhetoric. The department offers an internship in professional writing.

The undergraduate minor in TPW requires 18 credit hours. The minor program requires: one of ENGL 219, 220, or 240; ENGL 290; one of ENGL 320, 416, 417, 418, 419, or 420; an additional 9 credit hours from an approved list of courses. A 1-credit hour capstone is optional. At least 9 credit hours must be in courses numbered 300 and above.

The undergraduate certificate in TPW requires 15 hours. Oriented toward students in STEM fields as a complement to Bachelors’ degrees in science, technology, engineering, and math, the certificate program includes 3 required core courses (ENGL 219, ENGL 290, and ENGL 417), along with 1 elective course and 1 capstone course.

General Education

Current General Education (in effect until July 31, 2019)

UNM's Core Curriculum requires nine credit hours in the Writing and Speaking area and six in the Humanities area. Six Core Writing courses (four First-Year Composition [FYC] courses, 110, 111, 112, 113, 120; two sophomore-level courses, 219, 220 satisfy the Writing and Speaking area. Further information about the Core Writing courses is offered below.)

Three literature courses (150, 292, 293) satisfy the Humanities area. Each of these courses is designed to meet the broad objectives of the UNM Core, as well as to introduce undergraduates to the discipline of English and world literary and cultural studies. ENGL 150, 292, and 293 offer students opportunities to discuss and write about literature and literary forms in multiple genres, as well as to make connections from the literary works to the fine arts, culture, and history. All three courses also engage students in various degrees of literary analysis and writing about literature in order to hone their stylistic, analytical and critical skills.

Forthcoming General Education (effective August 1, 2019)

In Fall 2019, the University's Core and course numbering system will change to align with the "State Core," which was mandated by the New Mexico State Legislature. Table 2.1 summarizes the changes that will affect English course offerings. It is unclear how these changes will affect the number of students who enroll in the current Core courses offered by English. It seems likely that the number of students taking Core Writing courses will not change because the School of Engineering and Anderson School of Management require ENGL 219; the College of Fine Arts requires ENGL 220. With the Humanities area reduced from six to three required credits, however, it seems likely that we will see a reduction in the number of students enrolling in literature Core courses, although students have electives they can apply to this category, if they wish.

<i>Course Name</i>	<i>Current Course # (✓ = Satisfies Writing & Speaking Area, 9 hours)</i>	<i>Fall-2019 Course # (= Satisfies Communication Area, 6 hours)</i>
Accelerated Composition	110 ✓	1110
Composition I (Stretch I)	111	1110x
Composition II (Stretch II)	112 ✓	1110y
Enhanced Composition (Studio)	113 ✓ (3 hours)	1110z
Composition III	120 ✓	1120 ✓
Technical and Professional Writing	219 ✓	1219 ✓
Intermediate Expository Writing	220 ✓	1220 ✓

	<i>Current Course # (✓ = Satisfies Humanities Area, 6 hours)</i>	<i>Fall-2019 Course # (✓ = Satisfies "Humanities" Area, 3 hours)</i>
The Study of Literature	150 ✓	1150 ✓
World Literatures: Ancient–16 th C	292 ✓	1292 ✓
World Literatures: 17 th C–Present	293 ✓	1293 ✓

Table 2.1. Comparison of Current and Forthcoming Core Curriculum Courses

Core Writing Program

Principles and Approaches in Core Writing

To succeed in college and beyond, students need to become agile writers who can adapt their writing to a wide variety of audiences, contexts, purposes, mediums, and technologies. They must learn to analyze new situations and respond to them appropriately. Instead of teaching one right way of writing, we seek to make students flexible writers who can transfer what they have learned in ENGL 110, 111, 112, 113, and 120 to new contexts and new genres.

ENGL 110, 111, 112, 113, and 120 teach students to analyze rhetorical situations and respond with appropriate genres and technologies. In addition, these courses are designed to help students improve their fluency in standardized edited American English while valuing and, at times, incorporating the linguistic diversity of the various communities students inhabit. This focus on linguistic pluralism fits the mission of Core Writing, of UNM, and of an increasingly global workplace. ENGL 219 introduces students to the different types of documents found in the workplace. Students focus on how to analyze and understand readers' needs as well as develop a coherent structure, clear style, and compelling page layout. Students learn useful writing and research strategies they can use as they write correspondence, procedures, resumes, presentations, proposals, and multi-page reports. ENGL 220 is an intermediate writing course designed for students who wish to improve their writing skills to meet the demands of academic writing across the disciplines. Course readings and assignments provide students with opportunities to study and practice various rhetorical forms, and teach students the rhetorical foundations necessary for adapting writing to any situation.

Major Changes in Core Writing since Previous APR

With the major shift in RW faculty, there have been some major changes in Core Writing. In Fall 2011, only two tenure-line faculty were left in RW (Paine and Kells), a reduction of 6 lines since 2002. 5.5 assistant professors were hired in Fall 2012; since then, one took a different position at Central Florida University, and two lecturers were hired as assistant professors. In Spring 2013, two CWPA consultant-evaluators visited UNM and made recommendations that have led to some important changes.

As stated in the Core Writing mission and principles, we believe students must learn to analyze and respond appropriately to new communication situations they will face in their subsequent college courses and their professional and civic lives beyond college. Therefore, our curriculum and instructor training focuses on helping students develop *transferable communication*

competencies. Instead of teaching one right way of writing, we aim to make students flexible writers who can transfer what they’ve learned in these courses to new contexts and new genres.

More specifically, we teach students to analyze rhetorical situations and respond with appropriate genres and mediums. In addition, these courses are designed to help students improve their fluency in standardized edited American English while valuing and, at times, incorporating the linguistic diversity of the various communities students inhabit. This focus on linguistic pluralism fits the mission of Core Writing, of UNM, and of an increasingly global workplace.

With these principles in mind, after conducting extensive research over a three-year period (following a Dynamic Criterion Mapping process [Broad et al.]), in 2014, we updated our student learning outcomes in First-Year Composition (ENGL 110, 111, 112, 113, 120). Following a similar but briefer process, in AY 2017-18, we updated our Student Learning Outcomes (SLOs) for Technical and Professional Writing (ENGL 219).

Our commitment to the success of all students at UNM led to our development of our Stretch (ENGL 111, 112) and Studio (ENGL 113). Piloted in AY2013-14 and fully implemented in AY 2014-15, these courses supplanted ISE-100, a “remedial” course that did not earn credit for graduation and was taught by Central New Mexico Community College staff. Although much has changed again due to budget cuts, a one-page visual summary of these changes can be found in Appendix B (page 74).

We have also implemented eComp, a fully online program for ENGL 110, 120, 219, and 220. Within our eComp classes, students create three multimodal projects and an electronic portfolio that showcases their writing process throughout the semester. Students work through multiple drafts of their projects, which are supported by review from online learning assistants (embedded tutors). The eComp program focuses on extensive training for our graduate students, helping them design their courses and refine their pedagogies for the online environment.

Placement for Core Writing General Education Writing/Communication Courses

The faculty understands that using standardized test scores for placing students in writing courses is not a satisfactorily valid or reliable method. In the near future we hope to work with the Office of Institutional Analytics to develop, pilot, and implement a more reliable system, such as directed self-placement.

<i>ACT English</i>	<i>SAT Verbal (before 3/1/2016)</i>	<i>SAT Evidence-Based Reading/Writing (after 3/1/2016)</i>	<i>Next Generation Accuplacer Writing</i>	<i>Prerequisite Courses</i>	<i>Placement</i>
14 and lower	370 and lower	420 and lower	268 and lower	N/A	Into English 111, 112*
15-16	380-420	430-470	269–288	N/A	Into English 113*
17-25	430-600	480-650	289 and higher	ISE-100	Into English 110*

26-28	610-640	660-690	N/A	English 110, 112, or 113	Into English 120
29 and higher	650 and higher	700 and higher	N/A	N/A	Out of All First- Year Composition Courses

Undergraduate Core Curriculum – Literature Studies

In 2003, the University of New Mexico revised its Core Curriculum requirements for all UNM undergraduate students. According to the UNM Catalog, Core Curriculum courses are “designed to enhance each student’s academic capabilities,” to ensure “grounding in the broad knowledge and intellectual values obtained in a liberal arts education,” and to provide a “shared academic experience.” ENGL 150: “The Study of Literature,” ENGL 292: “World Literatures: Ancient World through the 16th Century,” and ENGL 293: “World Literatures: Seventeenth Century through the Present” count toward fulfilling the six-hour Humanities requirement for the UNM Core Curriculum. There are no prerequisites for these courses.

Each of these classes enrolls approximately 75 students per semester; they are designed to meet the broad objectives of the UNM Core, as well as to introduce undergraduates to the disciplines of English and world literary and cultural studies. ENGL 150, 292, and 293 offer students opportunities to discuss and write about literature and literary forms in multiple genres, as well as to make connections from the literary works to culture, history, and the fine arts. All three courses also engage students in various degrees of literary analysis and writing about literature in order to hone their stylistic, analytical, and critical skills.

The Department offers two sections of ENGL 292 and one section of ENGL 293 in the fall term, and one section of ENGL 292 and two sections of ENGL 293 in the spring term. Due to unreplaced recent retirements and other reductions in our faculty teaching hours, we are not always able to staff these courses with TT faculty and have to utilize advanced PhD students in Medieval Studies and British and Irish Literature. Only two faculty members (Carmen Nocentelli and Anita Obermeier) have the expertise to offer ENGL 292; Nocentelli is .25 FTE in the department at this point and is needed to cover our early modern studies curriculum; Obermeier is Chair and needed to cover the graduate curriculum in Medieval Studies to keep the MA and PhD concentration in Medieval Studies on track. While four full-time faculty members (Feroza Jussawalla, Sarah Townsend, Belinda Wallace, and Kathryn Wichelns) have the expertise for ENGL 293, they need to cover our Irish Literature, Post-Colonial Literature, and American nineteenth-century studies courses, respectively. Wallace and Wichelns also are regular instructors of ENGL 410 and ENGL 510, required literary theory courses.

During AY 2018-19, the Office of the Provost has been in the early stages of again redesigning the UNM Core Curriculum, following the guidelines provided in the [2017 Faculty Senate General Education Task Force Report on Findings](#) endorsed by the Faculty Senate, the Deans’ Council, and the Office of the Provost. This initiative is partially geared towards attracting greater enrollments from students who might otherwise choose to take similar courses at Central New Mexico Community College before transferring to UNM. Two of our faculty, Wichelns and

Principal Lecturer Julianne Newmark, serve this year as Provost’s Core Curriculum Teaching Fellows, tasked with improving their own courses, compiling resources to help faculty teaching related courses, and developing a community of practice with faculty across the College in an area that the Office of the Provost has identified as central to the UNM core: “Writing Across the Curriculum” (Newmark) and “Racial and Social Justice” (Wichelns).

Collaborations with Other UNM Academic Units

Because the profession has extended its reach into cultural, cross-disciplinary, and multi-disciplinary fields, undergraduate English studies in all areas are frequently tied to other departments’ courses. Further, at times, faculty from other departments seek permission to offer a topics course using an English Department course number. A sample of the cross-listed courses outlines how diverse our degree concentrations are:

English	Cross-listed	
266: African American Lit I	AFST: 251	
366: African-American Lit II	AFST: 381	
306: Arthurian Legends/ Romance	COMP ¹ : 306	
324: Introduction to Screenwriting	Media Arts: 324	
330: Topics in Comparative and World Literature	COMP: 331	
331: Asian Lit/Culture Topics	COMP: 331	
332: Topics in African Literature and Culture in Translation	COMP: 332	
333: Latin Lit/Culture Topics	COMP: 333	
334: Greek Lit/Culture Topics	COMP: 334	
335: French Lit/Culture Topics	COMP: 335	FREN: 335
336: German Lit/Culture Topics	COMP: 336	GRMN: 336
337: Italian Lit/Culture Topics	COMP: 337	ITAL: 337
338: Russian Lit/Culture Topics	COMP: 338	RUSS: 338
339: Japanese Lit/Culture Topics	COMP: 339	JAPN: 339
341: Introduction to Premodern Japanese Literature and Culture in Translation	COMP: 341	JAPN: 341
342: Introduction to Modern Japanese Literature and Culture in Translation	COMP: 342	JAPN: 342
343: Topics in Chinese Literature and Culture in Translation	COMP: 343	CHIN: 343
345: The Supernatural in Japanese Fiction, Folklore and Drama	COMP: 345	JAPN: 345
347: Viking Mythology	MDVL: 347	
350: Medieval Tales/Wonder	COMP: 350	
364: Native American Literature	AMST: 356	
424: Creative Writing Workshop Script	MA: 424	

¹ Department of Comparative Literature and Cultural Studies

432: Lit/Culture Topics	COMP: 432	FREN: 432
447: Old English/Norse	LING: 447	
449: Middle English Language	LING: 449	
547: Introductory Old English	LING: 547	
549: Middle English Language	LING: 449	

This sample of cross-listed courses inadequately represents the number of undergraduate courses shared with other academic disciplines. American Studies, for example, was at one time a part of the English Department and has, even as an autonomous unit, advised students to take relevant courses in English to complete their degrees. Much the same is true for Communication and Journalism, Cinematic Arts, Native American Studies, Women Studies, and Chicana/o Studies. Among others, English cross-lists courses within American Studies, Anthropology, Women Studies, Native American Studies, Africana Studies, and the University's Honors program.

Graduate Program

With a commitment to training graduate students in the global and local connections found in the fields of Creative Writing, British and American literatures, Rhetoric and Writing, and Medieval Studies, we offer graduate study in fiction writing, poetry composition, Southwest Studies, Chicana/o Studies, Native American literature, Postcolonial literatures and cultures, Professional Writing, Rhetoric/Composition and Writing Programs Administration, British/Irish and American Literary Studies, and Medieval Studies: MA in Literature, MA in Medieval Studies, MA in Rhetoric and Writing; MFA; PhD in Language and Literature; PhD in Medieval Studies.

Approximately 90 graduate students enroll each semester, and two thirds of these students hold teaching or graduate assistantships. Our students present at local, national, and international scholarly and creative conferences; they publish in scholarly, creative writing, and professional writing journals; and they have received prestigious awards, such as the Association of American University Women Dissertation Fellowship, the National Endowment of the Arts Fellowship, the Popejoy Dissertation Prize, the Bilinski Foundation Fellowship, the Mellon Fellowship, and the Center for Regional Studies Hector Torres Fellowship.

Graduate Curriculum

The Master of Arts, Concentration in Language and Literature (MA Lit), emphasizes research and writing, originality and tradition to promote well-rounded scholars in British and American literature, literary history and criticism, and theory. The degree prepares students for future PhD study or professional development in other fields.

The MA Lit requires a minimum of 30 credit hours of graduate-level coursework, organized into *Core Courses*, *Area Elective Courses*, and the *Portfolio*. There is also a *Foreign Language Requirement*.

MA Lit Core Courses consist of the Introduction to the Professional Study of English (ENGL 500), one pedagogy course selected from several possibilities, and a theory course selected from three possibilities.

MA Lit Area Elective Courses consist of six courses distributed across four categories of literary time periods: Middle Ages, Early Modern/Contact Period, 18th and 19th Century, and Modern and Contemporary. A variety of courses are specified as fulfilling each of these categories. Two of the six courses fulfilling this set of requirements must be “seminars,” i.e., 600-level courses.

The MA Lit Portfolio requires 3 credit hours (the equivalent of a regular course) of work polishing and expanding one or two papers written during the coursework detailed above (for a total of 45-50 pages), with the addition of a twelve- to fifteen-page preface situating the portfolio in a critical, theoretical, historical, or professional context.

The MA Lit Foreign Language Requirement stipulates that each student must demonstrate competency in language other than Modern English. The demonstrative evidence may take a variety of forms, and no specific class is necessarily required.

The Master of Arts, Concentration in Medieval Studies (MA MdvL), emphasizes the interdisciplinary, multicultural nature of medieval English literature and offers students a chance to continue their studies of the Middle Ages beyond the BA level and/or in preparation for PhD study. It also appeals to secondary-school teachers who seek a multidisciplinary graduate degree rich in content.

The MA MdvL requires a minimum of 33 credit hours of graduate-level coursework, organized into *Core Courses*, *Distribution Requirements*, a *Seminar Requirement*, and *Multidisciplinary Courses*. Beyond credit hours, there are also a *Foreign Language Requirement*, a *Master’s Examination*, and a *Portfolio*.

The MA MdvL Core Courses consist of the Introduction to the Professional Study of English (ENGL 500), Bibliographical and Research Methods (ENGL 551) specific to Medieval Studies, Introductory Old English (ENGL 547), Chaucer (ENGL 581), and one History Department survey course (HIST 503 *or* 504), for a total of 15 credit hours.

The MA MdvL Distribution Courses consist of three courses distributed across at least two of five categories, four of which are literary time periods and the fifth encompasses courses on literary criticism and theory and rhetoric and writing. A variety of classes are specified as fulfilling each of the five categories.

The MA MdvL Seminar requirement stipulates that each student take a 600-level course in either Old English or Middle English literature or language.

The MA MdvL Multidisciplinary Courses consist of two courses on Medieval Studies on non-English topics. History Department courses usually fulfill this requirement, but others also count, including courses on Medieval Latin offered under an English designation (ENGL 551, a topics course).

The MA MdvL Foreign Language Requirement stipulates that students must demonstrate competency in Latin. The demonstrative evidence may take a variety of forms, and no specific class is necessarily required.

The MA MdvL Master's Examination is a four-hour, closed-book test on a reading list of sixty items selected in consultation with the three examining faculty members; the list is split evenly between Old English, Middle English, and Medieval History.

The MA MdvL Master's Portfolio requirement directs students to polish and expand one or two papers written during the coursework detailed above (for a total of 45-50 pages), with the addition of a twelve- to fifteen-page preface situating the portfolio in a critical, theoretical, historical, or professional context.

The Master of Arts, Concentration in Rhetoric and Writing (MA RW), prepares graduates for careers in professional writing and post-secondary teaching. Students interested in teaching study pedagogical theories and develop practical applications in traditional classrooms and in online or tutoring venues. Students interested in professional writing enroll in writing workshops, where they strengthen existing abilities and sharpen technical expertise in a variety of genres.

The MA RW requires a minimum of 31 credit hours of graduate-level coursework, organized into *Core Courses*, *Distribution and Seminar Requirements*, *General Electives*, and a *Portfolio*. Beyond credit hours, there are also a *Foreign Language Requirement*.

The MA RW Core Courses consist of Major Texts in Rhetoric (ENGL 542), Contemporary Texts in Rhetoric (ENGL 543), and a pedagogy class selected from a variety of options.

The MA RW Distribution and Seminar Requirements consist of three courses distributed across at least two of five categories, four of which are literary time periods and the fifth encompasses courses on literary criticism and theory and rhetoric and writing. A variety of classes are specified as fulfilling each of the five categories. One of these three courses must be a seminar (600-level course).

The MA RW General Electives consist of four courses selected from a variety of approved courses in Rhetoric and Writing. Alternatives can be approved by the Committee on Studies and the Associate Chair for Graduate Studies.

The MA RW Master's Portfolio requirement directs students to polish and expand one or two papers written during the coursework detailed above (for a total of 45-50 pages), with the addition of a twelve- to fifteen-page preface situating the portfolio in a critical, theoretical, historical, or professional context.

The MA RW Foreign Language Requirement stipulates that each student must demonstrate competency in language other than Modern English. The demonstrative evidence may take a variety of forms, and no specific class is necessarily required.

Alternative skills such as coding and statistics may be allowed to fulfill this requirement, if that alternative is appropriate to the student's study.

The Master of Fine Arts (MFA) is the highest terminal degree awarded for creative writing. The English Department's MFA in Creative Writing, which emphasizes fiction, poetry, and creative nonfiction, grounds serious apprentice writers in a multi-faceted approach to professional study. Students complete their work along three pedagogical models: a studio model in which writing workshops focus on the processes of generating and revising creative texts; a humanistic, academic model focused on the study of literary tradition and theory; and a pre-professional model that offers focused study and practical experience in arts administration, publishing, and teaching.

The MFA requires a minimum of 48 credit hours of graduate-level coursework, organized into a *Core Course*, *Workshops*, *Genre Studies*, *Distribution Requirements*, *Professional Preparation Electives*, a general *Elective*, the *MFA Comprehensive Examination*, and the *MFA Dissertation*, which involves the accrual of "Dissertation Hours" and the *MFA Dissertation Defense*.

The MFA Core Course is Introduction to the Profession for Writers (ENGL 501).

The MFA Workshops requirement directs students to take at least six Creative Writing Workshops (ENGL 521, 522, and 523). At least four of these workshops must be in the student's primary genre, and at least one of the six must be in a secondary genre. Two of these workshops may be taken in an independent study format as studio hours.

The MFA Genre Studies requirement directs students to take at least two iterations of Genre Studies (ENGL 587), with at least one iteration in their area of concentration.

The MFA Distribution Requirements consist of four courses distributed across at least two of five categories, four of which are literary time periods and the fifth encompasses courses on literary criticism and theory and rhetoric and writing. A variety of classes are specified as fulfilling each of the five categories.

The MFA Professional Preparation Electives consist of two courses selected from a list of approved options.

The MFA Elective may be any graduate-level course.

The MFA Comprehensive Examination is an essay in which students demonstrate their understanding of the theory and craft of their chosen genre(s) and the literary tradition in which they are writing. The exam, which may eventually serve as the preface to the dissertation, is evaluated by the Committee on Studies.

The MFA Dissertation is, according to the English Department Graduate Handbook, "a book-length, creative dissertation in their genre (fiction, poetry, creative nonfiction)... The dissertation includes a preface that demonstrates an understanding of the genre(s) covered by the dissertation, and it places the dissertation within a literary tradition. The

preface may include material from the comprehensive examination essay, but students will determine the dissertation's final form in consultation with their dissertation director." (23).

To track their progress writing the dissertation, students must accrue no fewer than 6 credit hours of "Dissertation" (ENGL 699).

Students must successfully defend their dissertation publicly in order to finally earn their MFA.

The Doctor of Philosophy (PhD), the highest terminal research degree, encompasses the broad objectives stated above. Additionally, the program seeks to enhance individual's knowledge of specific disciplinary material and to prepare scholars for a lifetime of research, writing, and engagement in professional practice. PhD candidates develop their scholarly acumen, ability to integrate theoretical approaches with textual evidence, enhance their capacity to write for scholarly and public audiences.

The PhD requires a minimum of 51 credit hours of graduate-level coursework, organized into a *Core Course*, *Distribution Requirements*, a *Seminar Requirement*, and *Electives*. Beyond these credit hours, there are also a *Foreign Language Requirement*, and *Comprehensive Examinations*, and the *PhD Dissertation*, which involves a *PhD Dissertation Prospectus*, the accrual of "Dissertation Hours," and the *PhD Dissertation Defense*.

The PhD Core Course is Introduction to the Professional Study of English (ENGL 500).

The PhD Distribution Requirements consist of five courses distributed among Language, Theory, and Pedagogy, with a variety of courses available to satisfy each category.

The PhD Seminar Requirement stipulates that each student must take three 600-level courses in the English Department.

The PhD Electives consist of eight courses in English or related disciplines. Many students satisfy this requirement with coursework transferred from their MA degree.

The PhD Foreign Language Requirement stipulates that PhD students demonstrate either (1) competency in two languages other than English or (2) fluency in one language other than English. The demonstrative evidence may take a variety of forms, and no specific class is necessarily required.

The PhD Comprehensive Examinations evaluate thorough and broad knowledge of the field based on three reading lists selected by the student. The form of the examination is variable: Literature students take three four-hour, closed-book tests (one for each reading list), while Rhetoric and Writing Students write three literature reviews over the course of several semesters.

The PhD Dissertation is, according to the English Department Graduate Handbook, “a formal, scholarly document, seldom less than 150 double-spaced pages and often much longer, which makes an original contribution to its field and shows a professional mastery of academic methods and materials” (36).

Students are expected to write and successfully defend a *Dissertation Prospectus* within six months to a year after passing their comprehensive examinations.

To track their progress writing the dissertation, students must accrue no fewer than 18 credit hours of “Dissertation” (ENGL 699).

Students must successfully defend their dissertation publicly in order to finally earn their PhD.

The Doctor of Philosophy, Concentration in Medieval Studies (PhD MdvL), the only interdisciplinary medieval PhD program at UNM [and the state of New Mexico], emphasizes the multicultural and interdisciplinary materials that tie together historical, literary, artistic, architectural, and other aspects of the Middle Ages. The PhD in Medieval Studies provides foundational instruction in the birth and development of the English language, impacted by the infusion of Old Norse, Latin, and French and foundational structures for the prose and poetic models of the literary culture of later centuries in the flowering of its early literature from a multicultural and multilingual prospective.

The PhD MdvL requires a minimum of 52 credit hours of graduate-level coursework, organized into a *Foundational Courses*, *Core Courses*, and *Electives*. Beyond these credit hours, there are also a *Foreign Language Requirement*, *Comprehensive Examinations*, and the *PhD MdvL Dissertation*, which involves a *PhD MdvL Dissertation Prospectus*, the accrual of “Dissertation Hours,” and the *PhD MdvL Dissertation Defense*.

PhD MdvL Foundational Courses: five courses including Introduction to the Professional Study of English, Topics in Medieval Studies: Bibliographical and Research Methods, Introduction to Old English, Chaucer, and one graduate-level History survey course on either the Early Middle Ages or the High Middle Ages.

PhD MdvL Core Courses: ten courses distributed among the following categories:

Medieval Language and Literature: three courses on Old English, Middle English, or other languages or literatures from the Middle Ages (normally Medieval Latin or Old Norse).

Multidisciplinary Coursework: three courses chosen from a variety of possibilities beyond Old and Middle English. Acceptable courses may cover Art History, Medieval History, Medieval Philosophy, and Medieval Language and Literature other than Old or Middle English. Only one of these three courses may come from the History Department.

English and History Seminars: each student must take three 600-level courses: one focused on Old English, one on Middle English, and one from the History Department focusing on medieval history.

Problems for the Doctor's Degree: a one-credit independent study to help students prepare a piece of writing for publication.

PhD Mdiv Electives consist of three courses in English or related disciplines. Many students satisfy this requirement with coursework transferred from their MA degree.

PhD Mdiv Foreign Language Requirement stipulates that PhD students demonstrate competency in Latin and an additional language other than English. The demonstrative evidence may take a variety of forms, and no specific class is necessarily required.

PhD Mdiv Comprehensive Examinations evaluate thorough and broad knowledge of the field based on three reading lists selected by the student. One reading list must cover Old English, one Middle English, and one another medieval disciplinary field. For each field list, students take a four-hour, closed-book exam.

PhD Mdiv Dissertation is, according to the English Department Graduate Handbook, “a formal, scholarly document, seldom less than 150 double-spaced pages and often much longer, which makes an original contribution to its field and shows a professional mastery of academic methods and materials” (36).

Students are expected to write and successfully defend a *Dissertation Prospectus* within six months to a year after passing their comprehensive examinations.

To track their progress writing the dissertation, students must accrue no fewer than 18 credit hours of “Dissertation” (ENGL 699).

Students must successfully defend their dissertation publicly in order to finally earn their PhD.

2B: Mode of Delivery *Discuss the unit's mode(s) of delivery for teaching courses.*

The department delivers courses in a variety of modes, including lecture, discussion, and seminar, with some of these including web enhanced elements, and hybrid. We offer multiple sections of a number of our undergraduate courses each semester online. These include all of the courses in the Core Writing program and selected other lower and upper division courses. The department also offers occasional late-starting, intensive courses at both the undergraduate and graduate levels, as well as summer courses on the undergraduate level.

Criterion 3. Teaching & Learning: Assessment

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for

each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A: Assessment Plans *Provide current Assessment Plan for each degree and certificate program in the unit.*

The current undergraduate degree program assessment plan can be found here:
<http://artsci.unm.edu/assessment/program-plans/ba/englishba0119.pdf>

The English MA degree program assessment plan can be found here:
<http://artsci.unm.edu/assessment/program-plans/ma/englishma1216.pdf>

The English MFA degree program assessment plan can be found here:
<http://artsci.unm.edu/assessment/program-plans/ma/creativewritingmfa-pilot-1216.pdf>

The English PhD degree program assessment plan can be found here:
<http://artsci.unm.edu/assessment/program-plans/phd/englishphd1216.pdf>

Undergraduate Degree Assessment

In AY 2012-13, the BA degrees of the English department were re-organized to create a single BA. When the revised degree was going through the approval process, nobody, including the Provost's office, required an assessment plan at that time for the new degree to be approved. Because of personnel changes/retirements in the Chair position (2015) and the Associate Chair for Undergraduate Studies position (2017), no one developed an assessment plan for the degree. Individual courses were assessed, but not the degree. The current Chair and new Associate Chair for Undergraduate Studies prioritized this and developed an assessment plan with the undergraduate committee. It has been approved by the department this academic year. We are gathering information this semester for program assessment.

Issues with Assessment of Graduate Program

The assessment process for the graduate degrees in English has been a slowly developing process, and it remains imperfect. The SLOs produced for the degrees have general support from the faculty, although the wording may not make their import perfectly clear. This section attempts to clarify some of the issues and history of the assessment process.

The "professionalization" SLO is particularly important to the graduate degrees, and the faculty do attach specific behaviors and skills to it in pragmatic process. For example, students need to learn how to submit abstracts to conferences, how to write and give the conference paper itself, how to put together the documents required for academic job applications, etc. These skills do not fit into the official content of any dissertation or exam, but they remain vitally necessary. It is our attention to these types of professionalization that have led faculty from other institutions to remark that our students are better prepared for the realities of academic employment than many others.

There is an issue of clarity in expressing how to measure students' achievements of the SLOs. The overall goal of students passing their milestone evaluations seems vague and disconnected

from the SLOs, but the assumption behind the goal is that students cannot pass one of these evaluations without achieving the SLOs. Indeed, the SLOs are the precise issues and areas on which students are evaluated as the faculty decide to pass or fail them during milestone reviews. This connection needs to be better expressed in our documents.

It is this assumption that passing a milestone evaluation implies achievement of the SLOs that has fueled the various revisions to our evaluation documents. First, evaluation documents from several years ago have reduced faculty feedback on specific SLOs to a pass/fail metric: each question on the evaluation forms had only a binary response option. Changing that pass/fail response to a three-point system allows faculty to choose among fail, meets expectations, and exceeds expectations as results for each individual SLO response. This change allows more accurate and precise responses from faculty. Second, the wording of each question on the evaluation documents needed to be revised to match the new SLOs. This process has sadly taken longer than expected, considering its simplicity. Nonetheless, by the end of this semester, evaluation documents should ask faculty to evaluate each student on areas whose description exactly matches the SLOs for the student's degree.

One remaining issue in measuring student achievement of the SLOs is the insufficient nature of the exit questionnaire. This questionnaire is separate from the evaluation forms that faculty fill out at milestone reviews. Instead, the questionnaire is something that each graduating student is asked to fill out, allowing for student self-evaluation and evaluation of the graduate program from the student's perspective. This questionnaire is seen as a complementary measurement, but by no means is it perfect or a replacement for the official evaluation forms provided by faculty members. The main problem is that the questionnaire is entirely voluntary: students are not required to respond. Consequently, we do not receive nearly as many questionnaire responses as graduating students, making it difficult to make much hay of the responses in a systematic manner. The faculty responses on the official departmental evaluation forms are much more important and form the heart of the assessment process.

The Associate Chair for Graduate Studies and the members of the Graduate Committee continue to refine the assessment tools each year. Each successive cycle of assessment has allowed us to recognize new ways to improve the measurement tools and make the process more straightforward and directly informative. One problem is that making changes to the evaluation forms is somewhat cumbersome now that they are hosted online rather than simply as a document under the control of the department staff specialist. Thus, changes must go through the department Graduate Assistant, and checking these changes is clunky, since the system is awkward and finicky. Another problem is that the assessment process takes place while some students are undergoing milestone review. Thus, when changes are decided upon in one year, some students have already undergone evaluation with the old form of the measurement tools. Consequently, change is incremental and appears uneven. Given that this process is still new to the department, the Associate Chair is confident that the changes now in process will soon result in a solid, rigorous, and appropriate assessment procedure.

3B: Assessment Reports *Provide current Assessment Report for each degree and certificate program in the unit.*

Undergraduate Program assessment reports can be found in Appendix C (page 75). The Department is starting the data collection process for the Undergraduate BA in English Studies in April and will provide the first assessment in Fall 2019. Graduate degree program assessment reports can be found in Appendix D (page 100).

3C: Primary Constituents *Describe the unit's primary constituents and stakeholders. Include an explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

The Associate Chair for Undergraduate Studies and the Associate Chair for Graduate Studies are the primary point people for assessment at the undergraduate and graduate level, respectively. To decrease the workload of these overburdened Associate Chairs, it might be advisable to create a departmental assessment coordinator position, although efforts in the past have failed.

The undergraduate program SLOs can be found here: <https://english.unm.edu/undergrad/outcomes/index.html>. The graduate program SLOs can be found here: <https://english.unm.edu/grad/prospective-students/outcomes/index.html>. For broader constituencies, our SLOs are publicly available in our plans accessed via the above links.

Criterion 4. Students (Undergraduate & Graduate)

The unit should have appropriate structures in place to recruit, and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

4A: Recruitment *Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs.*

Undergraduate Recruitment

One important vehicle for recruiting undergraduates to the English major is the course ENGL 249 ("Introduction to Studies in English"). This course is directed to students who are already interested in English. It is a 1-credit course that provides students with a broad overview of all aspects of the English major. The course is designed to inform students about the different specializations within the major while guiding students in their initial preparations for a career or graduate study. The course addresses the questions: "What can I do as an English major while I am at UNM?" and "What can I do with my BA in English once I graduate from UNM?" During this course, students are introduced to the undergraduate English curriculum. Faculty from around the department offer lectures on their specialties and share their passion for medieval literature, say, or the writing of poetry. In this way, students become acquainted with both the fields of study and with the members of our department who practice them. The course concludes with the writing of a letter of intent, wherein students identify their interests and map out a provisional degree plan.

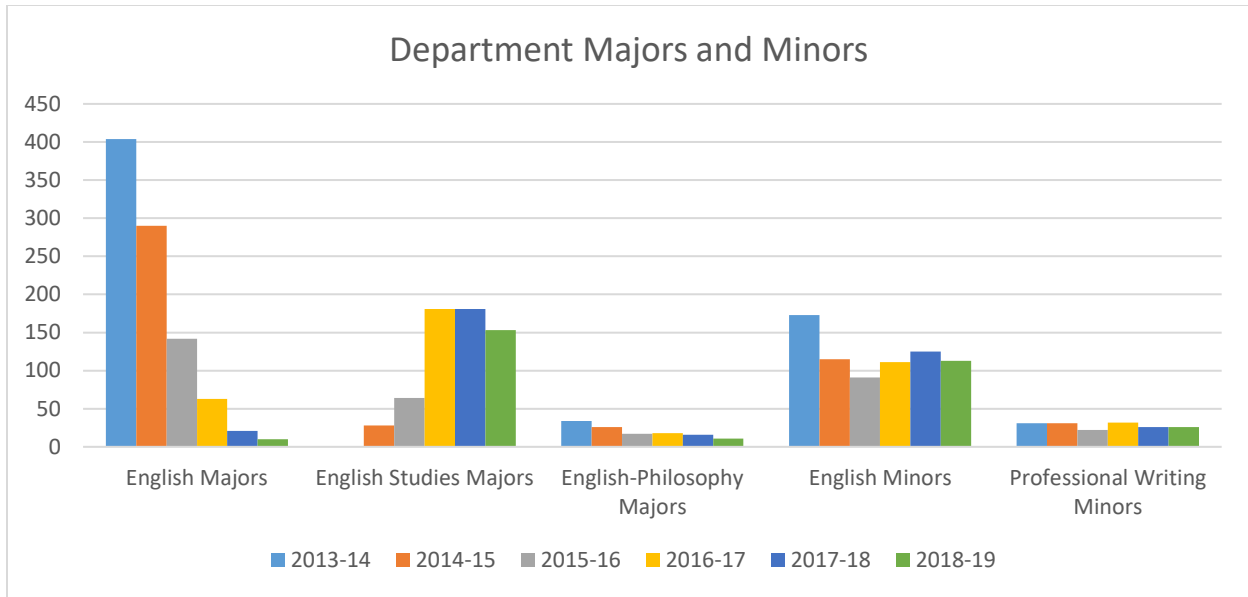
Core literature courses, such as ENGL 150 (“The Study of Literature”) and the ENGL 292 and 293 world literature courses, are also vehicles for recruiting students to the major and minor. Department faculty have occasionally visited these courses to advertise their own courses and discuss the English department. This academic year, the Undergraduate Office has come up with the idea to orchestrate visits to ENGL 150 from faculty in various areas in a purposeful and directed effort to introduce students to the undergraduate English programs and recruit them.

There is currently a total of 174 majors across three tracks of study in the department in AY 2018-19. Although the new major of English Studies went into effect in Fall 2012, there are still a handful of students who began their course of study under the old major, and thus are counted in that program until they either graduate or officially change their track with the College advisement office. This is a significant decrease from the department’s high of 438 total majors in AY 2013-14. This decrease does not always seem to jibe with the fact that since 2016, we have taught 140 students per year in the ENGL 249 gateway class to the major and graduated about 100 students per year. Also, the numbers given below are somewhat lower for AY 2018-19 since the students enrolled in the Spring 2019 ENGL 249 class do not declare the major until the end of the semester. Here are some factors that could have contributed to this decline as it exists:

- Overall drop in student enrollment at UNM;
- Relentless STEM narrative in high schools and at UNM;
- 20% decline in English BA degrees nationally (according to <https://www.ade.mla.org/Resources/Reports-and-Other-Resources/A-Changing-Major-The-Report-of-the-2016-17-ADE-Ad-Hoc-Committee-on-the-English-Major>);
- The elimination of the College of Arts and Sciences Group Requirements, starting in AY 2012-13, that provided less exposure to English courses that could attract majors;
- Potential changes in the College of Education degree in Language Arts;
- The new major has maybe too drastically reduced the concentrations in the Department;
- This led to subsequent loss of student identity; students could be in the following concentrations: Creative Writing, English-Philosophy, Liberal Arts, Pre-Graduate, Pre-Professional, and Professional Writing;
- These concentrations were transcriptable, which students are keen on.

The more the University marginalizes the Humanities, as it does again with the New Common Core that takes effect in Fall 2019 by decreasing 6 hours of Humanities credit to a measly 3 hours, the more it devalues a Department like English and its degrees.

The total number of minors currently stands at 139 across the two minor tracks of English and Professional Writing. While this is also a decrease from the department’s high total of minors from AY 2013-14, this number has remained more consistent over the last several years.



Source: MyReports Academic Study Census Guided Adhoc Report

In general, the field of English is predominately female and White. The demographics of the department’s undergraduate students match this trend. They also generally match the demographics of UNM’s overall undergraduate student population in ethnicity except for Hispanic and White students. The gender gap is also more pronounced in the department majors (70.69% female, 29.31% male) and minors (64.03% female, 35.97% male) than it is for the University as a whole (56.20% female, 43.80% male).

	Hispanic	American Indian	Asian	African American	Native Hawai’ian	White	Race/Ethnicity Unknown	Foreign	Two or More Races
Majors	36.78%	5.17%	2.30%	1.72%	0.00%	47.70%	0.57%	1.15%	4.60%
Minors	38.13%	4.32%	0.72%	2.88%	0.72%	43.88%	3.60%	1.44%	4.32%
UNM	48.79%	5.55%	3.99%	2.41%	0.23%	31.96%	1.29%	2.36%	3.43%

Source: MyReports Academic Study Census Guided Adhoc Report; UNM Office of Institutional Analytics Fall 2018 Official Enrollment Report

Graduate recruitment

Graduate recruitment consists of two tactics, but it is somewhat limited college-wide. The primary tactic is to **bring prospective students to campus** for one or two nights to meet current graduate students and faculty. Since it would be inappropriate to ask prospective students to pay their own way, the Associate Chair for Graduate Studies raises money for these visits by applying for funds from the Office of Graduate Studies. Since this funding is competitive and limited, we target at most one student per terminal degree, i.e. one Rhetoric and Writing PhD applicant, one American Literature PhD applicant, one Medieval Studies PhD applicant, etc. Graduate Studies limits funding awards to \$800 per student, which is usually just sufficient. The English Department pays for meals on these visits with fund-raised money, as the Graduate Studies funds cannot be used to pay for meals beyond the candidate.

The other recruitment tactic is to **increase the funding award** offered to a prospective student. The funding for this tactic comes again through a limited, competitive process. The Associate Chair for Graduate Studies applies again to Graduate Studies for the money, which is limited to an addition to the stipend of \$5,000 each year for two years. The further limitation on this funding is that the prospective recipient should not only be exceptional but also be a member of an under-represented group. The English Department has been competitive several times for this funding from Graduate Studies as well as funding from the highly competitive Regents' Winrock Minority Doctoral Fellowship.

Nevertheless, the UNM English Department routinely loses its top recruited students to other universities. Anecdotally, these decisions have been attributed to the larger monetary awards or other, non-monetary benefits (such as lower teaching loads) offered by those other programs.

There are currently 88 students among the various graduate programs in the English Department. Their demographics generally follow the same trends described above for the undergraduate students. There are 60 female students (68.18%) and 28 male students (31.82%) compared to the UNM total graduate student population of 55.63% female and 44.37% male. The breakdown by ethnicity is as follows:

	Hispanic	American Indian	Asian	African American	Native Hawai'ian	White	Race/Ethnicity Unknown	Foreign	Two or More Races
ENGL	20.45%	3.41%	1.14%	1.14%	0.00%	65.91%	2.27%	7.95%	3.41%
UNM	24.64%	4.58%	2.53%	2.12%	0.18%	44.40%	2.41%	16.12%	3.02%

Source: MyReports Academic Study Census Guided Adhoc Report; UNM Office of Institutional Analytics Fall 2018 Official Enrollment Report

4B: Admissions *Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.*

Undergraduate Admissions

Undergraduate students may apply for admission into the College of Arts & Sciences after successfully completing 26 hours of academic work. At the time of application, students need to declare English as their major and speak with the Arts & Sciences advisor for English majors.

In order to be admitted to the major (and ideally as part of the 26 hours of academic work required for admission into the College) students must complete 4 English courses:

- ENGL 249: Introduction to Studies in English (1 Credit)
- ENGL 250: Literary Textual Analysis (3 Credits)
- Survey of Pre-1830 Literatures
- Survey of Post-1830 Literatures

Graduate Admissions decisions are made on the basis of several factors:

GPA: applicants must have at least a 3.0 GPA in English or a cognate discipline.

Self-Assessment: in the “letter of intent,” applicants must explain their area(s) of interest, experience, academic goals, and their fit with the department’s programs. A demonstration of strong understanding of, and preparation for, the applicant’s proposed field of study is expected.

Quality Writing: applicants must demonstrate in their writing sample(s) analytical strength and critical writing skills.

Recommender Support: the assessment of prior professors or teachers is crucial in the admissions process, as it lets the department know if an applicant is truly qualified, experienced, well trained, and skilled in analysis and critical writing.

Prior Study/Degree: applicants to any of the MA degrees must hold a bachelor’s degree in English or a related discipline. Applicants to any of the PhD degrees must hold a Master’s degree in English or a related discipline.

Academic Preparation: applicants must demonstrate adequate academic qualification and preparation by submitting official academic transcripts.

The general graduate admissions process is as follows: faculty members read the applications germane to their specialty or specialties and submit rankings and comments. Members of the Graduate Committee (GC) also read (and rank and comment on) applications outside their specialty to provide a complementary view; the GC consists of a faculty representative from each of the department’s major constituencies (American Literary Studies, British/Irish Literary Studies, Creative Writing, Medieval Studies, and Rhetoric and Writing) and one graduate student representative (the graduate student representative is excused from this process). The Associate Chair for Graduate Studies (ACGS) then works with the Graduate Committee to assess the faculty rankings and comments to select applicants for admission and determine funding packages to be offered to those applicants.

With the approval of the ACGS and the student’s faculty adviser, MA and MFA students may transfer up to twelve hours, and PhD students up to 24 hours, of credit from graduate-level courses taken at other accredited graduate institutions, including graduate courses taken in non-degree status at UNM.

These processes affect enrollment in indirect ways. The department eliminated its former requirement that applicants submit GRE scores, partially as a method to expand the number of applicants and students of minority status, since the GRE has been demonstrated to be biased against students from such groups. The requirement for recommender support and assessment sometimes inhibits applicants who are temporally removed from academic study: recommendations from non-academic colleagues or employers rarely address the elements at issue in graduate admissions, but potential academic recommenders sometimes refuse to submit

letters due to the amount of time elapsed since the applicant had been a student. This type of issue surfaces no more than a handful of times in each admissions cycle.

4C: Data *Provide available data and an analysis of the unit’s 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports, IDI (the Provost’s Dashboard), or OIA. The APR office will assist with identifying appropriate data sources.*

Enrollment

The University of New Mexico has seen a steady downturn in overall enrollment numbers over the last five years. Based on the Fall 2018 Official Enrollment Report published by the Office of Institutional Analytics (<http://oia.unm.edu/facts-and-figures/oe-fall-2108.pdf>), undergraduate enrollment by headcount is down 14.47% over the last five fall semesters (Fall 2014 to Fall 2018), and graduate enrollments by headcount are down by 8.11% during the same period. Total student credit hours (SCH) produced over the same time frame are predictably down as a result, with undergraduate SCH down by 14.24% and graduate SCH down by 6.97%. While there is much speculation across campus for possible causes of these reductions in enrollments, it is clear that there is no one cause to be found. It is also clear that almost every department on campus, including the English Department, will have to deal with the consequences of these lower enrollments, including potential reductions in both human and financial resources.

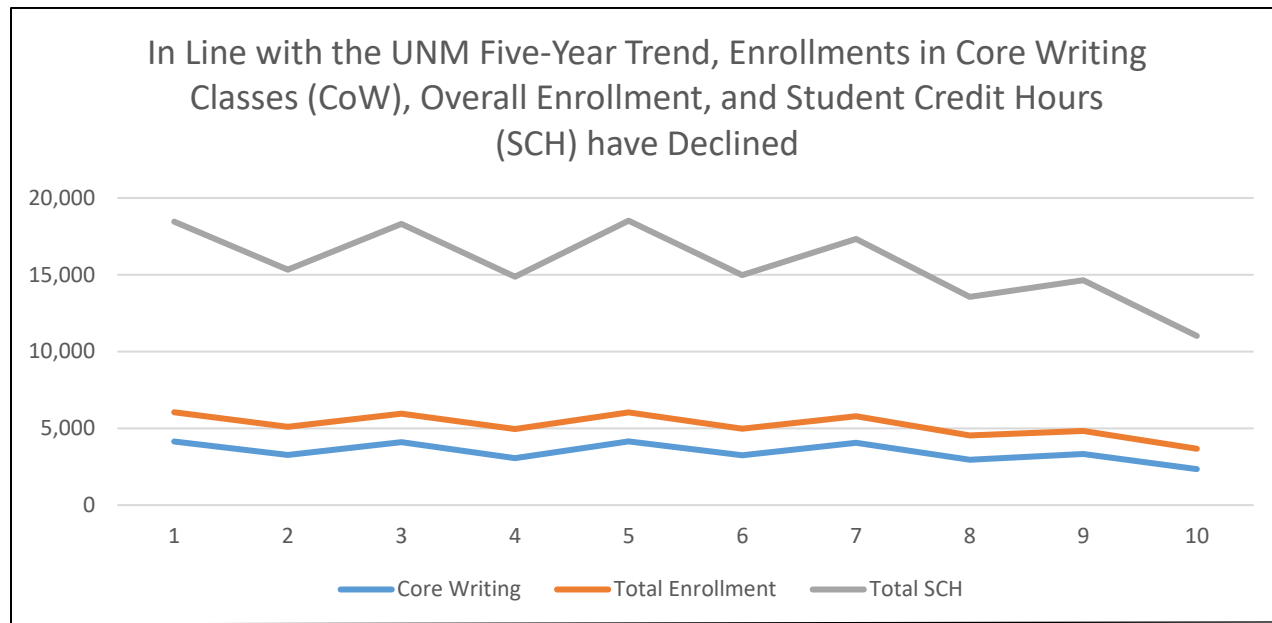
Looking at enrollment figures for the last five academic years (AY 2014-15 through AY 2018-19), the department sees natural fluctuations in the numbers of students enrolled in its Core Writing classes because there are significantly more sections of ENGL 110 offered in fall semesters to accommodate incoming new freshman students who are placed into this course based on the parameters described in section 2A above. The figure below shows that the decline in overall numbers of students enrolling in Core Writing (CoW) courses follows the trend of an overall decline in new beginning freshmen at UNM over the last five years. The same report noted in the paragraph above indicates a five-year decline in this demographic of 15.29%. The department was hit especially hard by the decline in enrollments of first time freshmen from Fall 2017 to Fall 2018. There was a net loss of 720 students in Core Writing classes during this time frame, and the department’s scheduling coordinator confirms that the majority of these students were ‘lost’ due to the department offering 26 fewer sections of ENGL 110. Each of these sections would have seated up to 24 students, or a total of 624 potential new students.

While enrollments in the remaining undergraduate courses (UG) have declined some, the number is not nearly as dramatic as that seen in the Core Writing courses.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
CoW	4,141	3,268	4,110	3,051	4,150	3,238	4,058	2,963	3,338	2,344
UG	1,661	1,636	1,600	1,701	1,656	1,567	1,527	1,375	1,268	1,154
Grad	245	200	250	208	225	179	213	201	216	174
Total Enroll	6,047	5,104	5,960	4,960	6,031	4,984	5,798	4,539	4,822	3,672

Total SCH	18,455	15,324	18,304	14,877	18,523	14,971	17,333	13,563	14,649	11,019
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Source: UNM Registrar Credit Hours by Course Reports (<http://registrar.unm.edu/reports--statistics/index.html>)



Source: UNM Registrar Credit Hours by Course Reports (<http://registrar.unm.edu/reports--statistics/index.html>)

Retention

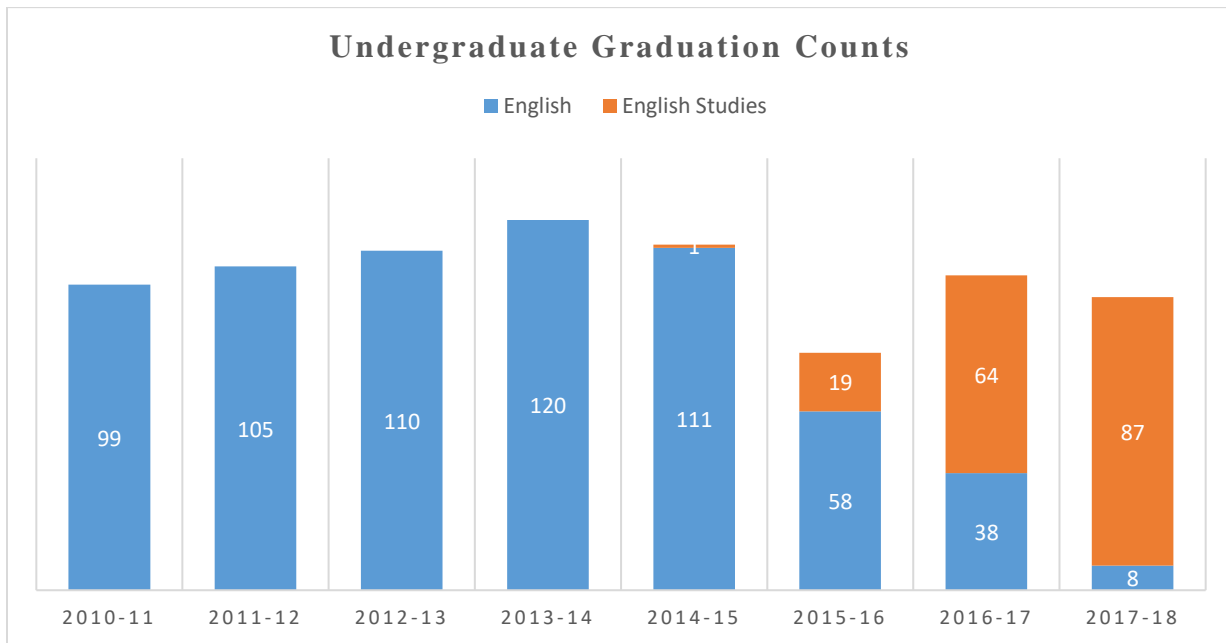
It is difficult to offer accurate concrete data on department retention rates. Per the Provost’s Dashboard website (<http://dashboard.unm.edu/categories/students/entries/retention>), UNM defines retention rates based on declaration of a possible intended major by a first-time, full-time freshman student upon admission to the University. However, students are not admitted to the English major until they have completed four prerequisite courses: ENGL 249; ENGL 250; a Survey of Pre-1830 Literatures; and a Survey of Post-1830 Literatures. It generally takes a student two full years to be admitted to the English major. The Provost’s Dashboard relies on information provided when a student is first admitted to the University that may well change during the student’s first three semesters (UNM’s measure of retention), and thus that data is not helpful for the purposes of this report.

Graduation

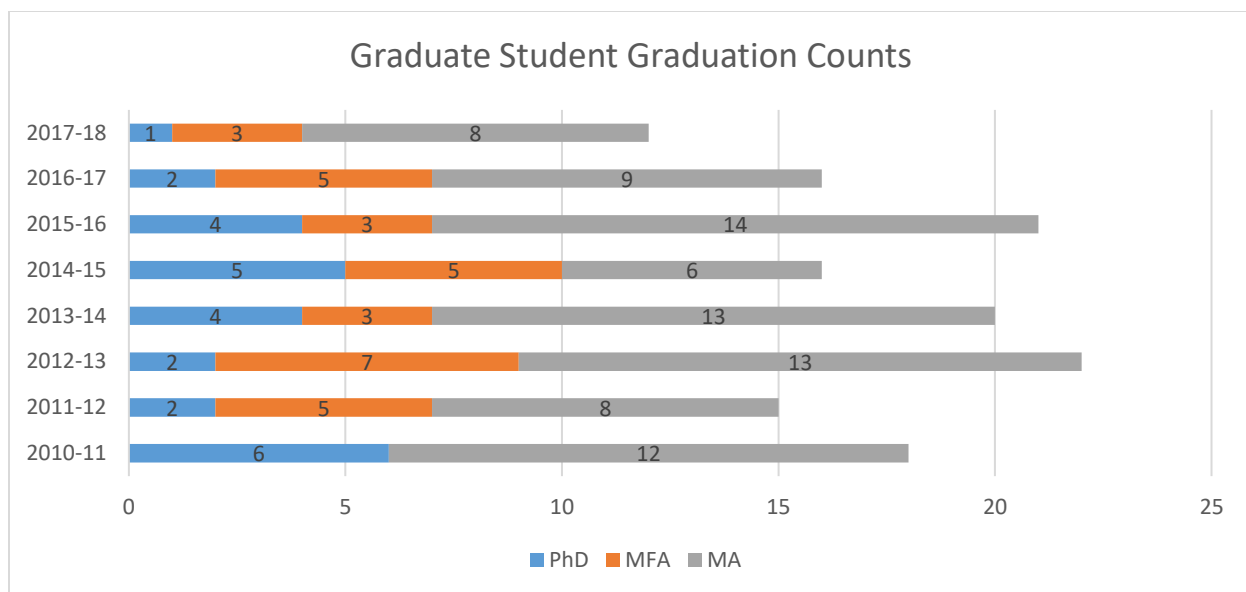
The English Department has consistently graduated approximately 100 undergraduate students every academic year since its last APR, except for AY 2015-16, when it was only 80. This decline in AY 2015-16 can be explained by the new major and the bottle-neck of how ENGL 249 was offered. The bottle-neck was eliminated by moving the four sections of ENGL 249 taught every year into a departmental room and increasing the cap from 25 to 35. The Department has also consistently graduated 15-20 graduate students across its MA, MFA, and PhD programs each year since the last APR except for AY 2017-18. We count an AY, for

instance, as Summer and Fall 2017 and Spring 2018. In Spring 2018 a larger than usual number of students used the “courtesy policy” (they defended too late in the Spring semester to count for Spring graduation and instead count as Summer graduates) or outright defended in Summer 2018. While this brought down the numbers for AY 2017-18, it will swell the numbers of AY 2018-19.

In compiling graduation data, the department chose not to use the IDI (Provost’s Dashboard) because it feels that this repository vastly undercounts the number of graduates for each year. Per the Dashboard website (http://dashboard.unm.edu/categories/students/entries/graduation_rates), this repository calculates the graduation rate for those students who were included in a first-time, full-time cohort X number of years ago in that particular degree program. It does not take into account part-time students, transfer students, and students who changed their major before graduating. For example, the Dashboard shows a 4-year graduation rate of 21.62% for cohort year 2014-15. Of the students who started in the English department in this year (numbered at 37 on the dashboard), eight graduated in AY 2017-18. However, actual graduation reports pulled from MyReports show that a total of 95 undergraduate students graduated in AY 2017-18. While the department recognizes that Provost’s Dashboard data is reported ‘up and out’ to external agencies, the disconnect between this data and data pulled from other sources is concerning.



Source: Graduation Lists pulled from UNM’s MyReports reporting tool



Source: Graduation Lists pulled from UNM’s MyReports reporting tool

4D: Advisement Practices *Discuss the unit’s advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices.*

The department uses a multi-prong approach to undergraduate advisement. The primary advisor for majors and minors is Kelly Neuschwanger, an Arts and Sciences advisor seated in the department. She regularly meets with students to ensure they are fulfilling University requirements for their given degree program. Students interested in earning department honors meet with the Associate Chair for Undergraduate Studies as well as Dee Dee Lopez, the former English Undergraduate Advisor and current English Honors Advisor, to ensure they are eligible for this program. Majors and minors who are interested in transferring in study abroad credits also meet with Lopez to ensure their coursework is articulated properly.

Graduate advisement is handled by the Associate Chair for Graduate Studies, Dr. Jonathan Davis-Secord, and the Graduate Program Advisor, Dylan Gauntt.

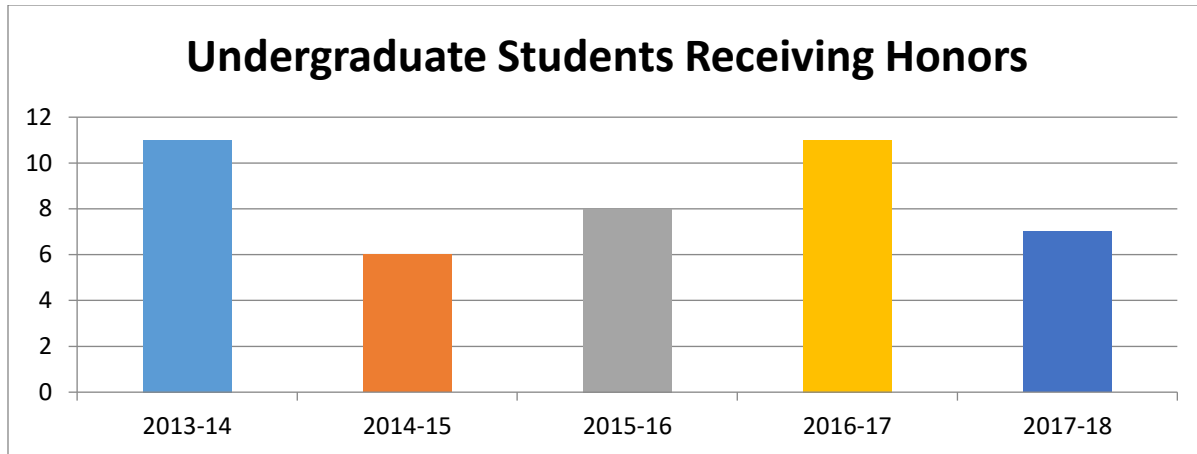
4E: Student Support Services *Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students’ academic success.*

Undergraduate Student Support Services

The English Department supplies a handful of services at the undergraduate level that go beyond courses and academic advising: departmental honors program, Sigma Tau Delta, Alpha Epsilon Chapter, scholarships/awards, and prize competitions.

Department Honors Program: Primary among the Undergraduate Program’s activities is the opportunity for majors and minors from all concentrations to take Department Honors in English. Eligible students have obtained a 3.2 cumulative GPA based on at least 75 hours of college credit, including a minimum of 9 hours of credit in English courses numbered 200 and above and

a 3.5 GPA in English courses at UNM based on at least 9 hours of courses taken in English at UNM numbered 200 and above. To receive Honors in English, students complete a capstone course (we are currently revisiting that course) and write a prospectus and thesis—a critical, creative, or professional writing project—under the guidance of a thesis advisor. Both the prospectus and the thesis are evaluated by the Undergraduate Committee. The level of honors a student receives—cum laude, magna cum laude, or summa cum laude—is based on the student’s honors thesis (evaluated by three faculty readers in a blind review) and the recommendations of the student’s thesis advisor and the Undergraduate Committee. From Fall 2013 to Spring 2018, 43 majors have received Departmental Honors.



Source: English Department Associate Chair for Undergraduate Studies

Sigma Tau Delta, Alpha Epsilon Chapter: The Undergraduate Program is also honored to sponsor the Alpha Epsilon chapter of the international honor society Sigma Tau Delta. This undergraduate collegiate honor society, the second largest honor society in the nation, offers undergraduate students a myriad of benefits, including lifetime membership, scholarship and publishing opportunities, fellowship with other English students, community service, and the chance to attend national and international English conferences. The two faculty who had served as advisors to the chapter both retired in the last two years and the chapter is in a re-building phase this year.

Scholarships/Awards: The English Department awards a respectable number of endowed scholarships/awards. In recent years, in order to streamline the application and evaluation processes, students submit a single application in which they can specify the various scholarships for which they are requesting consideration.

The available undergraduate scholarships/awards are:

- Rudolfo Anaya Folklore Scholar Award (\$300)
- Joseph Badal Scholarship in Creative Writing (\$1,000)
- Bank of America Undergraduate Student Award (\$1,500)
- Bank of America Returning Student Award (\$1500)
- Reba Rutz Beidleman Memorial Endowed Scholarship (\$2,000)

- Lynda Gayle and Arthur John Brender Endowed Scholarship (\$500)
- Elsie Fraley Demas and James Demas Scholarship (\$1,000)
- Howard Dean Everett Scholarship (\$1,500)
- Joseph C. Gallagher Scholarship for Study in Ireland and Europe (Full funding for tuition, travel, and living expenses for a year of study abroad, up to \$35,000)
- Hillerman/McGarrity Scholarship in Creative Writing (\$2,500)
- Irene B. Kimball Endowed Scholarship (\$500)
- Mary M. McDonald Scholarship Fund in English (\$500)
- Dale and Ivan Melada Endowed Scholarship (\$1,500)
- Katherine M. Simms Memorial Scholarship (\$400)
- Katherine G. Simons Scholarship in English (\$500)
- Joseph B. Zavadil Memorial Scholarship (\$300)

Prize Competitions: The English Department has several prize competitions for undergraduates with monetary awards.

- **The Lena M. Todd Scholarship Fund** provides annual cash awards to undergraduate students doing the best work in creative writing. Every fall semester, instructors teaching all levels of undergraduate creative writing nominate up to three pieces from work completed by students enrolled in their workshops and MFA students serve as judges, determining a 1st and 2nd place winner in fiction, poetry, and creative nonfiction. The fund was established in 1943 by Dana Paul Todd in memory of his mother, Lena Todd. Dana Todd graduated from UNM in 1927 and died serving in the US Army in the Philippines in 1942. Included with the cash award is the opportunity for Lena M. Todd Award winners to present their work before a live audience at a Works-in-Progress Reading in February.
- **The Karen McKinnon Poetry Awards** provides annual poetry awards for undergraduate students. In 2016, alumna and poet Karen McKinnon made a generous gift to fund this yearly poetry award. First place receives \$1,000, second place \$500, and third place \$250. The awards were presented in Spring 2017 and 2018, and will be presented in the department yearly, at a ceremony scheduled each April, for National Poetry month.
- We also had the **Joseph Badal Awards for Fiction** in Spring 2018. Alumnus and writer Joseph Badal made a generous donation for four awards in Spring 2018, 1st (\$500) and 2nd (\$250) place for undergraduates. For 2019 and instead of a competition, Mr. Badal has made a donation of \$1,000 to fund a scholarship/award for an undergraduate.

Undergraduate Outreach

A main component of our outreach is the English Department's hosting or co-hosting of various events throughout the year. In the ENGL 249 orientation course, students are required to attend two departmental events; this is a way of encouraging students early on to become active participants in the community of the English Department. Upcoming events are featured on the department's web page. These include the Institute for Medieval Studies Spring Lecture Series, the annual Rudolfo and Patricia Anaya Lecture Series on the Literature of the Southwest, the English Department Colloquium series, the D. H. Lawrence Lecture, the Mary Power Lecture, and the monthly readings series "Works in Progress," which features Creative Writing faculty

and graduate students' work, and numerous presentations from visiting scholars and writers throughout the year.

Every spring, the department hosts an Undergraduate Open House, which in the past two years has been combined with the presentation of the winners of our Karen McKinnon Poetry Award. This event in particular is an ideal opportunity for students to meet faculty as they are registering for Fall courses.

Graduate-Level Support Services

The English Department supplies a handful of services at the graduate level that go beyond courses and academic advising: scholarships, support of a graduate-student organization, and a workshop series focused primarily on navigating the academic job market.

Scholarships: Annually the department solicits nominations and applications for a variety of scholarships awarded in several areas, including creative writing, Southwest studies, New Mexico-centric work, and medieval studies, among others. While these awards are not massive (generally running between \$500 and \$1,000, with one award reaching a potential \$2,500), they are a small means for supporting our best and most deserving students. The smaller awards, while less influential on an economic basis, are an official recognition of the students' success that also helps them build their CVs. In addition to emotional resonance and pragmatic utility, the larger awards can indeed be meaningful economically. The Hillerman/McGarrity Scholarship in Creative Writing, for example, which awards up to \$2,500, allowed a recent MFA student to reduce their summer employment to make more room for writing. The scholarship recipients are selected by the Associate Chair for Graduate Studies in conjunction with the members of the Graduate Committee.

The available graduate student scholarships/awards are:

- Rudolfo Anaya New Mexico Folklore Prize (\$300)
- Buchanan Arms Award in English (\$500)
- Graduate Student Award in Rhetoric and Writing (\$500)
- Howard Dean Everett Scholarship (\$1,500)
- Hillerman/McGarrity Scholarship in Creative Writing (\$2,500)
- Joseph C. Gallagher Award (Full funding for tuition, travel, and living expenses for a year of study abroad, up to \$35,000)
- Irene B. Kimball Endowed Scholarship (\$500)
- Mary M. McDonald Scholarship Fund in English (\$500)
- Vicente Ximenes Scholarship in Public Rhetoric & Civic Literacy (\$750)

English Graduate Student Association (EGSA): The EGSA is entirely student run, but it coordinates with the department in supporting student success. The EGSA organizes talks and workshops on relevant academic subjects as well as the award ceremony that takes place before the departmental graduation ceremony each year. Annually, the EGSA administers a questionnaire to all graduate students to gauge student needs. The survey results are presented to the Graduate Committee and the full faculty for feedback. The EGSA was also involved in requesting funds to improve the facilities in the Humanities Building in the area primarily

dedicated to graduate student offices. The upgrades that money would make possible would significantly improve daily life for the graduate students.

Job Seekers Workshops: Each year the Associate Chair for Graduate Studies (ACGS) organizes a series of workshops to prepare students for the academic job market and give some modicum of exposure to the non-academic employment opportunities for people with advanced degrees in English. The workshops introduce students to the various genres of documents generally required in academic job applications (such as the CV, the cover letter, the research statement, the teaching portfolio, the diversity statement, etc.). The meetings go beyond simple introduction to the genres and also involve hands-on editing and feedback—“workshopping” the students’ actual documents. For non-academic employment, the ACGS invites presentations, for example, by faculty who have worked in the non-profit sector.

4F: Graduate Success *Discuss the success of graduates of the program by addressing the following questions:*

- *How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?*
- *What are the results of these measures?*

The Department of English considers successful employment of its undergraduates or their admission to graduate programs a measure of success. We have placed our students into prestigious graduate programs, such as Harvard University, Yale University, University of Notre Dame, University of Wisconsin, University of Oregon, and Georgetown University, to name a few.

For terminal degree recipients, successful employment both in academia and outside of it is a desirable measure as well. We keep an anecdotal list of placements for terminal degree recipients here: <https://english.unm.edu/grad/current-students/grad-placement/index.html>. We also want to mention that the English Department was part of the NEH Next Generation Grant that UNM had received to explore careers outside of academia. One of our recent PhD students was hired as a post-doc in Digital Humanities in 2018 at the esteemed Getty Museum in Los Angeles, a post-doc that has since been converted to a permanent position.

The Department does not, however, have a systematic way to track the success of its graduates. Since 2015, we distribute an *English Department Newsletter* to all alums electronically each semester and always encourage alums to let us know of their success. We dedicate a webpage to alumni/ae: <https://english.unm.edu/alumni/for-alumni.html> and feature the folks who respond to us on our Alumni/ae Spotlight: <https://english.unm.edu/alumni/alumni-spotlight.html>. In 2018, the Department reached out to the alums within New Mexico that are not listed with an email address with a hard copy mailing. When funds allow, the Department will reach out to those graduates outside of New Mexico.

Furthermore, we have moved away from having graduating students as English Commencement speakers and instead invite prominent alums to return to give the keynote at our ceremony in May. Two years ago, we started to honor up to three alums or donors at the English Commencement with the Distinguished Friend or Alumnus/a Award.

Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

5A: Composition *After completing the Faculty Credentials Template (Appendix E), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.*

The Faculty Credentials Template and abbreviated faculty CVs can be found in Appendix E (page 140) of this Self-Study Report.

As of spring 2019, there is a total of 56 faculty and instructional staff in the English Department, not counting teaching assistants. All tenure and tenure-track faculty across rank hold the terminal degree for their field—PhD or MFA.

Tenured Full Professors: 11

6 women and 5 men. There are 2 minority female and 1 minority male within rank; and in terms of area distribution, 5 professors are creative writers; 4 represent literary studies; 2 in rhetoric or professional writing. Of the 11 at this rank, 2 professors hold rank nominally as part of a phased retirement arrangement.

Tenured Associate Professors: 16

11 women and 5 men. There are 2 minority females and 2 minority males; and in terms of area distribution, 9 are in Literary Studies; 6 in Rhetoric and Writing; and 1 in Creative Writing. Of the 16 at this rank, 1 minority male in Rhetoric and Writing earned tenure in a different department and holds only a .50 FTE in English.

Tenure-track Assistant Professors: 7

4 women and 3 men. There are 3 minority females and 1 minority male; in terms of area distribution, 5 represent Literary Studies; 1.5 in Rhetoric and Writing; 1 holds a .50 FTE appointment in Creative Writing.

Continuing Lecturers: 6

5 women and 1 man. There are no self-identified minority people within this rank; and in terms of area distribution, 3 represent Creative Writing but teach primarily in Core Writing; 3 in Rhetoric and Writing; none in Literary Studies.

Visiting Positions: 2

1 non-minority male holding the endowed Visiting position of the Russo Chair in Creative Writing and another minority male, a Pulitzer Prize winner, holding a visiting line.

Term Teachers: 4

3 women and 1 man. There is 1 non-white woman at this rank; in terms of area distribution, Term Teachers cover course in British/Irish/Medieval literary studies and Core Writing.

Part-Time Instructors: 10

9 women and 1 man. There is 1 minority female at this rank; in terms of area distribution, PTIs staff Core and Creative Writing coursework as needed.

Of the regular, full-time tenure-stream faculty, 21 are women and 13 are men, with 11 minority faculty overall (7 women and 4 men). The rank of Tenured Associate Professor holds the highest overall number of women in rank. The rank of tenure-track Assistant Professors holds the highest overall number and ratio of minority faculty (4 out of 7 in rank). Only 3 minority faculty occupy the rank of Tenured Professor.

Excluding term-teachers and part-time instructors, 10 faculty across rank were hired through non-competitive appointments (administrative or spousal hires) as accommodations to the College that added the department's racial diversity by 3 and/or added 5 women to the ranks.

5B: Course-Load *Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.*

Unless negotiated otherwise, normal teaching load for full-time, tenure-stream faculty is 2/2, which is a manageable load for faculty to maintain their research or writing agenda during a regular teaching semester. The load for Visitors, continuing Lecturers, Term-Teachers, and Part-Time Instructors ranges based on administrative duties, budget, and course availability, among other variables. For lecturers, course loads vary between 4/3 and 3/3, depending on administrative work; for Term Teachers, loads range from 4/3 to 2/2; and PTI loads vary on course availability, budget, and scheduling.

Normally, each area group (Creative Writing, Literary Studies: ALS, BILS, and MEDs; Rhetoric and Writing) receives a scheduling matrix from the Department Chair indicating which courses must be offered to fulfill university service; department core curricula; practicums; classes slated to sunset in the catalog; or coursework otherwise necessary for that given semester. Each group manages its own basic scheduling coverage, balancing core required classes with elective coursework at the undergraduate and graduate levels. On average, TT faculty in a given academic year can expect to teach one service class for the department or their subject area, one or two undergraduate electives in their area, and an advanced graduate course.

Each group follows its own internal process of assigning courses to be taught, based on faculty assignment, availability, rotation, or expertise. As a whole, Literary Studies, for example, tends to make an effort to see that tenure-track assistant professors build a teaching repertoire that balances core undergraduate work with advanced graduate offerings in the faculty's area of expertise, while the Core Writing group has a more formal process of assigning coursework across its undergraduate and graduate curricula.

The Chair is responsible for approving the final scheduling of each faculty member and seeing to the even and equitable distribution of offers, schedules, and fulfillment of curricular

requirements and contractual obligations. The Directors of Creative Writing, Literature, and Rhetoric and Writing provide input about course scheduling and offerings.

The faculty-to-student ratio varies across areas and offerings. Advanced graduate classes in all areas have a minimum enrollment of six and a maximum of twelve, which the department sees as ideal for seminar-style teaching. Core undergraduate courses cap at 30, while creative-writing workshops seek lower enrollment, ideally at 16, to facilitate productive, student-centered peer workshop instruction. Recent trends in low enrollments at the undergraduate major and across the university have negatively impacted the diverse offerings from faculty in all areas, as elective courses in particular must compete for student enrollments. Graduate-level enrollments, however, remain stable.

Faculty-to-course ratio is more vexed. Many tenure-stream faculty do not hold a 2/2 load. The following tenure-stream faculty whose lines are counted in 5A above currently hold, or will hold, a reduced course load:

1. Alemán (Professor, American Literary Studies): 1/1 beginning Fall 2019 as Associate Dean of Graduate Studies
2. Benz (Assistant Professor, Rhetoric and Writing) 2/1 for Fall 18/Sp19 course release to serve as Co-Associate Chair of Core Writing
3. Bouelle, Tiffany (Associate Professor, RW) 2/1 to serve as eComp director
4. Coleman (Associate Professor, ALS): 1/1 for Fall 19/Sp 20 to serve as President of Faculty Senate
5. Costantino (Assistant Professor, ALS): 2/0 for F18/Sp 19 for junior research leave
6. Davila (Associate Professor, RW): 2/0 for F18/Sp 19 for sabbatical
7. Davis-Secord (Associate Professor, BILS/Medieval): 1/1 to serve as Associate Chair for Graduate Studies; 0/0 with sabbatical pending for F19
8. Dunaway (Professor, Professional Writing) 1/0 for phased retirement
9. Elder (Associate Professor, RW): 0/1 for F18 sabbatical and S19 WAC director
10. Haynie (Associate Professor, BILS): 1/0 as Director of Center for Teaching and Learning (the course in F2018 was a curtesy and is not part of Haynie's normal load, which is 0/0 in English)
11. Higgins (Associate Professor, ALS): 2/0 as Director of Women's Studies, with F19 sabbatical pending
12. Martin (Professor, CW): 0/0 Sabbatical and Research Leave
13. Nocentelli (Associate Professor, BILS) 1/0, holds .25FTE line, possible increase to .50FTE, putting her at 1/1.
14. Obermeier (Professor, BILS/Medieval): 1/1 to be Chair and Director of Medieval Studies
15. Paine (Professor, RW): 2/1 to be Co-Associate Chair of Core Writing
16. Ruecker (Associate Professor, RW): 2/1 to serve as A&S Assessment Coordinator
17. Thiel (Professor, CW): 2/1 to serve as Associate Chair of Undergraduate Studies
18. Wallace (Assistant Professor, BILS): 2/0 due to ESL
19. Warner (Professor, CW): 1/0 for phased retirement

Some reduced loads are temporary, for sabbaticals or research leaves, for instance, while others are contracted for administrative service and have a tremendous negative impact on maintaining curriculum in specific fields: Medieval Studies has both of its main faculty in reduced loads to carry administrative positions, which is why many of the undergraduate offerings in the area are taught by term teachers; American Literary Studies is poised to feel a gap in offerings and key leadership with Alemán, Coleman, and Higgins taking posts that will reduce course offerings in ALS significantly; and Core Writing faculty continue to take releases for administrative work in their field. British/Irish Literary Studies also is facing course load and staffing issues. While Greenberg and Houston keep a 2/2 load, they are no longer in New Mexico residency and offer their classes entirely online or via hybrid courses in which they video-conference, and two other senior BILS members—Woodward and Jussawalla—have announced their retirement for Spring 2019 and Spring 2020, respectively, leaving the *in situ* BILS ranks depleted.

In CW, Shigekuni also often only teaches online, while the CW group as a whole suffers from an imbalance in rank: there is only 1 tenured Associate Professor; the other 5 are tenured Professors; and there are no Assistant Professors in Creative Writing.

Such uneven distribution of labor, course load, residency, and leadership continues to impact the department, its offerings, and its morale negatively by straining the available ranks in terms of departmental leadership, committee work, and extra-classroom student advising at the undergraduate and graduate levels.

5C: Professional Development *Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level.*

English faculty have access to a range of professional development activities made available by UNM Centers and Institutes, the College of Arts & Science, and/or the University as a whole. These include Grant/Fellowship Application Workshops (an NEH Application-Writing Workshop was held as recently as February 2019); UNM Faculty Lightning Lounge talks; Course Design Institutes and other Pedagogy Workshops offered by the Center for Teaching Excellence; Tenure and Promotion Workshops sponsored by the Office of Faculty Development; and guest lecture series such as the Institute for Medieval Studies Spring Lecture Series or the Center for the Southwest Research Lecture Series. English faculty are also eligible to compete for Research Allocation Grants (\$10,000 maximum) and Teaching Allocation Grants (\$5,000 maximum).

For its part, the Department of English supports and extends these activities by:

- (1) Allocating and disbursing research and development funds provided by the College of Arts & Sciences. The College provides the Department with an annual budget equivalent to \$500 for each tenure track-faculty, which is then allocated by the Chair according to faculty need, generally to help with conference expenses. The Chair also utilizes available funds from appropriate foundation accounts to support faculty research and travel further.

(2) Formally recognizing faculty members who have distinguished themselves in the areas of teaching, research, and service are:

- **The Julia Keleher & Telfair Hendon, Jr Faculty Award** (\$1,000) is given each year to an Assistant Professor who demonstrates a strong commitment to teaching. Winners are selected by the Chair and can be drawn from any division in the department.
- **The Elizabeth H. Wertheim Faculty Research Award** (\$3,000) is made annually to a member of the senior faculty whose scholarship, creative work, teaching, and service make a noteworthy contribution to the department, the College of Arts and Sciences, the University of New Mexico, and the community beyond UNM. Winners are selected by the Chair, in consultation with a panel of prior Wertheim recipients, and can be drawn from any division in the department.
- **Mimi Reisel Gladstein Faculty Award** (\$900) provides research and travel support for Literature faculty in the Department of English, specifically for American Literary Studies faculty first, then British/Irish Literary Studies faculty. The winner is selected by a small group of literature faculty and the Chair from among the AY's conference travel applications. This award was created in 2017.

(3) Recognizing and promoting faculty participation in the Peer Observation Program in Support of Effective Teaching. Faculty at all ranks are encouraged to observe other colleagues teach, discuss their observations, and provide a report on their visit. Annual merit points accrue to both the visiting faculty and the faculty being visited.

(4) Sponsoring, organizing, and publicizing invited guest lectures:

- The annual **Anaya Lecture on the Literature of the Southwest**—established in 2010 thanks to a generous contribution from renowned fiction writer Rudolfo Anaya and his late wife Patricia Anaya—brings together students, faculty, and community members to explore the traditions of Southwest literature and map novel critical approaches.
- **The D. H. Lawrence Lecture Series** (2016-present) brings prominent scholars and writers to UNM in conjunction with the D. H. Lawrence Initiatives and the important and unique cultural property of the D. H. Lawrence Ranch, which is part of the UNM real estate holdings.
- **The Mary Power Lecture in Irish Studies** brings a distinguished scholar or artist to campus each spring to deliver a public lecture and classroom workshops on Irish literature and art, history, culture, or politics. It was started in Spring 2018.

(5) Organizing and publicizing in-house research talks. Most of these in-house talks are either part of the annual English Colloquium Series or of the monthly Works in Progress Reading Series. Established approximately six years ago, the Colloquium Series showcases the research of both junior and senior faculty from any division in the Department. It is customary for faculty to offer at least one colloquium during the year in

which they seek tenure and/or promotion. The Works in Progress Reading Series is an opportunity for the campus and larger Albuquerque communities to hear MFA students and Creative Writing faculty read from their own work. Although not directly sponsored or organized by the English Department, the UNM English Graduate Student Association Lecture Series showcases the work of English Department faculty and is generally oriented toward topics that are of interest to graduate students in English.

- (6) Producing *Blue Mesa Review*, the literary magazine of the Creative Writing Program at the University of New Mexico. Founded by Rudolfo Anaya over 25 years ago, the magazine accepts previously unpublished fiction, nonfiction, poetry, and visual art. *Blue Mesa Review* is published online biannually and is run by MFA graduate students in collaboration with Creative Writing faculty.
- (7) Organizing and implementing annual Job Seekers' Workshops, which are intended for advanced graduate students readying to enter the job market. Volunteer faculty provide individualized feedback on CVs, writing samples, and other applications materials. Mock on-campus interviews are offered as needed and on an ad-hoc basis.
- (8) Two long-term mainstay programs in the English Department and a younger program fell prey to UNM's rescission and money harvesting activities in Fall of 2016 (a loss of about \$45,000) and have impoverished the intellectual climate of the UNM English Department:
 - The annual Taos Summer Writers' Conference (1999-2016) drew some 250 people to Taos, New Mexico for a week of workshops, readings, panel presentations and writerly community.
 - The *American Literary Realism* journal had been housed at UNM since the 1980's and been edited by now Emeritus Professor Gary Scharnhorst until 2017.
 - The somewhat younger **Rananim Creative Writing** program that was created to raise money for the D. H. Lawrence Ranch has also ceased to exist because of funds lost in the rescission and due to restrictive UNM hiring policies and requirements to make money for UNM, and not for the Ranch.

Criterion 6. Research, Scholarship, & Service

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).

6A: Scholarly & Creative Works *Describe the scholarly/creative works and accomplishments of the faculty. Explain how these support the quality of the unit; what are particular areas of strength?*

Since the department's last Academic Program Review in 2010, faculty members have published 18 single-authored books; five co-authored books; eight edited volumes; 113 articles in peer reviewed journals; 41 articles or chapters in edited volumes; 144 other publications; and edited

four special journal editions. This does not include books, articles or papers in progress, of which there are many. The books have been published by such prestigious presses as:

- Cambridge University Press
- Johns Hopkins University Press
- New York University Press
- Ohio State University Press
- Oxford University Press
- Palgrave MacMillan
- Pearson, Longman
- Routledge Press
- Simon & Schuster
- Southern Illinois University Press
- St. Martin's Press
- Toronto University Press
- University of Kentucky Press
- University of Nebraska Press
- University of Tennessee Press
- University of Wisconsin Press
- University Press of Virginia

Articles have been published in such journals as:

- *American Literary History*
- *American Literary Realism*
- *Aztlán: A Journal of Chicano Studies*
- *Anglia: Journal of English Philology*
- *Arizona Quarterly*
- *Arthuriana*
- *Comparative Literature*
- *Composition Studies*
- *Computers and Composition*
- *Creative Nonfiction*
- *Cultural Dynamics*
- *Eighteenth-Century Fiction*
- *Journal of Business and Technical Communication Quarterly*
- *Journal of Commonwealth Literature*
- *Journal of English Language and Literature*
- *Journal of Medieval Latin*
- *Journal of Modern Literature*
- *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*
- *Los Angeles Review*
- *MELUS: Journal of the Society for the Study of Multi-Ethnic Literature of the US*
- *Modern Language Quarterly*

- *Modernism/modernity*
- *Pedagogy*
- *Prairie Schooner*
- *Praxis*
- *Studies in Medievalism*
- *Technical Communication Quarterly*
- *TESOL Quarterly*
- *The Henry James Review*
- *The Iowa Review*
- *Victorian Review*
- *Women's Studies Quarterly*
- *Writing Program Administration Journal*
- *Written Communication*

Tenure track faculty in the department are expected to maintain an active research and publication agenda. Books are expected to be published by university or reputable trade presses, and the remainder of their body of work, which should be significant, is to be published in prominent venues and frequently cited. While non-tenure track faculty are not expected to maintain a research and publication agenda, it is encouraged, and a number of them do. The breadth and depth of scholarly and creative works produced by the faculty increases the reputation of the department, especially as many of these works are award winning on both national and international levels, such as the

- Aldo and Jeanne Scaglione Prize for Comparative Literary Studies (MLA)
- Autumn House Fiction Prize
- *New York Times* Notable Book of the Year
- *NPR's Morning Edition: Ten Larger-Than-Life Memoirs*
- Roland H. Bainton Prize in Literature (Sixteenth Century Society)
- Silver Pen Award, Nevada Writer's Hall of Fame

6B: Research Expenditures *If applicable, include a summary of the unit's research related expenditures, including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?*

The grants English faculty have garnered do not produce much in the way of overhead funding. The small amounts that are generated are used to support faculty research, travel, summer stipends, and occasionally buy out a Graduate Assistant's teaching. Some of the grants provide salary savings to the College of Arts and Sciences. Additionally, the Chair actively fundraises and supports faculty research with available and appropriate donor moneys.

Here is a list of faculty fellowships and grants since the last APR:

Alemán

Research Fellow, Latino Research Initiative, University of Texas—Austin 2018-2019 (\$50,000)
UNM, Center for Regional Studies 2010-11 (\$5,600)

Costantino

University of Michigan/University of New Mexico Short-Term Visiting Scholar (Summer 2018)
One-month visiting research appointment at the University of Michigan
National Consortium of Environmental Rhetoric and Writing Residence Fellow (Summer 2017)
One of six annual residential fellows for a one-week retreat in southern New Mexico
Center for American Literary Studies First Book Institute (Penn State, Summer 2015)
One of eight selected participants for an intensive book-writing workshop

Davila

UNM Research Allocation Committee Grant 2015 (\$1,900)

Fiore

The Albuquerque Community Foundation July 2010-July 2011 (\$10,000)

Greenberg

Folger Shakespeare Institute Short-Term Fellowship, Washington, DC. 2017 (\$7,500)

Hernandez

Visiting Faculty Researcher 2017-2018. University of California, Los Angeles, Institute of American Cultures and Chicano Studies Research Center, Los Angeles, CA.
(\$35,000/salary)

Stanford University, Center for Latin American Studies Library Access Grant 2017 (\$3,000.00)
UNM Center for Regional Studies - Publication Subventions 2017 (\$3,300.00)
UNM Feminist Research Institute Faculty Grant 2017 (\$1,000.00)
UNM Center for Regional Studies 2017 (\$5,000.00)

Kells

Faculty Research Grant for *Local 890 Salt of the Earth Recovery Project*. The Center for Regional Studies, 2018 (\$6,000).

Newmark

NCTE/CCCC Emergent Research(er) Award, 2017-2019 (\$3,538)

Nocentelli

National Endowment for the Humanities Fellowship, Folger Shakespeare Library, 2016-17
(\$50,000)
Solmsen Fellowship, U of Wisconsin-Madison Center for the Humanities 2016-17 (declined)
Berenson Fellowship, Villa I Tatti 2016-17 (declined)
UNM Research Allocation Committee Grant 2011
Gladys Krieble Delmas Foundation Grant, Folger Shakespeare Library 2011

Obermeier

UNM Research Allocation Committee Grant, 2011 (\$3,000)

Ruecker

National Academy of Education/Spencer Postdoctoral Fellowship, 2015 (\$70,000)

UNM College of Education Summer Research Grant, 2014 (\$30,212)

UNM Research Allocations Committee Grant, 2014 (\$5437)

Thiel

University of the South School of Letters Summer Writer-in-Residence 2015

PEN Translation Grant (for translation of Eugenia Fakinou's *The Great Green*) 2011

Townsend

UNM Research Allocations Committee Grant, 2018 (\$4,163)

UNM Feminist Research Institute Faculty Research Grant (\$1,000)

UNM Study Abroad Allocations Grant, Office of the Provost, "Imagining Ireland Short-Term Study Abroad Program" 2017 (\$9,500)

Vizcaino-Alemán

Faculty Research Grant, Center for Regional Studies, 2017 (\$1,965)

Oral History Capacity-Building Initiative Award, Center for Regional Studies, 2018 (\$1,300)

6C: Research Involvement *Give an overview of the unit's involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia Labs, CHTM, community organizations, local media, etc.).*

Individual faculty have involvement with the following research organizations and institutes:

American Antiquarian Society, Worcester, MA

Arizona Center for Medieval and Renaissance Studies, ASU

Center for Regional Studies, UNM

Feminist Research Institute, UNM

Folger Shakespeare Institute, Washington DC

Institute of American Cultures and Chicano Studies Research Center, UCLA

Institute for Medieval Studies, UNM

Latino Research Initiative, UT-Austin

National Endowment for the Humanities

Southwest Hispanic Research Institute (SHRI), UNM

Matthew Hofer edits the University of New Mexico Press, *Recencies: Research and Recovery in Twentieth-Century American Poetics* (2012–present), publishing up to four books per year.

UNM's English Department hosts the archive for the *D. H. Lawrence Society of North America (DHLSNA) Newsletter* (except for the most recent issue, which is only available to dues-paying members). There are 70 back issues available in the archive, with the oldest being from Summer 1981. The archive's address is: <https://english.unm.edu/dhlsna/index.html>.

We have an informal relationship with Sandia Labs and are currently working on a more formal arrangement. Every semester that ENGL 290 is taught by Julianne Newmark, technical writers

from Sandia come to speak with the students in that class. This has happened for the last five semesters. The Sandians are part of the Technical Writing group there, and the managers all know about this project concerning Julianne Newmark's ENGL 290.

6D: Student Opportunities *Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.*

Blue Mesa Review

Blue Mesa Review (<http://bmr.unm.edu/>), UNM's literary magazine of national reputation, publishes fiction, poems, essays, and interviews with authors of international prominence. This year's contest judges, for example, are Luis Alberto Urrea and Leslie Jamison. Founded by Rudolfo Anaya, *Blue Mesa Review* is edited and published twice a year entirely by graduate students in the Creative Writing MFA program. Undergraduates and first-year grad students enrolled in ENGL 420/520 are tasked with reading more than 1,000 annual submissions from authors around the world.

The prime opportunity for MFA graduate students is to become one of the five editors, and to gain a working knowledge of submissions, evaluations, selecting contest judges, writing contracts, and laying out a professional publication. The Editor in Chief (EIC) earns a yearly stipend of \$2,000, while the four genre editors earn a stipend of \$500. They receive an additional stipend of \$500 to attend the annual Association of Writing Programs (AWP) conference as representatives of *Blue Mesa Review*. Incoming editors (first-year grad students who have been selected as editors for their second year) receive a stipend of \$250 to attend AWP. With the exception of the EIC stipend, which is funded by the English Department, the others are funded by the magazine's revenue. Whereas other university literary magazines are run by faculty, with graduate students serving in an advisory capacity, *Blue Mesa Review* is truly run by students, who thus gain the responsibility and experience of not merely choosing good literature, but also meeting budgets and deadlines and paying contributors. To be listed as an editor on the masthead is an honor that prepares students for a career in the publishing industry.

Undergraduates and first-year grad students have the opportunity to take ENGL 420/520, in which they are trained to recognize submissions of literary merit, to debate these merits with one another, and to nominate the best work to the editors, who make the final selections. Each student has read and evaluated 200 submissions this semester, giving them the sort of professional editorial experience that is hard to gain anywhere outside an actual magazine, and which sets them up for opportunities in the publishing industry.

Both undergraduate and graduate students are taught to write for the *Blue Mesa Review* blog. Working with the Faculty Advisor, they learn to develop a proposal, write and revise drafts, then submit to the editors. In the past two years, most graduate students and six undergraduates have published their work on the blog, providing an excellent "clip" for their CV and for future submissions to other magazines.

Due to budget cuts in the past decade, *Blue Mesa Review* is no longer published on paper, but only online. Editors who once received a course release for their work now must find time on their own to perform their jobs.

Mary Power Lecture

The annual Mary Power Lecture in Irish Studies brings a distinguished scholar or artist to campus each spring to deliver a public lecture and classroom workshops on Irish literature and art, history, culture, or politics. The lecture series was established in 2017 in honor of Professor Emerita Mary Power, who taught Irish literature in the English department from 1969-2011. The Power Lecture provides students with the opportunity to work closely in a classroom setting with leading scholars and art practitioners, and it provides an interdisciplinary enhancement to their literary studies. Along with the faculty-led study abroad program to Ireland, the Mary Power Lecture allows English Department students to pursue an interest in Irish Studies and other national literary traditions both in and beyond the classroom.

Rudolfo and Patricia Anaya Lecture

The Rudolfo and Patricia Anaya Lecture on the Literature of the Southwest is an annual lecture series launched in 2010 by renowned fiction writer and Professor Emeritus Rudolfo A. Anaya. The Anaya Lecture Series serves as a meeting ground for scholars, students, and New Mexico residents to enjoy the literary legacy and diverse cultural productions of our unique region. Each year, the organizing committee selects a distinguished speaker, and committee members include faculty and staff inside and outside the English Department, as well as a graduate student in the English Department with a vested interest in Southwest studies. Past graduate student representatives include MFA students and PhD students in American Literary Studies. Graduate student service on the committee fosters community development and professional networking with the unique opportunity to meet and network with important figures in the Southwest. The lecture targets a diverse cross-section of UNM students, undergraduate and graduate, as well as faculty and staff in American Literature, Creative Writing, Chicana and Chicano Studies, American Studies, Native American Studies, Spanish, History, Foreign Languages, Anthropology, Theater, and Music. Previous speakers include Acoma Pueblo poet Simon Ortiz (2010), Las Cruces playwright Denise Chávez (2011), Taos activist John Nichols (2012), Kiowa novelist N. Scott Momaday (2013), Chicana writer Ana Castillo (2014), mystery novelist Anne Hillerman (2015), Latinx poet Rigoberto González (2016), Santo Domingo Pueblo potter Nora Naranjo Morse (2017), and opera composer Héctor Armienta (2018).

D. H. Lawrence Lecture Series

The D. H. Lawrence Lecture Series (2016-present) offers students the opportunity to meet and learn from prominent scholars and writers. The first presenter was well-known poet Mark Doty. Last year's presenter, Andrew Harrison, traveled from England to give talks in Albuquerque, Taos, and at the D. H. Lawrence Ranch. Harrison led a day-long research workshop at the Center for Southwest Research (in the Zimmerman Library.) This workshop drew undergraduates, graduate students, and UNM faculty members.

Taos Summer Writers Conference

The annual Taos Summer Writers' Conference (1999-2016) drew some 250 people to Taos, New Mexico for a week of workshops, readings, panel presentations and writerly community. Many

of those who attended the Conference subsequently applied to the MFA program at UNM. Another incentive for prospective students was the opportunity to attend the Conference as an intern. Graduate students and the occasional undergraduate assisted with the running of the Conference and received tuition-remission and lodging as compensation.

The Taos Summer Writers' Conference provided full scholarships for nine graduate students and two or more undergraduates. Students attended the Conference and helped onsite with such tasks as registration, tours of the D. H. Lawrence Ranch, and running the book table. The Conference provided free tuition to the workshop of their choice, shared lodging, and most food.

Creative Writing Program Literary Events

Works-in-Progress (WIP)

The Works-in-Progress Reading Series (WIP), sponsored by UNM's Creative Writing Program and administrated by *Blue Mesa Review (BMR)*, UNM's internationally recognized online literary journal, takes place on the third Friday of each month during the Fall and Spring semesters. A critical component of the Creative Writing Program for more than thirty years, at most WIP events a CW faculty shares the podium with three MFA students and all four writers read from poetry, fiction, and creative nonfiction in the process of completion. One event per year is devoted to the winners of the Lena Todd Awards, 1st and 2nd place prizes given to UNM undergraduate students enrolled in CW workshops, and starting in 2018, one event per year includes an author who has published a book with University of New Mexico Press. Because graduate and undergraduate students work together on *BMR*, and because *BMR* sets the schedule of WIP readings, WIP events are extremely popular with both demographics, often drawing audiences of 50 or more, and because WIP events are held at off-campus sites (Winnings Coffee House until 2010, John Thomas Coffee, 2010-2014, Tortuga Art Gallery 2014-present), many in the audience are community members with little or no affiliation with UNM. Insofar as WIP elicits interest from this latter group, WIP serves as an extension of the CW program and contributes to the University's mission as an important tool for community outreach.

Collaborative Literary Events

Since 2009, Bookworks, a local independent bookstore, and the CW Program have collaborated on readings at UNM by such luminaries as Margaret Atwood, Sherman Alexie, Chuck Palahniuk, Kim Gordon (founding member of the 1980's alternative rock band Sonic Youth), Augusten Burroughs, Felicia Day, Nikki Giovanni, and Mohsin Hamid. These readings (held in Woodward Hall, a SUB Ballroom, or a Dane Smith Lecture Hall) draw between 75 and 300 audience members. Admission to these events requires the purchase of the author's newly released book (except for English Department faculty members and graduate and undergraduate CW students who receive waivers and are admitted at no cost). Additionally, the CW Program collaborates with other UNM Departments and Programs to sponsor readings and other literary events: The Patricia and Rudolfo Anaya Lecture Series on the Literature of the Southwest; and the D. H. Lawrence Lecture Series (poet and memoirist Mark Doty). This year, the CW Program and UNM Press launched a collaboration that has paired a UNM Press author (so far poet and UNM MFA alum Juan Morales and River Teeth Book Award Winner Sarah Viren) with a non-UNM Press author (poet and UNM MFA alum Tanaya Winder and Autumn House Press short story writer Sherrie Flick) for at least one literary event per semester.

Lannan Foundation Literary Events at the Lensic Theater in Santa Fe

The Lannan Foundation generously provides upon request up to 35 tickets to readings by writers in the Lannan Foundation Reading Series held at the Lensic Theater in Santa Fe. Since 2010, MFA students have attended readings by and conversations with Jamaica Kincaid, Anne Carson, China Miéville, Eileen Miles, Valeria Luiselli, Colum McCann, and Aleksander Hemon, among others.

Joseph M. Russo Visiting Writer Series

With the help of the Joseph M. Russo Fund, the CW Program sponsors readings and class visits by writers CW faculty members believe are of interest and/or benefit to MFA students. Short story writer Charles McLeod, poet Richard Garcia, poet Luis J. Rodriguez, memoirist and novelist Debra Monroe, nonfiction writer Leslie Jamison, and nonfiction writer and activist Jenni Monet are a few of the writers who have met with students in a classroom before reading from their work in a larger venue. The CW Program is committed as well to inviting readings by CW faculty members (including the Joseph M. Russo Visiting Professor) and MFA alumni who have published books in the preceding year. Since 2010, Joseph M. Russo Visiting Professors Dana Levin (*Sky Burial*), Justin St. Germain (*Son of a Gun*), Emily Rapp (*The Still Point of the Turning World*), Jose Orduña (*The Weight of Shadows*), and Mark Sundeen (*The Unsettlers*), CW faculty members Greg Martin (*Stories for Boys*), Sharon Oard Warner (*Sophie's House of Cards*), Daniel Mueller (*Nights I Dreamed of Hubert Humphrey*), and Andrew Bourelle (*Heavy Metal*), and returning alumni Paul Bogard (*The End of Night*), Izzy Wasserstein (*The Ecstasy They Call Damnation*), Richard Vargas (*Guernica, Revisited*), Aaron Reeder (*Dawn*), Dan Darling (*Archeopteryx*), Juan Morales (*The Handyman's Guide to End Times*), and Tanaya Winder (*Why Storms are Named After People and Bullets Remain Nameless*) have all read at UNM from their recently published books.

The Xchanges Journal

Xchanges (www.xchanges.org), founded in 2001, is an interdisciplinary Technical Communication, Writing/Rhetoric, and Writing Across the Curriculum journal which publishes two issues annually. The Fall issue each year features undergraduate research. The Spring issue features graduate-student research. *Xchanges* receives submissions from students from a wide array of institutions across the country and abroad. The faculty review board is 30 members strong and is comprised of TC, Composition/Rhetoric, and WAC faculty from throughout the U.S. All submissions are double-blind reviewed. *Xchanges* publishes traditional static text articles as well as multimodal webtexts from undergraduate and graduate students in Writing Studies fields. English Department undergraduate and graduate students have worked in an editorial capacity on this journal.

6E: Community Service *Describe faculty members' service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.*

English Department members perform a great amount of service on all levels: to the Department, the College, the University, the larger Albuquerque and New Mexico communities, nationally, and internationally. They serve on student and deliberative committees at UNM, hold administrative posts within and outside of the Department, serve on student committees in other

institutions, serve as reviewers of manuscripts, NEH grant applications, tenure files at other institutions, represent UNM at national and international organizations, serve on editorial boards, and edit journals and book series. They give guest lectures and do outreach teaching, organizing conference panels as well as conferences, both here at UNM and nationally, and are active in social justice projects. The following is a representative sample of the activities in which English Department faculty engage.

Marisa Clark

Fiction Reader, *New England Review*; May 2017 – present. I read fiction submissions for this esteemed international quarterly publication.

Performer/Reader, #MeToo Monologues. Aux Dog Theatre, Albuquerque NM, December 2017 and January 2018. I performed a nonfiction monologue as part of an ensemble cast. The performances were fundraisers for Crossroads for Women.

MFA Dissertation Committee on Studies Member for Jervon Perkins, MFA in creative nonfiction, Butler University, Indianapolis IN, Spring 2018; I served as the “queer specialist.”

Jesse Costantino

Guest Lectures and Community Teaching

“Introduction to Media Archaeology” in *Communications and Journalism 569: Media, Culture, and Society*, taught by Myra Washington. University of New Mexico. Spring 2019.

“Comics and Myth in American Culture.” Series of guest lectures at La Academia de Esperanza Charter High School, Albuquerque, NM. Fall 2018.

“Cartoons and Politics” in *Political Science 300: Political Communication*, taught by Jessica Feezell. University of New Mexico. Spring 2018.

“Natural Disaster and Contemporary American Culture.” Series of guest lectures at La Academia de Esperanza Charter High School, Albuquerque, NM. Fall 2017.

Public-Facing Talks

“Adapting the Great American Novel to Film.” Public lecture at the Esther Bone Memorial Library, Rio Rancho, NM. Fall 2018.

“The Graphic Novel.” National Humanities Center Distinguished Scholar. “Humanities in Class” Series. Durham, NC. November 2017. Archived on YouTube:
<https://www.youtube.com/watch?v=dkIvFhNg99Q>

Professional and Community Service

Michigan-UNM Humanities Emerging Research Scholars Program Committee Member (2018-2019)

Member of steering committee for minority-serving institutional partnership.

English Department Executive Committee Junior-Faculty Representative (2018-2019)

Rudolfo and Patricia Anaya Lecture on the Literature of the Southwest Committee Member (2018-2019)

Sanctuary Committee Working Group Member (2016-2019)

Undergraduate Studies Committee Member (University of New Mexico, 2017-2019)

Dissertation Award Committee Member for The Society of Cinema and Media Studies (2017-2018)
Reviewer for Special Issue of English Language Notes, “Latinx Lives in Hemispheric Context” (November 2017)
Reviewer for Special Issue of Ecozon@: European Journal of Literature, Culture and Environment, “Green Computer and Video Games” (April 2017)
English Colloquium Events Organizer (University of New Mexico, 2016-2018)
Conference Co-organizer (with Jak Peake, University of Essex): “American Networks: Radicals under the Radar (1868-1968).” (Univ. of Notre Dame London Global Gateway, July 2016)
Review committee for Console-ing Passions Conference. (Univ. of Notre Dame, 2016)

Jonathan Davis-Secord

An executive summary may be helpful: I have served as a peer reviewer for several journals, helped organize several academic conferences, served on committees at the departmental and college levels, taken on an administrative position in the department, organized conference panels, and presented to local high school students as part of the outreach programming at the Institute for Medieval Studies.

Peer Reviewer for *Studies in Medieval and Renaissance Teaching*.

Peer Reviewer for *Speculum: A Journal of Medieval Studies*.

Peer Reviewer for *Carmina Philosophiae: Journal of the International Boethius Society*.

Co-Organizer, 2019 International Society of Anglo-Saxonists Biannual Conference.

Executive Council, Rocky Mountain Medieval and Renaissance Association, 2017–19.

Program Committee member, Medieval Association of the Pacific / Rocky Mountain Medieval and Renaissance Association Joint Conference, University of Nevada, Las Vegas, 2017–18.

“Medieval Day” Presenter, Albuquerque Academy (grades 6–12), 2014, 2016.

Co-Organizer, 2016 Rocky Mountain Medieval and Renaissance Association Conference.

Bilinski Fellowship Selection Committee Member, 2017–present.

NEH Next Generation Seminar Committee, 2017.

NEH Next Generation Planning Committee, 2016–17.

Institute for Medieval Studies Steering Committee, 2012–present.

Associate Chair for Graduate Studies, Fall 2016–present.

Search Committee member (medievalist position), Fall 2018.

Search Committee member (Native Americanist position), Fall 2018.

Graduate Committee, Fall 2014, Fall 2015–Spring 2016.

Executive Committee, Fall 2015–2017.

Faculty Mentor for Cris Elder, 2015–present.

Cristyn Elder

English Department Service

Member, Core Writing Committee, 2012 – Present

Member, Undergraduate Committee, 2016 – 2017

Chair, Party/Social Events Committee, 2014-2015

Elected Committee Member, Executive Committee, Fall 2012 – Spring 2014

Panelist, English Department Job Seekers’ Workshop, Interviewing at MLA, 12/07/13

Facilitator, Job Group for Rhet/Comp candidates, Fall 2012 and Fall 2013

University Service

Sanctuary Campus Working Group, 2016 – Present

Facilitator, Ombuds/Dispute Resolution Services for Faculty, 2015 – Present

Chair, appointed by the Provost, Lobo Reading Book Selection Committee, 2015 – 2017

Committee Member, Provost's Committee on Writing, 2013 – 2015

Committee Member, UNM Lobo Reading Experience, 2012 – 2015

Committee Member, Faculty Senate Curricula Committee, 2014 – 2015

UNM New Student Orientation, Summer 2014

 Lobo Reading Experience Presentation (12 sessions)

 Parent Lunches (2 sessions)

UNM New Student Orientation, Summer 2013

 Lobo Reading Experience Presentation (12 sessions)

 Lobo Reading Experience CEP Presentation (6 sessions)

 Parent Lunches

 Faculty Student Dinners

Committee Member, Foundations of Excellence All Students Dimension, Fall 2012-Spring 2013

National Service

Elected Executive Committee Member, Conference on College Composition and Communication, 2018-2021

Chair, Taskforce on Workplace Bullying, Conference on College Composition and Communication, 2018-2019

Reviewer for *Composition Studies* 2017 – Present

Reviewer for journal *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 2016 – Present

Reviewer for journal *WPA: Writing Program Administration* 2014 – Present

Chair, Graduate Student Research Awards, Council of Writing Program Administrators (<http://wpacouncil.org/committee-assignments>), 2016 – Present

Co-Founder and Managing Editor/Style Editor, *Present Tense: A Journal of Rhetoric in Society* (<http://www.presenttensejournal.org/>), 2009 to Present

Elected Executive Board Member, Council of Writing Program Administrators, 2016-2019

Invited Member of the CCCC Writing Program Certificate of Excellence Selection Committee, 2017-2018

Conference on College Composition and Communication Stage 1 Proposal Reviewer, 2017, 2018

Conference on College Composition and Communication Proposal Online Coach, 2017, 2018

Committee Member, Graduate Student Research Awards, Council of Writing Program Administrators, 2013 to 2016

Committee Member, Task Force on Diversity, Council of Writing Program Administrators, 2012 to 2015

Conference Program Committee, Council of Writing Program Administrators Conference, Albuquerque, NM, July 2012

Co-Founder and Co-Chair of the Writing Program Administrators Graduate Student Organization (WPA-GO), 2009-2012

Ex-Officio Graduate Student Executive Board Member, Council of Writing Program Administrators, 2010-2011
Conference Program Committee, Council of Writing Program Administrators Conference, Baton Rouge, LA, July 2011

Community Service

Accompaniment Volunteer for Albuquerque Sanctuary Services, 2017 to Present
Ally and Activist, United We Dream (<https://unitedwedream.org>), 2016 to Present
Ally and Activist, New Mexico Dream Team (<http://nmdreamteam.org>), 2016 to Present
ESL and American Culture Volunteer for UNM Refugee Well-being Project, <https://refugeewell-beingproject.weebly.com>, Albuquerque, New Mexico, January 2018 to September 2018
Host family for Bridges to Tajikistan and Open World Leadership Program in New Mexico, 2014 to Present.
ESL and American Culture Volunteer for Lutheran Family Services Rocky Mountains: Albuquerque Refugee & Asylee Programs, Albuquerque, New Mexico (<https://lfsrm.org/programs-and-services/refugees/>), January 2017 to October 2017.

Feroza Jussawalla

Community Service

Service to Albuquerque university and local students: Outreach (mostly advertising and taking my own class students to Lannan lectures (taking students to Santa Fe for lectures organized by the Lannan foundation.
Assisting Bookworks for organizing events related to my specialty, i.e., lectures by writers such as Khaled Hosseini and Mohsin Hamid.
Participation in *Plume*: an online writing workshop organized by an ex UNM Creative writing student. And, in *Dime Stories*.

University

Faculty Senate service and on Faculty Senate committees, most importantly Academic Freedom and Tenure committee and the Press Committee.

Daniel Mueller

English Department

Director, Creative Writing Program, 2017-Present.
Faculty Mentor/Chair, English Tenure and Promotion Committee, 2015-18.
Member, Joseph M. Russo Endowed Visiting Professor in Creative Writing Search Committee, 2015-2016.
Chair, Faculty Awards Committee, 2013-2014.
Member, English Graduate Committee. 2014-Present.
Director, Creative Writing Program, 2012-2015.
Chair, Joseph M. Russo Endowed Visiting Professor in Creative Writing Search Committee, 2013-2014.
Director, Writing Program (Creative, Professional, and Rhetoric & Writing), 2011-2012.
Ad Hoc Curriculum Restructuring Committee, 2011-2012.
Associate Chair for Undergraduate Studies in English, 2009 – 2011.
Member, English Undergraduate Committee, 2003 – 2011.

Member, Joseph M. Russo Endowed Visiting Professor in Creative Writing Search Committee, 2010-2011.

Co-Coordinator (with Kyle Fiore), English Department Colloquium Series, Spring 2011.

Acting Chair, Department of English, Fall 2010.

Executive Committee, Acting Chair, Fall 2010.

Executive Committee Member, 2002-2004, 2006-2007, 2009-2010.

Editor-in-Chief, *Blue Mesa Review*, 2003 – 2004.

Fiction Editor, *Blue Mesa Review*, 2000 – 2004.

Member, Poetry Professor Search Committee, Spring 2002.

University

Senior Promotion Committee, (Chair) 2017, (Member) 2018.

Junior Tenure and Promotion Committee, 2008, 2010.

Profession

Blurbs written for Jeanne Sirotkin's *Wrestling the Bear*, Adam Crittenden's *Blood Eagle*, Kelly Fordan's *Garden for the Blind*, Jan Bowman's *Flight Path & Other Stories*, Andrew Bouelle's *Heavy Metal*, Ann Epstein's *On the Shore*, Carrie Classon's *Blue Yarn*, *Lock & Load: Armed Fiction* (Betty Joyce Nash, ed.), Krystyna Byers' *Not All Migrate*, and Ron Yates' *Make It Right: A Novella and Stories*.

External Reviewer, Tulane University, Dept. of English, T&P candidate Zachary Lazar, Fall 2013.

Advisory Editor, *Echo Ink Review*, 2010-Present.

Judge, Andrew James Purdy Prize, Hollins University, 2013.

Advisory Editor, *Boomtown: Explosive Writing from Ten Years of the Queens University of Charlotte MFA Program*, Fall 2010.

Judge, Gettysburg College Undergraduate Fiction Awards, 2008.

Judge, Western Michigan University's Graduate Awards in Fiction and Creative Nonfiction, 2005.

Judge, Andrew James Purdy Prize, Hollins University, 2002.

Reader, Iowa Writers' Workshop Graduate Fiction Applications, 2000.

Judge, North Carolina Arts Commission, 2000.

Judge, University of New Mexico's Graduate Fiction Prize, 1997.

Reader, Fine Arts Work Center of Provincetown's Fiction Applications, 1995, 1996.

Judge, Second Street Gallery Young Writers' Fiction Contest, 1992.

Community

Collaborated with Bookworks Albuquerque on readings at UNM by Sherman Alexie (November 14, 2012), Augusten Burroughs (April 29, 2013), Nikki Giovanni (November 2, 2013), Chuck Palahniuk (October 27, 2014), Kim Gordon (March 1, 2015), Felicia Day (April 29, 2016), Kwame Alexander (April 17, 2019), and Ta Naehesi Coates (September 2019).

Delivered introductions for and collaborated with UNM Bookstore on readings at UNM by Gregory Martin (November 8, 2012), Luis J. Rodriguez and Richard Garcia (September 12, 2012), Emily Rapp (April 17, 2012), Charles McLeod and Daniel Mueller (April 11, 2013), Paul Bogard and Israel Wasserstein (November 14, 2013), Richard Vargas and Erika Wurth (September 25, 2014), Sharon Oard Warner (April 24, 2015), Lori Ostlund

and Adam Crittenden (April 14, 2016), Debra Monroe (November 12, 2015), and Dan Darling and Aaron Reeder (May 10, 2018).
Delivered introductions for and collaborated with UNM Press on readings at UNM by Juan Morales and Tanaya Winder (November 8, 2018) and Sherrie Flick and Sarah Viren (January 24 2019).
Classroom Visit, Rachel Brunton's 5th Grade Class, S. Y. Jackson Elementary School, December 14, 2017 (with undergraduate student Roheen Desprande).
Judge, Aldo Leopold Essay Contest for New Mexico Students Grades 6-12, Golden Apple Foundation, 2017.

Julianne Newmark

Community engagement:

leading 23 English 219 students in five simultaneous Community-Engaged Learning projects during Spring 2019. The community partners are: YMCA, Animal Humane of New Mexico, Mandy's Farm, and Casa Fortaleza. This project is supported by a Provost's Core Curriculum fellowship program and these relationships will continue every Fall and Spring semester, with additional partner organizations to be added.
coordinating semesterly visits by local professional and technical writers with UNM English Department undergraduate students in technical and professional communication courses. Since the Fall of 2015, a consistent relationship with writers from Sandia National Labs' Technical Writing group has been established as well as with writers from the UNM Health Sciences Center's Orthopedics Department. Nearly a dozen technical writers have visited with students, some semester after semester.

Academic Service and Experience

To the profession:

Xchanges Online Journal, Editor-in-Chief. 2001-4, 2008-present
Book proposal/manuscript reviewer: University of Nebraska Press, 2016
Article reviewer. *Studies in the Novel*. 2012, 2018
Article reviewer. *Communication Design Quarterly*. 2017
Article reviewer. *Multi-Ethnic Literatures of the United States (MELUS)*. 2017
Article reviewer. *The D. H. Lawrence Review*. 2008-present
Article reviewer. *Western American Literature*. 2010, 2012
Listserv Manager. D. H. Lawrence Society of North America, 2019-present
Society Archivist. D. H. Lawrence Society of North America, 2012-present
Social Media Coordinator. D. H. Lawrence Society of North America, 2012-present
Newsletter Editor. D. H. Lawrence Society of North America, 2011-2012
Recording Secretary. D. H. Lawrence Society of North America, 2003-2010

To the university and/or department:

Co-organizer, Time for Teaching (T4T) Conference, University of New Mexico, 2018.
MA degree Committee on Studies (COS) member (Elizabeth Barnett and Kelli Lyckë)
Assistant Director of Core Writing. University of New Mexico, 2015-present
Coordinator for Technical and Professional Communication. University of New Mexico, 2016-present
English Department Executive Committee. University of New Mexico, 2015-2017

Carmen Nocentelli

National Endowment for the Humanities FPIRI Site Evaluator (Fall 2018).
Selection Committee Chair, Aldo and Jeanne Scaglione Prize in Comparative Literary Studies, Modern Language Association (2018)
Selection Committee Member, Aldo and Jeanne Scaglione Prize in Comparative Literary Studies, Modern Language Association (2015-2017).
Division Representative to MLA Delegate Assembly, Division of Comparative Studies in Renaissance and Baroque Literature (2012-2015).
Evaluator, Long-Term Fellowship Applications, The Newberry Library (Spring 2009).
Advisory Board Member, Early Modern Feminisms series, University of Delaware Press (Spring 2017-Present)

Anita Obermeier

Service to the University

Research Allocation Committee, UNM, 2012-15.
Search Committee for the Dean of the Office of Graduate Studies, UNM, 2012.
President, UNM Chapter of Phi Kappa Phi, 2011-
Teacher of the Year and Presidential Teaching Fellow Evaluation Committee, UNM, 2006-10, 2012.
Alumni Association 2011 Time Capsule Committee, UNM, 2011.
Vice President, UNM Chapter of Phi Kappa Phi, 2010-11.
Secretary, UNM Chapter of Phi Kappa Phi, 2003-10.
Ad-hoc Evaluation Committee for NEH Summer Stipend (Limited Competition), UNM, 2009.
Provost's University Diversity Committee, UNM, 2006-09.
Judge, Profound Undergraduate Research Competition, UNM, 2006.
Faculty Senate Operations Committee, UNM, 2004-05.
Faculty Senator, UNM, 2002-06.

Service to the College

Dean's Chairs and Directors Council, UNM, 2005-
Institute for Medieval Studies Steering Committee, UNM, 2001-
Faculty Advisor to the Medieval Studies Student Association, UNM, 2001-
Women Studies Executive Council, UNM, 2002-
Director, Feminist Research Institute, UNM, 2005-15.
Co-Chair of the Bilinski Foundation Fellowship Committee, UNM 2013-15.
Member of Leslie Donovan's Full Professor Promotion Committee, Honor College, UNM 2014.
College of Arts and Sciences Curriculum Committee, UNM, 2011-15.
Chair, Search Committee for Director of Religious Studies Program, UNM, 2008.
Religious Studies Committee, UNM, 2007-10.
Co-organizer of the IMS Outreach Seminar on "Chaucer in Context: Society, Politics, and Gender" for Secondary School Teachers, UNM, October 2003.
Search Committee for Director for the Institute for Medieval Studies, UNM, 2001-02.

Rachael Reynolds

Committees and Volunteering

Core Writing Administrative Committee
Core Writing Committee
Core Writing Sub-Committee: Technology and Access
Professional Development Certificate
First Year Learning Liaison for English Department
Lightning Round English Department Presentation Committee
Reviewer for 2018 UNM McNair Scholars Research Conference
Rhetoric and Writing Graduate Application Review Committee

Membership

National Council of English of Teachers
Council of Writing Program Administrators

Carolyn Woodward

UNM community:

Department: Ongoing Service on Undergraduate Committee (reading Honors Theses, writing Student Learning Outcomes and Assessment, Undergraduate Studies, reading applications and selecting award for Scholarships)

Department: Ongoing Membership in British and Irish Literary Studies group

Department: Peer Observations of Teaching: Beth Davila, Sarah Townsend and Belinda Wallace

Department: Drafted Mission Statement for the British and Irish Eighteenth and Nineteenth Studies Group, 2018

Department Annual Reviews: Belinda Wallace, Scarlet Higgins

Fall semester 2015 Department Committee on Student Learning Outcomes and Assessment goals for the MA in Literature portfolio.

Ongoing, Department: Mentorship of Assistant Professor Belinda Wallace.

Ongoing, UNM, Member, Faculty Senate Library Committee

Albuquerque: The Cathedral of St John, Reconciliation Group 2016-17

USA:

Member American Society for Eighteenth-Century Studies, under which auspices I have presented numerous papers and chaired sessions at conferences, and have helped organize and present their meeting in Albuquerque, 2010

Member, Western Society for Eighteenth-Century Studies, under which auspices I have presented a number of papers and chaired sessions at conferences

Global:

Member, Aphra Behn Society, under which auspices I have presented a number of papers and chaired sessions at conferences, and have organized their meeting in Albuquerque in 2007

Member, British Eighteenth- and Nineteenth-Century group, under which auspices I have presented a number of papers and chaired sessions at conferences, and have served as advisor to student committees that organized their meetings in Albuquerque in 2009 and 2013

Chawton House Library, Hampshire, England, November, 2010: participation in *Sarah Fielding and Eighteenth-Century Women's Writing*

Criterion 7. Peer Comparisons

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

7A: Analysis Choose 3 peer departments from the Peer Comparison Template (Appendix F – page 270) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison.

- The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.

The English Department Executive Committee has chosen the following peer institutions from the UNM list of peer institutions:

- Arizona State University
- University of California, Riverside
- University of Texas, Austin

With the exception of UC Riverside, Arizona State University (ASU) and UT Austin present a bit of Goliath vs. David choices since they are larger in every aspect. UT Austin has twice as much overall enrollment and ASU four times as much than UNM. UC Riverside is about the same size. On the undergraduate front, our Department has two BA degrees (the 3rd is the old one about to graduate its last students) and a Certificate program. UC Riverside has only one BA degree; UT Austin has one BA and one certificate; whereas ASU has seven BA degrees, four minors, and four certificates. All of the other peer institutions have higher major numbers than we do. UC Riverside has three times as many, UT Austin four times as many, and ASU is a behemoth. It has almost 700 majors in face-to-face programs, another 876 in its online English major, and 376 in its Film Studies program. ASU has more sub-disciplines than the UNM English Department, also featuring English Linguistics, English Secondary Education, and Film Studies. ASU's success with that many different sub-degrees puts in question why the UNM English Department reduced its sub-degrees so drastically after the last APR.

Geography features into these stats. Due to the state's large population, the California university system is stretched to the hilt. UC Riverside has a healthy English major and ASU is a school that takes a lot of the California overflow. In comparison, UNM and New Mexico suffer brain drain in a state with barely 2.5 million people. For instance, Dean Lanier from the UNM Honors College says that ASU's Barrett Honors College pulls 400 honors students out of California, which is a drop in the bucket, but they also pull 100 students out of New Mexico, which is a major number for us.

On the graduate front, the UNM English Department offers six different degree programs (3 MAs, 1 MFA, 2 PhD) to currently 88 students. UC Riverside only has a PhD program with 78 grad students and UT Austin has three programs (MA, MFA, PhD) for 113 students. Not

surprisingly, ASU has eight different graduate programs (3 MA, MFA, 4 PhD) and two certificate programs for an overall enrollment of 547. It is hard to image that the 68 TT faculty at ASU can handle 567 graduate students, much less almost 2,000 undergraduates. It is not clear from the information we received whether lecturers or other part-time faculty handle all the online teaching, and we have enquired further. Given the size of the UT-Austin's programs, 81 faculty appears an excellent staffing level. The UNM English Department has more TT faculty (32) than comparable UC Riverside (25); as Criterion 5B shows, however, two thirds of our faculty are on reduced loads due to administrative duties, fellowships, and leaves. What we also can't tell is whether the courses offered at ASU and UC Riverside are larger in general, whereas with only a few exception, the UNM English Department can offer undergraduate courses in sizes more akin to a liberal arts college and personalize the student experience better.

Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

8A: Budget *Provide an analysis of the unit's budget, including support received from the institution and external funding sources.*

- *Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.*

The English Department is funded by three main sources:

1. The operating and salary budget from Instruction & General funds allocated by the University during the annual budget process;
2. Course fees produced by Core Writing and Creative Writing courses; and
3. The Core Writing Textbook fund.

Concerning 1), in FY 2006-07, the operating budget was \$41,614, and due to a severe rescission in FY 2007-08, the Department's operating budget was reduced to \$27,214. In FY 2014-15, it was further reduced to \$25,333. Starting in FY 2015-16, the Department's funding was reduced another \$5,000 to \$20,333 for the next five years to pay off a hiring debt incurred by the department. Fortunately, starting in FY 2019-20, the last two years of the \$5,000 debt were forgiven by the Dean of Arts and Sciences due to the Department's overall excellent financial stewardship, and the \$25,333 budget was restored. Included in the total operating budget is \$3,000 that is set aside as a Chair's discretionary fund, which is used to pay for the Chair's travel to conferences or research presentations. This effectively leaves \$22,333 for the Department's operating expenses, including phone and fax lines, general office supplies, computer and equipment purchases, hiring expenses, and support for speakers and events both in the Department for other units on campus.

The more significant portion of the Department budget under 1) is made up of the salary lines for faculty, staff, and graduate students. For FY 2019-20, the salary budget is broken down as follows:

- Faculty: \$2,511,879
- Staff: \$ 250,947
- TA/GA: \$ 952,596

Concerning 2), the Department receives a course fee of \$4 per student in Core Writing courses and \$20 per students in Creative Writing courses. The revenues from these course fees fund the copiers, copying supplies, and paper as well as other non-instructional expenses related to the Core Writing and Creative Writing programs.

Concerning 3), since 2017, the Core Writing Program sells a reader with sample essays written by UNM students for ENGL 110, 111, 112, and 120 classes as an accompaniment of the actual textbook. The revenues from that are deposited in the Textbook fund and used for the administration of the Core Writing Program. It was necessary to do that since the College of Arts and Sciences was cutting back on programmatic support starting in 2017.

The Department also does a lot of fundraising from its alumni/ae base. Donations made to the English Fund are used by the chair to support faculty travel, social events, speakers, and equipment purchases that the operating fund cannot cover. We are fortunate to have very generous alumni/ae who have endowed many scholarships. See the specific lists in Criterion 4.

8B: Staff *Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

Trevor Bilmes, Senior Fiscal Services Tech (.25 FTE)

Trevor is a quarter-time working retiree. He is primarily responsible for the reconciliation of 80+ fiscal accounts for the department. These include state I&G funded accounts as well as endowed and non-endowed Foundation accounts. He processes journal vouchers as required, and he participates in the required annual mid-year projection project as well as budget development, both of which take place in the spring semester.

Ryan Davis, Administrative Assistant I (.75 FTE)

Ryan's primary job is to manage the front desk and answer the department phone. Along with the department's graduate student assistant, she maintains and updates the department's website as needed and manages the Department News and Blog posts. She also maintains the two department directories located outside the 2nd floor elevators and the three departmental copiers; she oversees departmental room scheduling. She reports general physical plant problems (leaking pipes, problems with the phone service, and so on). She distributes the mail each day, and she compiles the department's newsletter for distribution either in hard copy or electronically as required. She also assists with the production of event flyers and posters as requested, maintains the Department Chair's calendar, and provides other assistance to the Chair.

Claudia Gans, Senior Fiscal Services Tech (1.0 FTE)

Claudia is responsible for coordinating department travel and procurement requests. She processes travel reimbursements for faculty and utilizes the department purchasing card to purchase materials requested by both faculty and staff. She processes journal vouchers and

purchasing card reconciliations. She reconciles account information for the department chair and creates reports as necessary. She is the department's primary time keeper, entering payroll information electronically on a regular basis. She maintains the inventory of the department's computers and other electronic devices and reports on their locations and conditions annually. She participates in the required end-of-year budget review, mid-year projections, and budget development processes.

Dylan Gauntt, Graduate Program Assistant/Advisor (1.0 FTE)

Dylan maintains records related to the graduate program and its students. He is the initial point of contact for prospective students interested in the department's graduate programs. His office produces and distributes information about policies and procedures related to all our MA and PhD programs. He serves as the liaison between the English department and the Office of Graduate Studies, ensuring the department is compliant with all OGS policies related to student paperwork. He is a key person in the graduate admissions process. He is responsible for initiating approximately 70 graduate teaching assistantship contracts each semester. He is also responsible for initiating non-standard payment forms each semester for graduate students who take on extra work, such as evaluating end-of-semester portfolios for the university's assessment process.

Dee Dee Lopez, Senior Scheduling Coordinator (1.0 FTE)

Dee Dee is the department's longest serving staff member (more than 20 years). Her primary responsibility is to ensure the department's courses are scheduled each semester, for winter intersession, and summer. She works closely with the Department Chair to ensure the appropriate courses are being offered with enough sections to meet student need. She submits information on more than 300 individual course sections each semester, both during the initial scheduling phase and in the time leading up to the beginning of a term if changes are required. She is responsible for requesting computer classrooms as well as classroom changes (after the second week of classes), and coordinates the dispersal of key cards for office assignments. She also compiles student course evaluation information for the Department Chair, schedules special events that require a classroom (other than one of the self-scheduled Department meetings), and helps to coordinate special events such as the Department's annual convocation ceremony each spring. She also provides advisement for honors students in the department, and she reviews study abroad materials to ensure credit is awarded appropriately.

Susan McAllister, Program Specialist (1.0 FTE)

Susan is the most recent department staff hire. Her position is a combination of two positions (totaling 1.5 FTE) held previously by staff who have since left the department. She immediately began by providing administrative support for the Core Writing program, providing course overrides for students and ensuring students are placed into the correct core classes. She collects syllabi for electronic storage and retrieval, and she runs end-of-semester grade reports to ensure instructors have reported their grades in a timely fashion to ensure compliance with University policy. She will provide administrative support to the various department initiatives, including multiple lecture series and the D. H. Lawrence Ranch Initiatives (previously supported by a dedicated staff member). She will also help to identify and generate funding resources for the department through grant proposals and other fundraising efforts.

Sandy Rodrigue, Department Administrator (1.0 FTE)

Sandy oversees Department operations, including the supervision of the staff. She approves various fiscal and employment documents. She initiates job postings in UNM Jobs as necessary, and coordinates position searches, ensuring department compliance with University policy. She coordinates the tenure and promotion process. She assists the Department Chair with ad hoc projects as requested.

These Department staff are dedicated to providing excellent service to students and faculty. The Department staff currently numbers seven full- and part-time staff members, all of whom are funded by state Instructional and General (I & G) funds. This limited number of employees advises undergraduate Core Curriculum students, undergraduate majors and minors, and graduate students; runs the main office; keeps track of and dispenses Department finances; monitors funds for special projects such as the Rudolfo Anaya Lecture and the national C19 Conference; and creates and manages Department web pages and electronic data. The University is in the second full year of a staff hiring ‘moratorium’ whereby departments must prove the necessity of hiring new staff members. In order to hire the newest Program Specialist, the department had to spend several weeks filling out paperwork and providing extraneous details to prove the need for this position, which was finally filled in November, 2018.

In essence we have fewer staff FTE than we did in 2010, during our last Academic Program Review, while our service commitments to the university continue to increase. Increased bureaucratic demands and cumbersome software upgrades (UNM Jobs 2.0 and Banner 9) have, contrary to what was promised, increased the time it takes to finish tasks and made the flow of paper less efficient, to the frustration of many. Getting permission to hire both instructors and staff has become a nightmarish process. For a Department that provides so much service to the University, it would seem appropriate to provide more staffing so as to provide quality service.

8C: Advisory Board *If the unit has an advisory board, describe the membership, their charge, and discuss how the board’s recommendations are incorporated into decision-making.*

The English Department has an Executive Committee (EC) that was established through the Department’s 1953 Constitution. The EC is the only elected body in the Department and serves as an advisory board to the Chair. Members serve a two-year term and can be re-elected for another two-year term; elections are conducted every year so that members’ terms are staggered to ensure continuity. Elections are done by rank. Currently, the EC has two assistant professors, three senior professors (associates and full), one lecturer, and one graduate student representative. The Department Chair is on the EC ex officio and runs the meetings. The EC meets ten days before each faculty meeting in the fall and spring semesters and discusses proposals brought forward from the Undergraduate Committee and the Graduate Committee as well as other constituencies. If the EC approves of the proposals, they are put on the agenda for the next Faculty Meeting to be voted on by the faculty. If not, they get sent back to the initiators for revisions. The EC also advises the Department Chair on any department matters as they arise.

Criterion 9. Facilities

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

9A: Current Space *Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.*

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*
- *Explain the unit's unmet facility needs.*
- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

An updated listing of the Department's assigned spaces can be found in Appendix G (page 272).

The English Department is housed in the Humanities Building where it occupies HUM 108 on the first floor, all of the space on the second floor except for two CELAC classrooms, and about three quarters of the third floor (Chicano/a Studies is housed there as well). The lion's share of the space we have is used for faculty, staff, administrative, and teaching assistant offices.

- We also have an auditorium that we use as a classroom and meeting room (HUM 108);
- Two conference rooms (HUM 231 and 249);
- A library that we also use as a classroom and meeting room for talks and presentations (HUM 324);
- Core Writing administrative office (HUM 217);
- Two workrooms, for copiers, mailboxes, and faxing (HUM 219 and 221); and
- A lounge for informal gatherings (HUM 235)

In 2015, the Chair requested from Dean Peceny an additional office on the third floor of Humanities to house a new TT professor. Space was definitely at a premium. Due to retirements and separations since then, and because we have not yet replaced all of these faculty, the space problem has eased somewhat. We have been able to decongest some of the TA offices on the second floor. Thus, the English Department can currently fulfill its academic mission in the available space.

The problem for the English Department is not the allocated space but the condition of the space we inhabit. The Humanities Building was built in 1974, and much of its infrastructure is as old as that or has not been renovated in at least 30 years. 120 people work in the English Department and put commensurate strain on the facilities. The entire Humanities building badly needs a general facelift, renovated bathrooms, and ADA compliant doors and wayfinding signage since the departments and programs that are not the lucky recipients of new buildings going up around campus also deserve to work in clean, safe, and appealing spaces. 3rd-floor balconies chronically flood from summer monsoon storms, which leads to a huge loss of productivity for the affected faculty.

Overall the condition of the Humanities Building facilities reduces morale and damages our brand and diminishes our recruitment chances for majors, grad students, and faculty. The Humanities Building has been neglected for a long time; renovating the premises would be a great step in the right direction and be hugely appreciated by the denizens, students, and visitors to the English Department.

9B: Future Space Needs *Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.*

- *Explain the potential funding strategies and timelines for these facility goals.*

Digital Media and Usability Pedagogy Lab

The Digital Media and Usability Pedagogy Lab will take a comprehensive approach to the production, understanding, and accessibility of texts in digital contexts and to the ever-changing conditions of textual scholarship and pedagogy. The Lab will address long-standing demands from students and faculty to apply the traditional methods of research and instruction found in an English Department to the digital mediums reflective of modern life, work, and thought. The English Department has already done exceptionally well in adapting traditional materials to digital methods (as seen by our emphasis in digital and online learning methods through eComp, our online writing program, in the publication of the online scholarly journal *Xchanges*, and the digital humanities scholarship undertaken by its Medieval specialists). The Digital Media and Usability Pedagogy Lab proposes to capitalize further on that success by now conversely bringing newer digital materials like multimedia publications, web-based texts, and video games to traditional methods like close reading, publishing, cultural studies, and textual scholarship. While it is a long-forgone truism that our faculty and students already work primarily in digital environments, we do not yet have the resources to commit to this reality in a direct, comprehensive, and rigorous way. We aim to meet the demand for digital materials and methods by way of four interrelated engagements:

- Critical fluency in reading and analyzing digital media texts, with particular attention to digital-native textual forms like video games and online communications ranging from the domains of social media to workplace software interfaces;
- Proficiency in developing, publishing, and producing platforms for the distribution and accessibility of digital media texts;
- Tools and facilities for digital humanities research and pedagogy, a core part of peer departments across the country; and
- Application of usability testing and design both as a mechanism for critical understanding and as a means of producing digital media texts.

With institutional support, we will establish a fixed space that houses a suite of computer workstations, including video and audio software to help students and instructors alike create multimodal instructional tools, as well as gaming consoles, hardware interfaces, and classroom technologies suited to its digital media aspirations.

Our vision for the Lab would include a fully functional 30-student-capacity classroom, to serve as a research space for individual faculty, graduate students, and advanced undergraduate student researchers. It will include a large front-of-classroom display complimented by individual PC and Mac workstations for classroom applications in publishing, game studies, digital humanities research, and usability studies. For the faculty working in comics studies, it will house a game console archive with individual workstations that include CRT displays for accessing historical and 4 archival game studies materials, 2-3 modern LED displays for accessing current and future materials, and locked storage for housing consoles, controllers, and other UI devices. It will house the department's existing usability Lab equipment, as well as dedicated locked storage. The equipment in the Lab would be subject to annual and four-year reviews for necessary updates and renewed software licenses. Ideally, the Lab would be located in a repurposed room in the Humanities building, one that can accommodate the student-seating needs and technology-security requirements of the Lab.

We would need to procure the space from UNM and have identified the following potential funding sources for helping us equip it:

<https://www.neh.gov/grants/odh/digital-humanities-advancement-grants>

<https://www.neh.gov/grants/listing>

<https://www.lockheedmartin.com/en-us/who-we-are/communities/applying-for-contributions.html>

https://www.ibm.com/ibm/responsibility/initiatives/grant_programs.html

UNM Teaching Allocation Grant

Conclusion. Strategic Planning

Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criteria, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

The English Department faces several challenges, the biggest one of them is to increase enrollments into the major and to address the factors that we can control. In 2019, the Department will perform overdue assessment on the BA in English Studies. This assessment, along with the APR team's report, will culminate in a departmental retreat in August to discuss the current English major and whether we continue with the 2012 version or tweak it for more alignment with the graduate programs and for rebuilding major numbers. Targeted recruitment will be another agenda item for this retreat. The Department will also look into appointing an assessment coordinator.

Furthermore, the Department is represented in the brand-new Andrew W. Mellon Foundation CNM/UNM Collaborative Humanities Initiative: "Building Humanities Pathways: A CNM and

UNM Partnership for Innovation and Success.” Two graduate assistants and a faculty representative are tasked with the specific pipeline for English majors from CNM to UNM.

The Associate Chair for Undergraduate Studies is updating the English version of the welcome letter sent by the Admissions office to incoming students indicating an interest in the English major with further information about the usefulness of the degree. This letter further emphasizes the personal attention students receive in our classes that feel more like courses taught at small liberal arts colleges in our Research I institution. Faculty is ready to follow up with phone calls to these prospective students in the coming weeks.

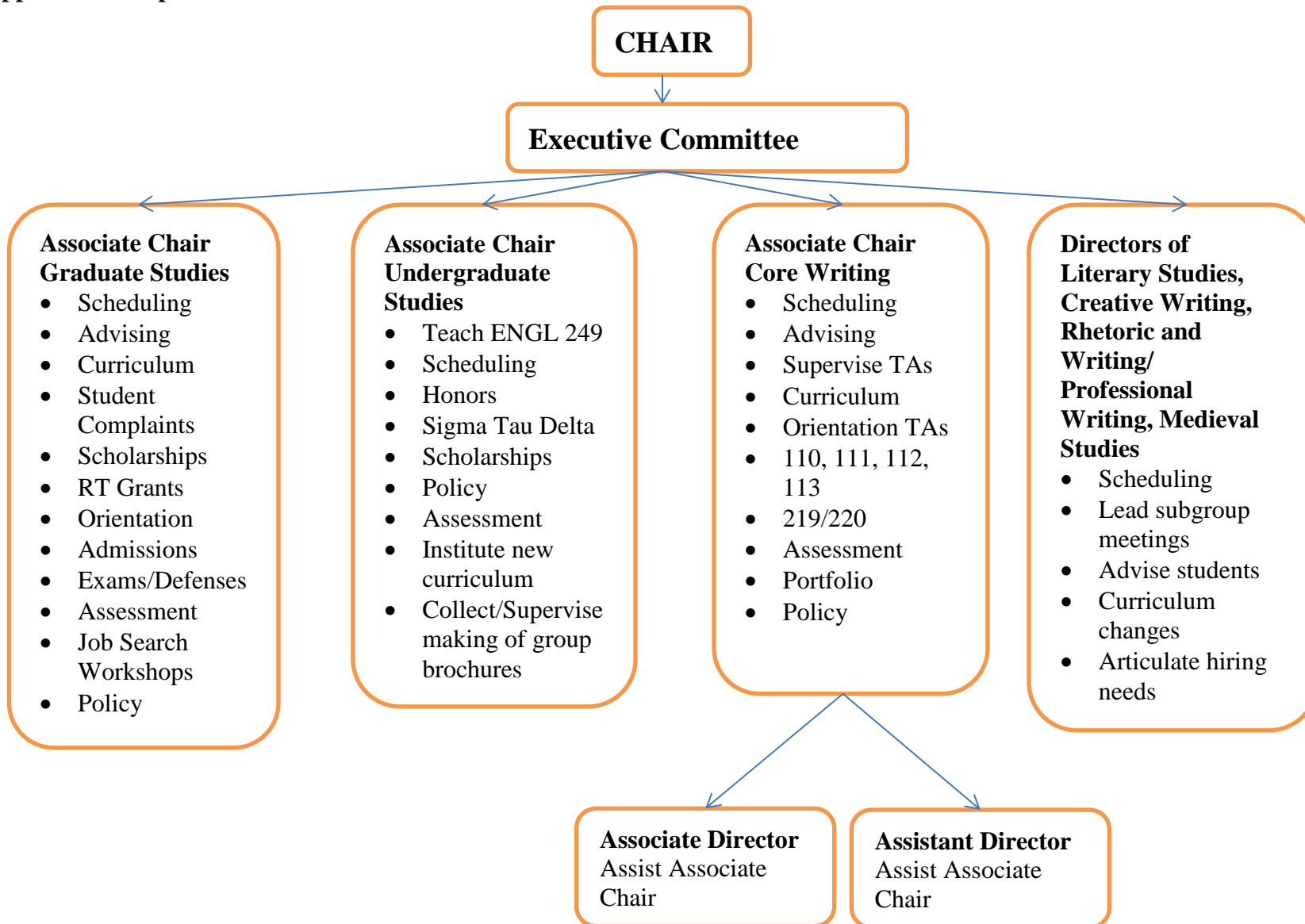
The Department will keep working with the Dean’s office to ensure proper faculty staffing, especially in areas with impending retirements. Another staffing aspect that needs attention is the realignment of Core Writing teaching practicums to qualify a greater percentage of the TAs for more of the courses taught in Core Writing and reduce the Department’s reliance on part time instructors.

The Department will keep pushing for renovations to the Humanities Building in order to provide a safe and clean environment for students, staff, and faculty.

The Department will tackle writing new Bylaws to replace the Department Constitution from 1953 and keep working on improving our curricula to provide the best possible education for UNM’s diverse student population.

Appendices

Appendix A: Department Governance Chart



Appendix B: New First Year Composition Courses and Sequences

New Course Numbers

Same courses as before, new numbers.

- English 101 is now English 110.
- English 102 is now English 120.

New Courses & Sequences

We've made these changes to make room for two new course sequences:

- “Stretch”: English 111 & 112,
- “Studio”: English 113.

Stretch and Studio are college-level writing courses that provide additional support.

ISE-100 No Longer Offered

ISE-100 is no longer offered on main campus. Most branch campuses still offer some version of the course.

For More Information

You can find out more about these courses and placement at the English Department website

Accelerated Composition

Accelerated Composition replaces English 101 and 102. Students who have taken English 101 can register for English 120.

Composition I & II – “Stretch”

Stretch courses keep students and instructors together across the first two semesters.

Enhanced Composition –“Studio”

English 113 is paired with a one-credit-hour small-group lab that offers additional support for students.

Placement: Test Scores and Prerequisite Courses

Course Placed Into	ACT	SAT	COMPASS	UNM Prereq	CNM Prereq
110 Accelerated Composition	19–25	450-600	=>75	ISE-100	ENG 0950
111* Composition I (“Stretch I”)	=<16	=<400	<67	n/a	n/a
112* Composition II (“Stretch II”)	n/a	n/a	n/a	ENGL 111	n/a
113* Enhanced Composition (“Studio”)	17–18	410–440	68–74	n/a	n/a
120 Composition III	26–28	610–640	n/a	ENGL 110, 112, or 113	ENG 1101
To place out of all FYC	>28	>640	n/a	ENGL 120	ENG 1102

* ENGL 111, 112, and 113 require instructor permission; contact Dylan Gauntt (werewolf@unm.edu; 277-5576)

Appendix C: Undergraduate Degree Program Assessment Reports

ENGL 110-113 Assessment Report (AY2017-2018) General Education Course Assessment Reporting Template College of Arts and Sciences University of New Mexico

Academic Year of Assessment: AY 2017-2018

Submission Date:

Institution Course Number: ENGL-110, 111-112, 113

HED Area: 1 - Communications Competencies

Submitted by: Dr. Charles Paine, Director of Core Writing;

Introduction: The following template provides the guidelines for reporting the assessment of student learning outcomes for general education courses in the College of Arts and Sciences at UNM.

Instructions: Fill in the sections below for each general education course on which you are reporting assessment efforts. Please send your final report(s) including relevant evidence at the end of the Fall and/or Spring Semester.

A. Please describe any changes to your assessment process made during this assessment period. If there were no changes, say no changes were made.

We revised both our assessment rubric and our assessment procedures this year in response to some of the challenges identified in the previous assessment cycle.

Revisions to Assessment Rubric:

Last year we moved to an 8-point, rhetorical move-based assessment rubric for each of the assessed Student Learning Outcomes. However, the feedback we received from our assessors indicated that the 8-point scale was not always easy to use (e.g. assessors had difficulties differentiating between the different components of the scale). To address this issue, we simplified the rubric to include only two levels instead of 4 for each outcome: the level of practical usage (students can effectively apply the concepts stated in the SLOs) and the level of understanding and articulation (students show clear understanding of the concepts stated in the SLOs). The rubric also provided examples of the types of evidence assessors should look for in scoring each SLO. The two-tier rubric proved to be easier to navigate and yielded relatively consistent scores. The assessors were asked to score each of the two tiers on the scale from 0 to 2 where 0 meant no evidence the student has reached the SLO on the given level and 2 meant abundant evidence of the SLO being achieved. Thus, each SLO could get a score between 0 and 4, and each portfolio received a score between 0 and 8.

Similarly to last year's assessment, we asked our assessors to read the portfolios in their entirety, looking for evidence of student learning in all of the portfolio's documents.

Finally, this year we were able to calculate the percentage of portfolios that met our expectations and percentage of portfolios that exceeded our expectations separately. In the past, we counted these percentages together; more refined data we obtained this year will allow for more fine-tuned analysis.

Changes to the Assessment Procedures: In response to some concerns raised by our graduate students last year, we sought ways to pay our assessors this year rather than rely on volunteer work. Thanks to the CARC Grant we received last year, we were able to offer compensation to our assessors. We had 20 assessors this year (graduate students and faculty); 5 of them were paid for their work, and 15 of them worked on assessment as part of their contract with UNM Core Writing.

The remaining steps in our assessment protocol stay unchanged.

B. Please describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, additional or revised activities, etc. in Appendix 1):

The new common portfolio prompt (Appendix 1) that we piloted in 2015-2016 year was now adopted by all sections of English 110. The new prompt facilitated students' reflective writing by including a list of reflection questions and included new questions for students to answer in their reflective part of the portfolio (the literacy narrative).

C. Description of Assessment Instrument(s) and Procedures

Provide a summary that addresses the following questions: 1) What assessment measures were used in the course? 2) What was the process for assessing student learning in the course? 3) Who collects/reviews the assessment results? 4) What is the expected criteria for success or performance benchmark for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix 2).

All ENGL 110, 111-112, and 113 students are required to prepare a portfolio of their work as the final and most significant assignment in the course. This portfolio consists, generally, of one or more revised and/or repurposed writing assignments along with a reflection in which the student explores his or her learning in relation to the course's SLOs.

We randomly chose a number between 1 and 23 and ask instructors to de-identify and submit the student portfolio that corresponded with that number on their roster. If that student had withdrawn from the course or had not turned in a portfolio, instructors were to go to the next student on their roster.

We then asked a group of instructors (TAs and faculty members) to assess and score the portfolios for two SLOs – A (rhetorical situation and genre) and F (reflection). These two outcomes are central to the core English courses. Similar to last year, assessors were asked to read the entire portfolio, instead of just the reflective portion.

To prepare our readers for the assessment, we provided three sample portfolios to read and score using a common rubric. The two graduate coordinators met with the instructors in a face-to-face meeting to norm the revised rubric.

We assigned two readers to each of the portfolios. If the score for any portfolio differed by more than two points, a third reader was brought in to assess the portfolio. The third readers' scores replaced the outlying score. Finally, we calculated the mean between the two scores for each SLO.

D. Report of Assessment Data and Results

Provide a summary of the assessment results, including the sampling procedure used to obtain the results. Then complete the table below (a link to SLOs and the aligned NM HED area(s) and competencies and UNM Learning Goals for your course may be found at <http://artsci.unm.edu/assessment/gened-assessment.html>).

We collected a total of 81 portfolios from Fall 2017 ENGL 110, 111-112, and 113 courses.

Since portfolios were graded on a 4-point scale under each SLO, we determined that a portfolio “met expectations” when the portfolio earned a mean score of 2 under each SLOs, and “exceeded expectations” if it earned 3 or higher under each SLO.

Our current assessment protocol only required us to conduct a third-read when assessors deviated more than 2 on the overall 4-points available under each SLO. We did not conduct third reads when assessors disagreed as to the distribution of these points. As such, we currently have no way of resolving conflicts between the two assessors' distribution of scores. For example, if one assessor gave a portfolio 0-2 on the first and second levels of SLO A respectively, and another assessor gave it a 2-0, it still counted as a matching score with 2 points total for SLO A.

SLO (list complete SLOs, not just a number)	NM HED Area & Competency #/UNM Learning Goal	Percent of students that met or exceeded expectations
<p><i>Rhetorical Situation and Genre</i></p> <p>A. Analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation</p>	<p>1, 3</p>	<p>Met expectations: 17%</p> <p>Exceeded expectations: 52%</p> <p>(Note: 30% did not meet expectations)</p>

<p><i>Reflection</i></p> <p>F. Evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals</p>	<p>1, 3</p>	<p>Met expectations: 33%</p> <p>Exceeded expectations: 43%</p> <p>(Note: 23% did not meet expectations)</p>
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In addition, as we asked assessors to evaluate the strength of students' portfolios under two discrete levels, we were able to determine the average (mean) score overall for each level, and we were also able to calculate the average (mean) score for each SLO for both levels combined.

SLO A	Mean Score (on the scale 0-4)
Practical Use	2.7
Understanding and Articulation	2.2
SLO A combined	2.4
SLO F	Mean Score (on the scale 0-4)
Practical Use	2.8
Understanding and Articulation	2.1
SLO F combined	2.5

E. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results by discussing strengths and/or weaknesses in students' performance/learning. Include relevant evidence such as meeting minutes demonstrating sharing and discussion of results in Appendix 3.

F. Plan for Improving the Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation during the next assessment cycle. If already developed, please provide details in Appendix 4.

ENGL 150 Assessment Report (AY2015-2016)
General Education Course Assessment Reporting Template
College of Arts and Sciences
University of New Mexico

Academic Year of Assessment: 2015-2016

Submission Date: November 2, 2016

Institution Course Number: ENGL 150

HED Area: 5-Humanities

Submitted by: Sharon Oard Warner, Associate Chair for Undergraduate Studies; Jesse Alemán, Director of Literature; Feroza Jussawalla, Professor of English; Scarlett Higgins, Assistant Professor of English

***Introduction:** The following template provides the guidelines for reporting the assessment of student learning outcomes for general education courses in the College of Arts and Sciences at UNM.*

***Instructions:** Fill in the sections below for each general education course on which you are reporting assessment efforts. Please send your final report(s) including relevant evidence at the end of the Fall and/or Spring Semester.*

A. Please describe any changes to your assessment process made during this assessment period. If there were no changes, say no changes were made.

In the 2013 assessment of English 150 was based on an analysis of sixteen sample papers which were scored on three different outcomes.

For the 2016 assessment, the subcommittee chair scored on four different outcomes related to SLO #2 using fifteen sample papers.

B. Please describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, additional or revised activities, etc. in Appendix 1):

Plans for improvement in 2013 included placing more emphasis on literary terms as a foundation for conducting literary analysis and an orientation workshop for instructors of English 150.

C. Description of Assessment Instrument(s) and Procedures:

Provide a summary that addresses the following questions: 1) What assessment measures were used in the course? 2) What was the process for assessing student learning in the course? 3) Who collects/reviews the assessment results? 4) What is the expected criteria for success or performance benchmark for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix 2).

Subcommittee included: Drs. Jesse Alemán (Chair), Feroza Jussawalla, and Scarlett Higgins. The subcommittee was provided 15 essays and five essay prompts from two different sections of English 150 to assess their correspondence to SLO#2: **By the end of the course, students will be able to recognize and describe literary conventions in the genres of poetry, fiction, and drama.**

The subcommittee chair asked four questions to generate different kinds of data:

The first question rates whether or not the essays demonstrate the ability to recognize and describe literary contentions of poetry, fiction, and drama. The second question assesses or evaluates how well they do it. The third question identifies which genre the essays handle best to least. And the fourth asks how well the prompts correspond to this specific learning outcome.

D. Report of Assessment Data and Results:

Provide a summary of the assessment results, including the sampling procedure used to obtain the results. Then complete the table below (a link to SLOs and the aligned NM HED area(s) and competencies and UNM Learning Goals for your course may be found at <http://artsci.unm.edu/assessment/gened-assessment.html>).

Q1: 2, 2, 2.

Q2: 1.5, 1, 1.

Q3: Non-fiction prose (3); drama (2); poetry and fiction (0)

Q4: 4, 3, 1.

SLO (list complete SLOs, not just a number)	NM HED Area & Competency #/UNM Learning Goal	Percent of students that met or exceeded expectations
By the end of the course, students will be able to recognize and describe literary conventions in the genres of poetry, fiction, and drama	V:5 K & S	60%

E. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results by discussing strengths and/or weaknesses in students' performance/learning. Include relevant evidence such as meeting minutes demonstrating sharing and discussion of results in Appendix 3.

For Q1: All committee members agreed that the sample essays provided were not a representative set to assess SLO#2. The essays included pieces on drama and non-fiction prose. No essays on poetry or fiction were included. The essays identified types of drama (comedy or tragedy) and key elements of non-fiction prose. The committee was unanimous that the essays ranked at mid acceptable range.

For Q2, the committee agreed that the essays ranked below acceptable range for several reasons. First, the sampling did not include poetry and fiction essays; second, the essays on drama only made mention of the type of genre (comedy or tragedy) but did not demonstrate knowledge of conventions specific to those dramatic modes; third, many of the essays engaged more in plot and character summary than engagement with literary conventions of any sort. Students seemed better equipped to handle the conventions of nonfiction prose—tone, voice, diction, style, for example; however, nonfiction prose is currently not one of the genres included in SLO#2.

For Q3, the committee unanimously agreed that the students handled nonfiction prose more effectively than drama and that the data did not allow the committee to assess how well the students handle poetry or fiction. The essays on nonfiction prose rank at or above range and the essays on drama rank below range.

For Q4, the committee disagreed considerably on the prompts provided, mainly because of their relation to the essay set. Prompts included in the sampling clearly identify for students a focus on conventions: word choice, syntax, line breaks, tone, irony, symbol, setting, point of view, plot, character, theme, meter, sound, figurative language, etc. So, one committee member ranked them with a 4 and another with a 3. However, none of the prompts provided related to the study of drama, leaving one committee member to rank them below range at 1. In all, the committee was unable to gauge the correlation between the generally subpar drama essays in relation to the specific essay prompts that produced them.

F. Plan for Improving the Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation during the next assessment cycle. If already developed, please provide details in Appendix 4.

Overall strengths include strong writing skills; sound use of text for support, reference, and analysis; emergent close reading skills; ability to summarize clearly; and clear citation skills. The essays, however, also demonstrate more plot summary than textual analysis and, according to one committee member, do not demonstrate engagement with the key elements of different forms of drama (hubris, catharsis, unities of time, place, and action, etc.).

The sample of essays was not representative of the genres SLO#2 assesses: drama was the only genre represented. Students were more attuned to the literary conventions of nonfiction prose, which perhaps indicates that it's a more accessible genre for them to read in terms its conventions. The committee recommend including nonfiction prose or other genres (graphic novel, for example) as a genre the course identifies and uses to teach the analysis of literary conventions.

Without the corresponding prompts for the drama essays, it's difficult to determine whether or not students are being asked to recognize and describe the genre's literary conventions in the first place. The currently sampling of essays would indicate to the committee that students are below acceptable range for meeting SLO2. However, the committee cannot tell whether or not essay prompts are asking students to write about dramatic conventions in the first place. We recommend that the next set of essays to be evaluated be representative of the SLO being assessed and that the data set include the essay prompts that directly correlate to the submitted essays.

Appendix 1 – Evidence of curricular changes

Amy Gore, English 150 Instructor: I've taught this class twice, and the second time around I decided to require only close reading essays, without research/outside sources. I found that students as a whole needed more confidence in and exposure to literary terms and analysis. As most of my students were non-majors, I also structured the course both times with an emphasis on how the skills of analytical reading could be applied to their majors and their daily lives. We also spent time talking about what the humanities do for our world, how literature appears in everyday places, and why it matters.

Carolyn Woodward, English 150 Instructor: I realized that I made some changes to the course as a result of student discontent re some of the material last semester: I changed from Defoe's *Moll Flanders* to his *Roxana* because they were bored by *MF*--found it repetitive and predictable. This semester they enjoyed *R* very much--Also after last semester the student's found *Macbeth* (and the film we watched of it) way too (boringly) gory, I've switched the *Shakespeare* tragedy to *Richard III* and am keen to show the Ian McClellan film.

Appendix 2 – Assessment instruments

Q1. On a scale of 1-4, with 1 being the lowest and 4 being the highest, rate the degree to which the sample essays demonstrate students' ability to recognize and describe literary conventions in the genres of poetry, fiction, and drama.

Q2. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to recognize and describe literary conventions in the genres of poetry, fiction, and drama.

Q3. Rank in the order from highest to lowest (3, 2, 1), which genre do the sample essays indicate that students handle most effectively to least effectively: poetry, fiction, or drama.

Q4. On a scale of 1-4, with 1 being the lowest and 4 being the highest, rate the extent to which the essay prompt corresponds to the SLO #2.

Appendix 3 – Evidence of aggregated data and/or faculty discussions (e.g. meeting minutes)

Please see sample e-mail messages below:

Dear Amy, Kate, and Leandra:

Please send me copies of 5 sample papers from your English 150 class. Just select these papers at random.

Additionally, please send a copy of your syllabus and policies.

If you've taught this course in the past, I will be most grateful if you can provide any sort of information as to how you've revised the course and its activities. Please note that this report will be mostly anecdotal, so just give me your thoughts on how you've revised/rethought the course. Whatever you can tell me will be helpful.

And please send your syllabi sooner rather than later.

Here's the Gen Ed Report question I'm referencing: "Please describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, additional or revised activities."

Thanks,
Sharon

Dear Feroza and Scarlett--

I would like to set a meeting on or before Wednesday, Nov 2, to discuss our rankings, which means I'm asking that you read the attached materials before then and come to a meeting to discuss your scores (see below). I'm available all-day Monday and all-day Wednesday for a meeting. Tuesday, I can meet between 12:30-1:30 and that's it. Can we set a meeting for Wednesday, Nov 2, at 2pm. I imagine this meeting will not take longer than 60 minutes and could be as short as 30 if we're motivated. If Wednesday at 2 is no good for you, send alternative days and times.

In the meantime, if I'm following Sharon's email correctly, we have a focused charge in front of us for English 150 assessment. We are going to read a series of sample essays from English150 and assess (rank) how the essays meet one student learning outcome assessment: SLO#2--"By the end of the course, students will be able to recognize and describe literary conventions in the genres of poetry, fiction, and drama." We're not concerned specifically with how well the essays are written, if they use MLA properly, or if they demonstrate good analysis or a strong thesis--these were assessed in 2013.

We're charged with assessing the degree to which the swath of essays demonstrate students' ability to recognize and describe literary conventions in the genres of poetry, fiction, and

drama. Secondly, considering the 2013 report, we should also note the degree to which the essay prompt identifies, defines, explains, or otherwise leads students to demonstrate such knowledge of literary conventions.

I propose a few simple rubrics, with room for comments if necessary:

1. On a scale of 1-4, with 1 being the lowest and 4 being the highest, rate the degree to which the sample essays demonstrate students' ability to recognize and describe literary conventions in the genres of poetry, fiction, and drama.
2. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to recognize and describe literary conventions in the genres of poetry, fiction, and drama.
3. Rank in the order from highest to lowest (3, 2, 1), which genre do the sample essays indicate that students handle most effectively to least effectively: poetry, fiction, or drama
4. On a scale of 1-4, with 1 being the lowest and 4 being the highest, rate the extent to which the essay prompt corresponds to the SLO #2.

The first question asks for you to rate whether or not the essays demonstrate the ability to recognize and describe literary contentions of poetry, fiction, and drama. The second question asks you to generally assess or evaluate how well they do it. The third question asks you to identify which genre--poetry, fiction, or drama--the essay's handle best and which give students more difficulty. And the fourth asks how well the prompt corresponds to this specific learning outcome. You'll find this rubric attached in a word document.

Sharon put all the 150 essays and prompts on SharePoint, but I downloaded them and attach them here as two PDFs to make navigating this task easier. I'm asking that you read all of the sample student essays so that you can give a holistic assessment of them in relation to SLO#2. Please read the attached prompts too.

Do please let me know if we can set a Wednesday (or sooner) meeting to discuss our rankings. Thanks for your work.

Jesse.

ENGL 220 Assessment Report (AY2017-2018)
General Education Course Assessment Reporting Template
College of Arts and Sciences
University of New Mexico

Academic Year of Assessment:
Submission Date: September 30,2017
Institution Course Number: English 220
HED Area: 1
Submitted by: Kyle Fiore

***Introduction:** The following template provides the guidelines for reporting the assessment of student learning outcomes for general education courses in the College of Arts and Sciences at UNM.*

***Instructions:** Fill in the sections below for each general education course on which you are reporting assessment efforts. Please send your final report(s) including relevant evidence at the end of the Fall and/or Spring Semester.*

- A. Please describe any changes to your assessment process made during this assessment period. If there were no changes, say no changes were made.**

No changes were made in the assessment process

- B. Please describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, additional or revised activities, etc. in Appendix 1):**

When the 220 Instructors had met, back in the fall of 2016 to discuss the 220 Assessment for 2015-16, we had discussed the need that that Assessment demonstrated for increased attention to Objective 5, Reflection. Scores for this Objective were a full 9 points lower, at 77% than the scores for the other four objectives. At the meeting, the group had agreed to make reflection a part of every writing assignment throughout the semester to give students the practice they obviously needed in thinking and writing reflectively about their documents. At the end of the semester, students had been asked to reflect on how they had practiced the learning outcomes throughout the previous 15 weeks.

- C. Description of Assessment Instrument(s) and Procedures:**

Provide a summary that addresses the following questions: 1) What assessment measures were used in the course? 2) What was the process for assessing student learning in the course? 3) Who collects/reviews the assessment results? 4) What is the expected criteria for success or performance benchmark for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix 2).

1. For AY 2016-17, sample student portfolios were assessed using a standardized scoring

sheet to measure student progress toward the 5 Student Learning Outcomes (SLOs) for English 220 developed by the Rhetoric and Writing faculty. The portfolios consisted of one final research project and a reflective letter from 23 out of the 24 sections of English 220: Expository Writing taught in the fall and spring semesters of Academic Year 2016-17. To ensure random distribution, each instructor was asked to submit a sample portfolio, consisting of the instructor's prompt accompanied by a research paper and a reflective letter from the student whose alphabetical position on the class roster corresponded to the class course number as opposed to making a subjective judgment of which portfolio to submit.

2. The assessment was conducted by the 220 Coordinator, and twelve teaching assistants all of whom were instructors of English 220. Twenty-three portfolios were read by two readers each and scored holistically on a scale of 1-3, with a score of 1 being unacceptable, 2 being acceptable and 3 being exemplary, in each of the SLO areas. When scores were more than one level apart, the portfolio was scored by a third reader.
3. Once the assessment was complete in September 2017, the results were collated by the 220 coordinator and analyzed with current and prospective 220 instructors at a 220 Meeting, on October 16, 2017, as part of a discussion regarding possible steps for improving or updating the assessment process, the 220 curriculum, and the Student Learning Objectives themselves.
4. Portfolios were scored on the following scale:
1=evidence with little or no support
2=evidence plus some support
3=evidence plus strong support

Refer to Appendix 2 for a copy of the scoring sheet, portfolio prompt, and rubric templates for the portfolios

D. Report of Assessment Data and Results:

Provide a summary of the assessment results, including the sampling procedure used to obtain the results. Then complete the table below (a link to SLOs and the aligned NM HED area(s) and competencies and UNM Learning Goals for your course may be found at <http://artsci.unm.edu/assessment/gened-assessment.html>).

The data collected during fall 2016 and spring 2017 from English 220 sample student portfolios are presented below. For an example of the scoring sheet used to assess specific SLOs and the portfolio prompt and rubric template, please see Appendix 2.

SLO (list complete SLOs, not just a number)	NM HED Area & Competency #/UNM Learning Goal	Percent of students met or exceeded expectations
1. Analyze Rhetorical Situation: Students will analyze the subject, purpose, audience, and constraints that influence and determine what kind of document (genre) they will write.	NM HED Area I Core Competencies 2 and 3	88%
2. Find and Evaluate Information: Students will develop research strategies for their rhetorical situation, and then gather information from primary and secondary sources; they will evaluate the sources for quality, validity, and appropriateness for the rhetorical situation.	NM HED Area I Core Competency 5	86%
3. Compose Documents: Students will develop strategies for generating content, organizing it into a logical structure, and otherwise shaping it to address the needs of their audience within particular disciplines.	NM HED Area I Core Competencies 3 and 4	86%
4. Present Documents: Students will edit and revise their writing to provide clear meaning and coherent structure; they will use effective document and paragraph structure, documentation and genre conventions, and document design to create a rhetorically complete presentation.	NM HED Area I Core Competencies 3, 4, and 5	86%
5. Reflection: In reflecting on major writing assignments, students will be able to explain course outcomes and how they have achieved them. Reflection: In reflecting on major writing assignments, students will be able to explain course outcomes and how they have achieved them.	NM HED Area I Core Competency 1.	84%

E. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results by discussing strengths and/or weaknesses in students' performance/learning. Include relevant evidence such as meeting minutes demonstrating sharing and discussion of results in Appendix 3.

The results appear to demonstrate that students across the 220 classes are working with shared outcomes and often in impressive and interesting ways. The data shows students had adequate success in SLOs 1 through 4: Analyze the Rhetorical Situation (88%), Find and Develop Information (86%), Compose Documents (86%) and Present Documents (86%). Lastly, students showed adequate success in Reflect on Documents (84%).

Comparison with 220 Assessment for 2015-16:

While the results above demonstrate adequate success on all five objectives, scores for Objectives 3 and 4, Finding and Evaluating Information, 86%, and Presenting Documents, 86%, were 7 percentage points lower than those achieved by 220 students in the previous year. In 2016-17, assessment scores for objectives 3 and 4, Finding and Evaluating Information and Presenting Documents were 93%. It should also be noted that Scores for Objective 5, Reflection, moved from 77%, in 2015-16, to 86% in 2016-17, demonstrating a marked improvement of 7%.

F. Plan for Improving the Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation during the next assessment cycle. If already developed, please provide details in Appendix 4.

This year, we met on October 16, 2017, to discuss the 2016-17 Assessment in general and to consider strengths and weaknesses shown in relationship to previous years. We discussed the 7% increase in Objective 5, the Reflection score and how it could reflect the decision made at the last Assessment meeting, in 2015-16, to incorporate Reflection as a part of every writing assignment throughout the semester to give students practice in thinking and writing reflectively about their documents. We also discussed how the scores for objectives 3 and 4, Finding and Evaluating Information and Presenting Documents, had dropped 7 percentage points. To strengthen students' practice in Finding and Evaluating Information, Objective 3, we decided that all 220 course prompts for the Research Paper would require at least 3 citations from academic peer reviewed sources. We also decided to give student's greater practice in Presenting Documents, Objective 4, by requiring them to present the results of their written research in a second multimodal form, ranging from Jing, podcasts, and Pecha Kuchas, to photo essays, oral presentations, and posters.

Appendix 1

Evidence of curricular changes:

We considered curriculum changes in our October 16th meeting on the 2016-17 Assessment and the need mentioned earlier to strengthen instruction in Finding and Evaluating Information and Presenting Documents.

ENGL 292 & 293 Assessment Report (AY 2015-2016)
General Education Course Assessment Reporting Template
College of Arts and Sciences
University of New Mexico

Academic Year of Assessment: 2015-2016

Submission Date: November 20, 2016

Institution Course Number: ENG 292 & 293

HED Area: V: Humanities

Submitted by: Sharon Oard Warner, Associate Chair for Undergraduate Studies; Jesse Alemán, Director of Literature; Feroza Jussawalla, Professor of English; Scarlett Higgins, Assistant Professor of English

***Introduction:** The following template provides the guidelines for reporting the assessment of student learning outcomes for general education courses in the College of Arts and Sciences at UNM.*

***Instructions:** Fill in the sections below for each general education course on which you are reporting assessment efforts. Please send your final report(s) including relevant evidence at the end of the Fall and/or Spring Semester.*

A. Please describe any changes to your assessment process made during this assessment period. If there were no changes, say no changes were made.

The 2013 assessment focused on ENG 293. Twelve sample papers were drawn at random by the instructors from the two spring 2013 sections of English 293. The undergraduate assessment committee scored the sample papers based on departmentally-approved student learning outcomes. The committee tallied and compared the scores and met to discuss the results, as well as to suggest possible measures to modify the SLOs or to improve the instruction to meet the outcomes more effectively.

In 2016, the undergraduate assessment committee reviewed 30 essays drawn at random from several sections of both ENG 292 and ENG 293. To divide the work load for efficient completion without compromising accurate assessment, the chair distributed 12 English 292 essays to Jussawalla and 12 293 essays to Higgins, while the chair read all 24 essays. In 2013, 292/293 were assessed, so the committee assessed SLO#4, which wasn't assessed in 2013, and returned to another SLO (#3) that was flagged in 2013 as inadequate in 2013.

B. Please describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, additional or revised activities, etc. in Appendix 1):

Several instructors have made changes to syllabi to be more inclusive of literature from the continents of Africa and Asia.

C. Description of Assessment Instrument(s) and Procedures:

Provide a summary that addresses the following questions: 1) What assessment measures were used in the course? 2) What was the process for assessing student learning in the course? 3) Who collects/reviews the assessment results? 4) What is the expected criteria for success or performance benchmark for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix 2).

Subcommittee included Drs. Jesse Alemán (Chair), Feroza Jussawalla, and Scarlet Higgins. The subcommittee was provided with 30 essays combined from English 292 and English 293. To divide the work load for efficient completion without compromising accurate assessment, the chair distributed 12 English 292 essays to Jussawalla and 12 293 essays to Higgins, while the chair read all 24 essays. In 2013, 292/293 were assessed, so the committee assessed SLO#4, which wasn't assessed in 2013, and returned to another SLO (#3) that was flagged in 2013 as inadequate in 2013.

SLO #4: By the end of the course, students will be able to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

SLO#3: By the end of the course, students will be able to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural traditions, using appropriate critical terms of literary analysis and responding to questions about genre, style, content or theme.

The subcommittee chair asked three questions to generate different kinds of data:

SLO #4

1. On a scale of 1-4, with 1 being the lowest and 4 being the highest, rate the degree to which the sample essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

2. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

SLO#3

3. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural tradition, using appropriate critical terms of literary analysis and responding to questions about genre, style, content or theme.

The first question asked committee members to rate whether or not the essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today (SLO#4). The second question asked members to generally assess or evaluate how well they do it. The third question returned to the concerns raised in the 2013 assessment and asked members to evaluate how well the essays demonstrate students' ability to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural traditions, using appropriate critical terms of literary analysis and responding to questions about genre, style, content, or theme (SLO #3). The subcommittee reviewed the set of essays as a whole rather than individual entries, and prompts (but one) or syllabi for the assessment were not provided.

D. Report of Assessment Data and Results:

Provide a summary of the assessment results, including the sampling procedure used to obtain the results. Then complete the table below (a link to SLOs and the aligned NM HED area(s) and competencies and UNM Learning Goals for your course may be found at <http://artsci.unm.edu/assessment/gened-assessment.html>).

English 292

Q1: 2.5, 2.

Q2: 2.5, 3

Q3: 2, 2.5

English 293

Q1: 3, 2.5

Q2: 3, 2.5

Q3: 1.5 (2), 2.5 (ranking of 1.5 was changed to 2 after discussion)

Overall, there was little variance between reader rankings, leaving the committee to agree their assessments were reflective of accurate responses and that, overall, the sample essays were par or slightly above it generally, though they met the specifically targeted SLOs to varying degrees of effectiveness. One ranking for English 293 SLO#3 was initially low (1.5), but the reader conceded to raising it to 2 after discussion, noting that perhaps the score was unnecessarily low considering the level of expectation for the level of the class.

English 292 Q1 results were nearly identical in comments even if the final numbers were off by .5. Both readers agreed that the sample essays may have touched on difference but not so much on diversity (i.e. non-western texts) and that, while there was recognition of difference, there was less ability to evaluate it.

English 292 Q2 results were separated by again only half a point, but in this case, one reader maintained that, while the essays adequately recognized difference, the ones that did recognize it also analyzed it with greater effectiveness, so this reader maintained that the sample essays for this SLO were above average in meeting the outcome.

English 293 Q3 results were, like the rest, relatively close with both readers finding the sample essays adequate in their ability to generate analysis, though both readers noted that, without seeing the 2013 essays, it's hard to indicate any improvement or change. The readers were, though, confident that the sample essays adequately to above-adequately met SLO#4, showing perhaps improvement numerically from the 2013 assessment of the same SLO.

English 293 Q1 results were negligibly different, as both readers agreed the sample essays addressed SLO#4, more “recognizing” difference than “evaluating” it, as the SLO puts it. Both members agreed that many of the essays tended toward cultural specificity rather than difference proper.

English 293 Q2 results were again negligibly different, and both reviewers agreed that the sample essays tended to start from a position of difference but tended toward cultural specificity in the end rather than effectively demonstrate the recognition and evaluation of said difference.

English 293 Q3 results were negligibly different as the reviewers noted that essays relied more on plot summary than textual analysis, as was also the case lamented in 2013. Readers agreed that essays about more accessible or familiar texts (such as Gilman’s The Yellow Wall-Paper) were more effective with their close textual analysis, but such effectiveness wasn’t evident in non-American texts.

SLO (list complete SLOs, not just a number)	NM HED Area & Competency #/UNM Learning Goal	Percent of students that met or exceeded expectations
SLO #4: By the end of the course, students will be able to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.	V 3,4 K, S, & R	
SLO#3: By the end of the course, students will be able to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural traditions, using appropriate critical terms of literary analysis and responding to questions about genre, style, content or theme.	I: 1; V: 1 K & S	

E. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results by discussing strengths and/or weaknesses in students' performance/learning. Include relevant evidence such as meeting minutes demonstrating sharing and discussion of results in Appendix 3.

The committee agreed verbally and in their rankings that the body of sample essays was generally good—some were much better than others, but as a whole, they “weren’t bad essays,” as one member put it. The papers showed burgeoning literary analysis, awareness of cultural difference, and use of standard academic conventions of formatting, text quotations, and citation methods. As a whole, the sample essays were viewed as adequate or more than adequate examples of lower-level undergraduate writing—its strengths and its potential for development.

The committee also observed that the courses and stated SLOs might be working at cross-purposes in the sense that the SLOs emphasize difference, taught mainly through compare and contrast, but such a rhetorical approach does not in fact generate analysis as much as it calls for the observation of similarities and differences. If the goal of the course is to teach difference, then compare and contrast is the best rhetorical approach, one member put it, but if the goal of the course is to *analyze* difference, then the pedagogical approach to the course should be reconsidered by way of text selection, diversity of critical approaches, and assignments that avoid plot summary exercises and instead emphasize analysis within or across literary texts; this last point might very well be the reason why the essays from 2013 and 2016 still produce more summary than analysis, precisely because the course sequence rests on a pedagogical foundation of compare and contrast rather than a model that teaches difference through diversity.

F. Plan for Improving the Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation during the next assessment cycle. If already developed, please provide details in Appendix 4.

- The committee recommends an exit survey for 292/293. (See Appendix 4.)
- Based on the sample essays, the committee noted the need for English 292 and English 293 instructors to emphasize more diversity—nonwestern texts, nonwestern theoretical points of view, and diversity of critical approaches. The committee returned over and over to the question of “difference” as functional term for SLOs. One committee member noted that difference isn’t the same as diversity while another pointed out that difference often led to essays that were keener on cultural specificity, eliding entirely the idea of cultural difference. The committee did not see this as a shortcoming of the student essays as much as a limitation of the course’s uneven notion of difference and how it’s to be taught and achieved.

Appendix 1 – Evidence of curricular changes

Dear Sarah, C.J. & Ann Lora:

Thank you for sending samples of student work from your English 292/293 classes. I am writing now to request an electronic copy of your syllabus. I will be attaching syllabi to the Gen Ed Assessment Report for these classes.

I will be most grateful if you can provide any sort of information as to how you've revised the course and its activities. Please note that this report will be mostly anecdotal, so please just give me your thoughts on how you've revised/rethought the course. Whatever you can tell me will be helpful.

And please send your syllabi sooner rather than later.

Here's the question I'm referencing: "Please describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, additional or revised activities."

Thanks,
Sharon

Hi Sharon,

Attached is my English 293 syllabus. Because I have only taught the course once, I don't have a point of comparison. Based on sample syllabi that Gary sent me, however, it seems that the changes I made were a) adding presentations on objects from material culture, b) teaching more full-length novels than are typically taught, and c) offering a creative-critical combination essay for the final essay.

Hope this helps.

Sarah

Sarah L. Townsend
Assistant Professor of English
University of New Mexico

Professor Warner:

Apologies for the delayed response here, but Dr. Obermeier requested that I write to you to let you know of the different materials I included in 292. I used pdfs from my own collection and I used selections from the Longman Anthology that were not on the boilerplate syllabus. I felt that the boilerplate syllabus reading selections lacked in materials from Africa and the Americas,

especially indigenous North American materials. The class, like any survey of course, was difficult to make a reading list for that was both comprehensive and appropriately deep.

Best,

Ann D'Orazio
PhD Candidate
Bilinski Fellow
Dept. of English
University of New Mexico

Appendix 2 – Assessment instruments

The subcommittee chair asked three questions to generate different kinds of data:

SLO #4

1. On a scale of 1-4, with 1 being the lowest and 4 being the highest, rate the degree to which the sample essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

2. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

SLO#3

3. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural tradition, using appropriate critical terms of literary analysis and responding to questions about genre, style, content or theme.

The first question asked committee members to rate whether or not the essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today (SLO#4). The second question asked members to generally assess or evaluate how well they do it. The third question returned to the concerns raised in the 2013 assessment and asked members to evaluate how well the essays demonstrate students' ability to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural traditions, using appropriate critical terms of literary analysis and responding to questions about genre, style, content, or theme (SLO #3). The subcommittee reviewed the set of essays as a whole rather than individual entries, and prompts (but one) or syllabi for the assessment were not provided.

Appendix 3 – Evidence of aggregated data and/or faculty discussions (e.g. meeting minutes)

Dear Feroza and Scarlett--

One more round of this, and I think we can make short order of it if we divvy up the labor differently than we did last. This time, Feroza: please read the attached 292 essays; Scarlett, please read the attached 293 essays (attached, plus a prompt). I'll read both batches. Combined, we'll have assessed the 292 and 293 sample essays.

Our charge is different than the one for 150. In 2013, 292/293 were assessed, so we're going to cover one SLO that wasn't assessed in 2013 and return to another SLO that was flagged in 2013 as sub-par or otherwise vexing student essays. We'll be assessing SLO#4 and returning to SLO#3.

SLO #4: By the end of the course, students will be able to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

1. On a scale of 1-4, with 1 being the lowest and 4 being the highest, rate the degree to which the sample essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

2. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.

SLO#3: By the end of the course, students will be able to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural traditions, using appropriate critical terms of literary analysis and responding to questions about genre, style, content or theme.

3. On a scale of 1-4, with 1 being the lowest and 4 being the highest, *rate the degree of effectiveness* with which the sample essays demonstrate students' ability to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural tradition, using appropriate critical terms of literary analysis and responding to questions about genre, style, content or theme.

The first question asks for you to rate whether or not the essays demonstrate students' ability to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today (SLO#4). The second question asks you to generally assess or evaluate how well they do it. The third question returns to the concerns raised in the 2013 assessment and asks you

to evaluate how well the essays demonstrate students' ability to analyze and interpret works from different historical and cultural traditions using appropriate works from different historical and cultural traditions, using appropriate critical terms of literary analysis and responding to questions about genre, style, content, or theme (SLO #3). You'll find this rubric attached in a word document.

Please review the set of essays as a whole rather than individual entries. We did not receive prompts (but one) or syllabi for this assessment, and I didn't screen the essays to see if they "fit" SLO#4, but if they don't, then our assessment will have, in fact, done its job of noting that the sample essays didn't meet a stated SLO.

Thanks for your work. I'll be in touch again regarding a meeting time.
J/

Meeting Notes of Feroza Jussawalla:

There is disconnect between what we are teaching and this SLO. I was never told that this is an important SLO.

The second and third essays on the Romans does do context (3/4 on the scale).

It's all Western culture!

I think Doaa's papers do.

Appendix 4 – Evidence of improvement(s) to be implemented (if already developed)

We are developing an exit survey for 292/293. The current draft is attached to this report.

Appendix D: Graduate Degree Program Assessment Reports

Degree/Certificate Program Assessment Report
College of Arts and Sciences
The University of New Mexico

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> (<i>Certificate, Associate, Bachelors, Master's, etc.</i>)
Master's in English, Concentration in Literature	Master of Arts

Name of Academic Department : **English Language and Literature**

Name of College/School/Branch: **University of New Mexico**

Academic Year/Assessment Period: **2017–2018**

Submitted By (include email address): **Jonathan Davis-Secord (jwds@unm.edu)**

Date Submitted to College/School/Branch for Review: 12-6-2018

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

One year.

If the program's SLOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

None.

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

Eval forms were revised once last year to allow greater precision and accuracy both at the time of individual assessment and at the time of degree assessment. They will be revised yet again in the wake of this assessment process, along with other changes detailed in this report.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Comprehension</i> : Students will demonstrate comprehensive understanding of primary texts in the field.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The portfolio’s argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed. Three students were deemed to have exceeded expectations in this SLO by at least two of their three faculty evaluators. Students performed the best in this SLO.

Recommendations for Improvement/Changes:

The MA Lit program appears to be doing well in leading students to attain this SLO. No changes were suggested.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Hermeneutics, History, Theory</i> : Students will demonstrate mastery of secondary texts, including literary history, literary criticism, and theory.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The successful portfolio’s argument must engage with secondary literature. Students reflect on their knowledge of secondary literature in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed, although none were deemed to have exceeded expectations.

Recommendations for Improvement/Changes:

While students met expectations for this SLO, this aspect of the degree seems less successful than it should be. No concrete changes were suggested, but there was general interest in exploring ways to strengthen the degree’s training in this area.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<i>Independent Thinking and Critical Methods:</i> Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The successful portfolio’s argument must involve the identification of a critical problem and describe the research done to address the problem. Students reflect on the state of the field’s critical problems and their preparation for them in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed, and two students were deemed to have exceeded expectations in this SLO by all their evaluators.

Recommendations for Improvement/Changes:

Students are achieving this SLO well with some students attaining notable success. No changes were suggested for the degree, but the evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<i>Intellectual Contribution:</i> Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The successful portfolio must offer a contribution that advances critical knowledge of the specialized field. Students reflect on their contribution in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed. Two students exceeded expectations, and all evaluators deemed the other three to have met expectations.

Recommendations for Improvement/Changes:

Students are succeeded in this SLO. No changes proposed.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u>Analysis, Evaluation, Synthesis</u> : Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measures the SLO. The successful portfolio’s argument must involve strong analysis, evaluation, and synthesis. Students reflect on the development of their analytical skills in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed. While one student was deemed not to have met expectations by one of their three evaluators, all five students were deemed to have exceeded expectations by at least one evaluator. Students are achieving this SLO.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u>Mastery of Writing Style:</u> Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO. The successful portfolio’s argument must be presented in discipline-specific language in formal writing.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed. All students met expectations.

Recommendations for Improvement/Changes:

Students are succeeding. No changes were suggested.

Program Goal	SLO	UNM Student Learning Goals
Professionalization: articulate academic and professional goals	<u>Professionalization:</u> Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

academic, professional, and/or pedagogical goals.

Assessment Measures (including whether they were direct or indirect):

The Master's Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The ability to present information, analysis, and argument in a professional manner is essential to and required for the portfolio. Students reflect on their professionalization in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master's exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

Not addressed directly through portfolios or exam results. Hard to evaluate due to the limited amount of survey data from the exit questionnaire.

Recommendations for Improvement/Changes:

The exit questionnaire is insufficient on its own to assess students' success in this SLO. A new assessment tool was proposed, specifically some sort of mechanism to track students' conference presentations and publications as a measure of professional engagement. The Associate Chair will work with staff and the graduate assistant to create this assessment tool.

Degree/Certificate Program Assessment Report
 College of Arts and Sciences
 The University of New Mexico

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
Master's in English, Concentration in Rhetoric and Writing	Master of Arts

Name of Academic Department : **English Language and Literature**

Name of College/School/Branch: **University of New Mexico**

Academic Year/Assessment Period: **2017–2018**

Submitted By (include email address): **Jonathan Davis-Secord (jwds@unm.edu)**

Date Submitted to College/School/Branch for Review: 12-6-2018

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

One year.

If the program's SLOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

None.

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

Eval forms were revised once last year to allow greater precision and accuracy both at the time of individual assessment and at the time of degree assessment. They will be revised yet again in the wake of this assessment process, along with other changes detailed in this report.

Program Goal	SLO	UNM Student Learning Goals
Graduates will have the knowledge and experience to productively and ethically engage as citizen scholars with the academic, professional, and civic worlds they encounter.	Recognize and respond to ethical challenges, including social justice issues, related to rhetoric and its use, framing responses with principles from contemporary and classical rhetoric and composition texts.	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The portfolio’s argument must be grounded on comprehensive understanding of primary texts. Students reflect on their training in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed, but this SLO is inadequately measured by the evaluation form. Thus, we cannot determine the program’s success in this area.

Recommendations for Improvement/Changes:

The evaluation forms must be entirely changed. Currently, the forms align with SLOs from the Literature degree. A new form specifically aligned with RW SLOs will be created.

Program Goal	SLO	UNM Student Learning Goals
Graduates will have the knowledge and experience to productively and ethically engage as citizen scholars with the academic, professional, and civic worlds they encounter.	Compose traditional and multimodal texts for a variety of audiences across communities.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The portfolio’s argument must be grounded on comprehensive understanding of primary texts. Students reflect on their training in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed. It is unclear, however, how students fared on all points of this SLO: students generally met expectations in composing traditional texts, but the multimodal element is not measured by our current assessment tools.

Recommendations for Improvement/Changes:

The evaluation forms must be entirely changed. Currently, the forms align with SLOs from the Literature degree. A new form specifically aligned with RW SLOs will be created.

Program Goal	SLO	UNM Student Learning Goals
Graduates will have the knowledge and experience to productively and ethically engage as citizen scholars with the academic, professional, and civic worlds they encounter.	Design and implement successful writing pedagogies in academic and/or workplace environments.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The portfolio’s argument must be grounded on comprehensive understanding of primary texts. Students reflect on their training in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed, but this SLO is not measured by our current assessment tools. Eval forms must be changed.

Recommendations for Improvement/Changes:

The evaluation forms must be entirely changed. Currently, the forms align with SLOs from the Literature degree. A new form specifically aligned with RW SLOs will be created.

Program Goal	SLO	UNM Student Learning Goals
Graduates will have the knowledge and experience to productively and ethically engage as citizen scholars with the academic, professional, and civic worlds they encounter.	Evaluate and apply major concepts in composition pedagogy and rhetorical theory.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master's Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The portfolio's argument must be grounded on comprehensive understanding of primary texts. Students reflect on their training in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed. All students met or exceeded expectations in mastering theory and secondary scholarship.

Recommendations for Improvement/Changes:

The evaluation forms must be entirely changed. Currently, the forms align with SLOs from the Literature degree. A new form specifically aligned with RW SLOs will be created.

Degree/Certificate Program Assessment Report
 College of Arts and Sciences
 The University of New Mexico

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
Master's in English, Concentration in Medieval Studies	Master of Arts

Name of Academic Department : **English Language and Literature**

Name of College/School/Branch: **University of New Mexico**

Academic Year/Assessment Period: **2017–2018**

Submitted By (include email address): **Jonathan Davis-Secord (jwds@unm.edu)**

Date Submitted to College/School/Branch for Review: 12-6-2018

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

One year.

If the program's SLOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

None.

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

Eval forms were revised once last year to allow greater precision and accuracy both at the time of individual assessment and at the time of degree assessment. They will be revised yet again in the wake of this assessment process, along with other changes detailed in this report.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Comprehension</i> : Students will demonstrate comprehensive understanding of primary texts in the field.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The portfolio’s argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Two students (only two reached milestones this year).

Results:

All students passed the portfolio and exam.

Analysis/Faculty Discussion:

100% MA students passed.

Recommendations for Improvement/Changes:

Students are succeeding at this SLO. No changes were suggested.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Hermeneutics, History, Theory</i> : Students will demonstrate mastery of secondary texts, including literary history, literary criticism, and theory.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master's Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The successful portfolio's argument must engage with secondary literature. Students reflect on their knowledge of secondary literature in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master's exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Two students (only two reached milestones this year).

Results:

All students passed the portfolio and exam.

Analysis/Faculty Discussion:

100% MA students passed the portfolio and exam, although one evaluator deemed one student to have failed at this SLO.

Recommendations for Improvement/Changes:

Committee suggests directing medievalist students to select a third faculty reader from outside Medieval Studies to bolster knowledge of literary theory.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<u>Independent Thinking and Critical Methods</u> : Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master's Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The successful portfolio's argument must involve the identification of a critical problem and describe the research done to address the problem. Students reflect on the state of the field's critical problems and their preparation for them in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Two students (only two reached milestones this year).

Results:

All students passed the portfolio and exam.

Analysis/Faculty Discussion:

100% MA students passed the portfolio and exam, but one faculty evaluator considered their mastery of critical theory not to meet expectations.

Recommendations for Improvement/Changes:

Committee suggests directing medievalist students to select a third faculty reader from outside Medieval Studies to bolster knowledge of literary theory.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<i>Intellectual Contribution:</i> Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The successful portfolio must offer a contribution that advances critical knowledge of the specialized field. Students reflect on their contribution in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Two student (only two reached milestones this year).

Results:

All students passed the portfolio and exam.

Analysis/Faculty Discussion:

100% MA students passed and were considered by evaluators to have made intellectual contributions.

Recommendations for Improvement/Changes:

Students are achieving this SLO. No changes suggested for the program. Evaluation forms will be revised again to improve yet more the match of assessment tools to SLOs.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u>Analysis, Evaluation, Synthesis</u> : Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measures the SLO. The successful portfolio’s argument must involve strong analysis, evaluation, and synthesis. Students reflect on the development of their analytical skills in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Two students (only two reached milestones this year).

Results:

All students passed the portfolio defense.

Analysis/Faculty Discussion:

100% MA students passed the portfolio and exam, although one evaluator considered the level of analysis to be lacking in one portion of the exam.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u>Mastery of Writing Style:</u> Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The Master’s Portfolio directly measures the SLO. The successful portfolio’s argument must be presented in discipline-specific language in formal writing.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Two students (only two reached milestones this year).

Results:

All students passed the portfolio and exam.

Analysis/Faculty Discussion:

100% MA students passed their milestone evaluations.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs. Committee expressed concern that exam structure may not allow for adequate assessment of this SLO.

Program Goal	SLO	UNM Student Learning Goals
Professionalization: articulate academic and professional goals	<u>Professionalization:</u> Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

academic, professional, and/or pedagogical goals.

Assessment Measures (including whether they were direct or indirect):

The Master's Portfolio directly measures the SLO; the portfolio (preface) and exit questionnaire indirectly measure the SLO. The ability to present information, analysis, and argument in a professional manner is essential to and required for the portfolio. Students reflect on their professionalization in the portfolio preface and exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master's exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Two student (only two reached milestones this year).

Results:

All students passed the portfolio and exam.

Analysis/Faculty Discussion:

Not addressed directly through portfolios or exam results. Hard to evaluate due to the limited amount of survey data from the exit questionnaire.

Recommendations for Improvement/Changes:

The exit questionnaire is insufficient on its own to assess students' success in this SLO. A new assessment tool was proposed, specifically some sort of mechanism to track students' conference presentations and publications as a measure of professional engagement. The Associate Chair will work with staff and the graduate assistant to create this assessment tool.

Appendix 3 – Evidence of faculty discussion (e.g. meeting minutes)

Degree/Certificate Program Assessment Report
 College of Arts and Sciences
 The University of New Mexico

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
Master's in Fine Arts	MFA

Name of Academic Department : **English Language and Literature**

Name of College/School/Branch: **University of New Mexico**

Academic Year/Assessment Period: **2017–2018**

Submitted By (include email address): **Jonathan Davis-Secord (jwds@unm.edu)**

Date Submitted to College/School/Branch for Review: 12-7-2018

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

One year.

If the program's SLOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

None.

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

Eval forms were revised once last year to allow greater precision and accuracy both at the time of individual assessment and at the time of degree assessment. They will be revised yet again in the wake of this assessment process, along with other changes detailed in this report.

Program Goal	SLO	UNM Student Learning Goals
<i>Composition/Presentation:</i> demonstrate high level ability to write book-length, publishable material	<u><i>Book-length creative work:</i></u> Students will produce a book-length manuscript (length should be appropriate for the genre: poetry, creative nonfiction, fiction).	__X_ Knowledge __X_ Skills ___ Responsibility

Assessment Measures (including whether they were direct or indirect):

“Tools” directly measuring student success in relation to program SLOs are the dissertation and its defense. “Tools” indirectly measuring student success in relation to program SLOs are the comprehensive exam essay and the program exit survey.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as writing the comprehensive exam essay or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students (100%) passed the comprehensive exam and dissertation defense.

Analysis/Faculty Discussion:

No student is allowed to progress to the dissertation defense without completing a book-length creative work. Thus, the fact that all eight students defended their dissertations demonstrates success in achieving this SLO.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the MFA-specific SLOs.

Program Goal	SLO	UNM Student Learning Goals
<i>Composition/Presentation:</i> demonstrate high level ability to write book-length, publishable material	<u><i>Originality, creativity:</i></u> Students will produce a manuscript that demonstrates originality and creativity in the genre.	__X_ Knowledge __X_ Skills __X_ Responsibility

Assessment Measures (including whether they were direct or indirect):

“Tools” directly measuring student success in relation to program SLOs are: the dissertation and its defense. “Tools” indirectly measuring student success in relation to program SLOs are the comprehensive exam essay and the program exit survey.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as writing the comprehensive exam essay or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students (100%) passed the comprehensive exam and dissertation defense.

Analysis/Faculty Discussion:

Each evaluator for every MFA student reported success in this area.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the MFA-specific SLOs.

Program Goal	SLO	UNM Student Learning Goals
<i>Composition/Presentation:</i> demonstrate high level ability to write book-length, publishable material	<u>Quality of Writing:</u> Students will produce a manuscript of publishable quality.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

“Tools” directly measuring student success in relation to program SLOs are: the dissertation and its defense. “Tools” indirectly measuring student success in relation to program SLOs are the comprehensive exam essay and the program exit survey.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as writing the comprehensive exam essay or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students (100%) passed the comprehensive exam and dissertation defense.

Analysis/Faculty Discussion:

Each evaluator for every MFA student reported success in this area.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the MFA-specific SLOs.

Program Goal	SLO	UNM Student Learning Goals
<u>Knowledge/Research/Practice:</u> contextualize writing within contemporary literary practice.	<u>Knowledge of Literary Tradition and Practice:</u> Students will demonstrate knowledge of contemporary literary practice and tradition and be able to place their work in the context of these.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

“Tools” directly measuring student success in relation to program SLOs are: the dissertation and its defense. “Tools” indirectly measuring student success in relation to program SLOs are the comprehensive exam essay and the program exit survey.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as writing the comprehensive exam essay or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students (100%) passed the comprehensive exam and dissertation defense.

Analysis/Faculty Discussion:

Each evaluator for every MFA student reported success in this area.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the MFA-specific SLOs.

Program Goal	SLO	UNM Student Learning Goals
<u>Knowledge/Research/Practice:</u> contextualize writing within contemporary literary practice.	<u>Knowledge of Theory and Craft:</u> Students will demonstrate knowledge of theory and craft of genre by discussing their work in the context of poetics and prose theory as appropriate to their genre.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

“Tools” directly measuring student success in relation to program SLOs are: the dissertation and its defense. “Tools” indirectly measuring student success in relation to program SLOs are the comprehensive exam essay and the program exit survey.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as writing the comprehensive exam essay or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students (100%) passed the comprehensive exam and dissertation defense.

Analysis/Faculty Discussion:

Each evaluator for every MFA student reported success in this area. The comprehensive exam essay specifically requires students to reflect on theory and craft of genre, placing their work within context. Doing so successfully is necessary in order to pass the exam.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the MFA-specific SLOs.

Program Goal	SLO	UNM Student Learning Goals
<u>Knowledge/Research/Practice:</u> contextualize writing within contemporary literary practice.	<u>Mastery of Writing Style:</u> Students will demonstrate an ability to write clearly and coherently by presenting effective and appropriately supported arguments in the dissertation preface and by writing a compelling book-	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

length work of fiction, poetry,
or creative nonfiction as their
dissertation.

Assessment Measures (including whether they were direct or indirect):

“Tools” directly measuring student success in relation to program SLOs are: the dissertation and its defense. “Tools” indirectly measuring student success in relation to program SLOs are the comprehensive exam essay and the program exit survey.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as writing the comprehensive exam essay or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students (100%) passed the comprehensive exam and dissertation defense.

Analysis/Faculty Discussion:

Each evaluator for every MFA student reported success in this area.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the MFA-specific SLOs.

Program Goal	SLO	UNM Student Learning Goals
<u><i>Knowledge/Research/Practice:</i></u> contextualize writing within contemporary literary practice.	<u><i>Oral Communication:</i></u> Students will demonstrate facility in oral communication by reading some of their creative work, by making an effective oral argument about their work in the context of the literary tradition and current practice, and by engaging the audience in a question and answer session	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

“Tools” directly measuring student success in relation to program SLOs are: the dissertation and its defense. “Tools” indirectly measuring student success in relation to program SLOs are the comprehensive exam essay and the program exit survey.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as writing the comprehensive exam essay or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Five students.

Results:

All students (100%) passed the comprehensive exam and dissertation defense.

Analysis/Faculty Discussion:

Each evaluator for every MFA student reported success in this area. Failure to communicate orally with effectiveness would lead to failure of the dissertation defense and non-graduation.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the MFA-specific SLOs.

Appendix 3 – Evidence of faculty discussion (e.g. meeting minutes)

Degree/Certificate Program Assessment Report
 College of Arts and Sciences
 The University of New Mexico

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
PhD in English	PhD

Name of Academic Department : **English Language and Literature**

Name of College/School/Branch: **University of New Mexico**

Academic Year/Assessment Period: **2017–2018**

Submitted By (include email address): **Jonathan Davis-Secord (jwds@unm.edu)**

Date Submitted to College/School/Branch for Review: 12-7-2018

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

One year.

If the program's SLOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

None yet.

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

Eval forms were revised once last year to allow greater precision and accuracy both at the time of individual assessment and at the time of degree assessment. They will be revised yet again in the wake of this assessment process, along with other changes detailed in this report.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Comprehension</i> : Students will demonstrate comprehensive understanding of primary texts in the field.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking comprehensive exams, defending a dissertation prospectus, or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Seven students.

Results:

All students ultimately passed the exams (although two initially failed and had to retake the exams) and successfully defended a prospectus and dissertation, although minor revisions were frequently requested.

Analysis/Faculty Discussion:

Students demonstrate success in this SLO, but several times only after revisions. The committee posited that the exam structure may be at fault, preventing students from demonstrating fully their success.

Recommendations for Improvement/Changes:

The Associate Chair will explore and ultimately propose changes to the comprehensive exam structure for literature students; a pilot program is underway for RW students. Moreover, the departmental evaluation forms need to be revised or entirely replaced.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Hermeneutics, History, Theory</i> : Students will demonstrate mastery of secondary texts, including	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

literary history, literary criticism, and theory.

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of secondary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking comprehensive exams, defending a dissertation prospectus, or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Seven students.

Results:

All students ultimately passed the exams (although two initially failed and had to retake the exams) and successfully defended a prospectus and dissertation, although minor revisions were frequently requested.

Analysis/Faculty Discussion:

Students demonstrate success in this SLO, but several times only after revisions. The committee posited that the exam structure may be at fault, preventing students from demonstrating fully their success.

Recommendations for Improvement/Changes:

The Associate Chair will explore and ultimately propose changes to the comprehensive exam structure for literature students; a pilot program is underway for RW students. Moreover, the departmental evaluation forms need to be revised or entirely replaced.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<u>Independent Thinking and Critical Methods</u> : Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must include identification of and research on critical problems in the field. Students reflect on these skills in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking comprehensive exams, defending a dissertation prospectus, or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Seven students.

Results:

All students ultimately passed the exams (although two initially failed and had to retake the exams) and successfully defended a prospectus and dissertation, although minor revisions were frequently requested.

Analysis/Faculty Discussion:

Students demonstrate success in this SLO, but several times only after revisions. The committee posited that the exam structure may be at fault, preventing students from demonstrating fully their success.

Recommendations for Improvement/Changes:

The Associate Chair will explore and ultimately propose changes to the comprehensive exam structure for literature students; a pilot program is underway for RW students. Moreover, the departmental evaluation forms need to be revised or entirely replaced.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<i>Intellectual Contribution:</i> Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The best exam responses and dissertation argument must make new contributions to the field. Students reflect on their ability to contribute to the field in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking comprehensive exams, defending a dissertation prospectus, or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Seven students.

Results:

All students ultimately successfully defended a dissertation, although minor revisions were frequently requested.

Analysis/Faculty Discussion:

Committee assessor notes that this SLO is not currently tested by the comprehensive exams. For dissertations, although all students successfully defended, one evaluator deemed one student to have failed to meet expectations.

Recommendations for Improvement/Changes:

No recommendations for program changes at this time. The departmental evaluation forms need to be revised or entirely replaced.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u>Analysis, Evaluation, Synthesis:</u> Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must heavily incorporate analysis, evaluation, and synthesis. Students reflect on their attainment of these skills in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking comprehensive exams, defending a dissertation prospectus, or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Seven students.

Results:

All students ultimately passed the exams (although two initially failed and had to retake the exams) and successfully defended a prospectus and dissertation, although minor revisions were frequently requested.

Analysis/Faculty Discussion:

All students (100%) passed the milestone assessments, but some evaluators expressed concern for some students. Committee suggests that the comprehensive exam structure for literature students prevents a full demonstration of skills related to this SLO.

Recommendations for Improvement/Changes:

The Associate Chair will explore and ultimately propose changes to the comprehensive exam structure for literature students; a pilot program is underway for RW students. Moreover, the departmental evaluation forms need to be revised or entirely replaced.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u>Mastery of Writing Style:</u> Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.	_X_ Knowledge _X_ Skills _X_ Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus, and dissertation directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be well written with mastery of discipline-specific language. Students can reflect on their writing mastery in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking comprehensive exams, defending a dissertation prospectus, or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Seven students.

Results:

All students ultimately passed the exams (although two initially failed and had to retake the exams) and successfully defended a prospectus and dissertation, although minor revisions were frequently requested.

Analysis/Faculty Discussion:

All students (100%) passed their milestone assessments, but qualitative comments from evaluators expressed dissatisfaction with some students' lack of a thesis and rough writing style.

This issue may be another product of the structure of the comprehensive exams for literature students.

Recommendations for Improvement/Changes:

The Associate Chair will explore and ultimately propose changes to the comprehensive exam structure for literature students; a pilot program is underway for RW students. Moreover, the departmental evaluation forms need to be revised or entirely replaced.

Program Goal	SLO	UNM Student Learning Goals
Professionalization: articulate academic and professional goals	<i>Professionalization:</i> Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their academic, professional, and/or pedagogical goals.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The exit questionnaire indirectly measures the SLO; students reflect on their professionalization in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking comprehensive exams, defending a dissertation prospectus, or defending a dissertation) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Seven students—but only one submitted responses to the exit questionnaire.

Results:

The sample size is too small to make any determinations.

Analysis/Faculty Discussion:

Because there are no questions on any of the forms that ask committee members to evaluate the work or the candidate in this category, any assessment of it will be inferential.

Recommendations for Improvement/Changes:

The exit questionnaire is insufficient on its own to assess students' success in this SLO. A new assessment tool was proposed, specifically some sort of mechanism to track students' conference presentations and publications as a measure of professional engagement. The Associate Chair will work with staff and the graduate assistant to create this assessment tool.

Degree/Certificate Program Assessment Report
 College of Arts and Sciences
 The University of New Mexico

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
PhD in English, Concentration in Medieval Studies	Doctoral

Name of Academic Department : **English Language and Literature**

Name of College/School/Branch: **University of New Mexico**

Academic Year/Assessment Period: **2017–2018**

Submitted By (include email address): **Jonathan Davis-Secord (jwds@unm.edu)**

Date Submitted to College/School/Branch for Review: 12-6-2018

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

One year.

If the program's SLOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

None.

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

Eval forms were revised once last year to allow greater precision and accuracy both at the time of individual assessment and at the time of degree assessment. They will be revised yet again in the wake of this assessment process, along with other changes detailed in this report.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Comprehension</i> : Students will demonstrate comprehensive understanding of primary texts in the field.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

One (of one) student passed comprehensive exams; two (of two) passed dissertations.

Analysis/Faculty Discussion:

100% PhD students passed their milestone assessments. One evaluator initially deemed one student not to have met expectations on this SLO, but revisions to the dissertation led the student to meet expectations.

Recommendations for Improvement/Changes:

While students ultimately succeeded on this SLO, the need for the revision process reveals that something went wrong with language training for at least one student. The medieval studies group will reevaluate this situation next year when another faculty member has been added to the cohort.

Program Goal	SLO	UNM Student Learning Goals
Knowledge: comprehend primary texts and master secondary texts	<i>Hermeneutics, History, Theory</i> : Students will demonstrate mastery of secondary texts, including	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

literary history, literary criticism, and theory.

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

One (of one) student passed comprehensive exams; two (of two) passed dissertations.

Analysis/Faculty Discussion:

100% PhD students passed their milestone assessments. One evaluator noted for both dissertations a weakness in this SLO while overall deeming students to have met expectations.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<u>Independent Thinking and Critical Methods</u> : Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

One (of one) student passed comprehensive exams; two (of two) passed dissertations.

Analysis/Faculty Discussion:

100% PhD students passed their milestone assessments.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Research: independently identify critical problems and research a contribution	<i>Intellectual Contribution:</i> Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

One (of one) student passed comprehensive exams; two (of two) passed dissertations.

Analysis/Faculty Discussion:

100% PhD students passed their milestone assessments. One student was identified by one evaluator as exceeding expectations.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u>Analysis, Evaluation, Synthesis</u> : Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

One (of one) student passed comprehensive exams; two (of two) passed dissertations.

Analysis/Faculty Discussion:

100% PhD students passed their milestone assessments. One student was identified by one evaluator as exceeding expectations.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Composition/Presentation: formulate and present research in appropriate style	<u><i>Mastery of Writing Style:</i></u> Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The PhD comprehensive exams, dissertation prospectus defense, and dissertation evaluation and defense directly measure the SLO; the exit questionnaire indirectly measures the SLO. The exam responses and dissertation argument must be grounded on comprehensive understanding of primary texts. Students reflect on their comprehension in the exit questionnaire.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

One (of one) student passed comprehensive exams; two (of two) passed dissertations.

Analysis/Faculty Discussion:

100% PhD students passed their milestone assessments. Both dissertations contained typographical and other editing errors which were remediated in the revision stage before final submission.

Recommendations for Improvement/Changes:

The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Program Goal	SLO	UNM Student Learning Goals
Professionalization: articulate academic and professional goals	<i>Professionalization:</i> Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their academic, professional, and/or pedagogical goals.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

The exit questionnaire indirectly measures the SLO.

Performance Benchmark:

Our criteria for success is for 90% of our graduate students reaching a milestone assessment (such as taking the Master’s exam or defending a portfolio) to succeed at the milestone and to consider their time in the program a success.

Sampled Population:

Three students.

Results:

One student submitted responses to the exit questionnaire.

Analysis/Faculty Discussion:

The one exit questionnaire called out insufficient attention to “alt-ac” career paths and a need for a class on writing the dissertation prospectus. The committee points out that the latter concern has been addressed by changes in both the introductory graduate course and the Job Seekers Workshop. The second issue was noted as relevant to all PhD degrees in the department and a change to the comprehensive exam process was suggested that could address it.

Recommendations for Improvement/Changes:

The Associate Chair will explore and potentially propose changes to the comprehensive exam structure to support the writing of the dissertation prospectus. The evaluation forms need to be updated to be more precise and solicit assessment directly matched to the SLOs.

Appendix E: Faculty Credentials Template and Abbreviated Faculty CVs

FACULTY CREDENTIALS TEMPLATE

Directions: Please complete the following table by: **1)** listing the full name of each faculty member associated with the designated degree/certificate program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty, (i.e., LT, TTI, TTAP, AD, etc.); **3)** listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., “X”); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., MD, TDD, TDDR, TDO or Other). Please include this template as an appendix in your Self-Study Report for Criterion 5A.

Name of Unit/Academic Program(s): English Language and Literature

Full First and Last Name	Faculty Appointment	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)	Program Level(s) (Mark each level taught by the faculty. Please leave blank or include “N/A” for each level the faculty <u>does not</u> teach at least one course.)	Faculty Credentials	
	<u>Continuing</u> <ul style="list-style-type: none"> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> <ul style="list-style-type: none"> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF) 			<ul style="list-style-type: none"> • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain) 	
1. Jesse Alemán	TP	University of Kansas, Lawrence – PhD in English	Undergraduate Graduate Doctoral	X X X	TDDR
2. Katherine Alexander	AD	University of New Mexico – PhD in English	Undergraduate Graduate Doctoral	X X	TDDR
3. Stephen Benz	TTAP	University of New Mexico – PhD in English	Undergraduate Graduate Doctoral	X X X	TDDR

Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary	Program Level(s) (Mark each level taught by the faculty. Please leave blank or include “N/A” for each level the faculty <u>does not</u> teach at least one course.)	Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
4. Andrew Bourelle	TTAP	University of Nevada, Reno – PhD in English	Undergraduate X Graduate X Doctoral X	TDDR
5. Tiffany Bourelle	TAP	University of Nevada, Reno – PhD in English	Undergraduate X Graduate X Doctoral X	TDDR
6. Michelle Brooks	LT		Undergraduate Graduate Doctoral	
7. Mark Caughey	LT	University of Houston – PhD in Creative Writing and Literature	Undergraduate X Graduate Doctoral	TDD
8. Lisa Chavez	TAP	Arizona State University, AZ – MFA in Creative Writing: Poetry	Undergraduate X Graduate X Doctoral X	TDDR
9. Marisa Clark	LT	Georgia State University – PhD in English	Undergraduate X Graduate Doctoral	TDD
10. Finnie Coleman	TAP	University of Virginia – PhD in English	Undergraduate X Graduate X Doctoral X	TDDR
11. Jesús Costantino	TTAP	University of California, Berkeley – PhD in English	Undergraduate X Graduate X Doctoral	TDDR
12. Bethany Davila	TAP	University of Michigan – PhD in English and Education	Undergraduate X Graduate X Doctoral X	TDDR
13. Jonathan Davis-Secord	TAP	University of Notre Dame – PhD in Medieval Studies	Undergraduate X Graduate X Doctoral X	TDDR

Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary	Program Level(s) (Mark each level taught by the faculty. Please leave blank or include “N/A” for each level the faculty <u>does not</u> teach at least one course.)	Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
14. Cristyn Elder	TAP	Purdue University, Indiana – PhD in English,	Undergraduate Graduate Doctoral	X X X TDDR
15. Kyle Fiore	LT	University of New Mexico – PhD in American Studies	Undergraduate Graduate Doctoral	X X X TDO
16. Brenna Gomez	AD	University of New Mexico – MFA in English, Creative Writing	Undergraduate Graduate Doctoral	X X X TDD
17. Marissa Greenberg	TAP	University of Pennsylvania – PhD in English Literature	Undergraduate Graduate Doctoral	X X X TDDR
18. Aeron Haynie	TAP	University of Florida – PhD in English	Undergraduate Graduate Doctoral	X X X TDDR
19. Bernadine Hernandez	TTAP	University of California, San Diego – PhD in Literature	Undergraduate Graduate Doctoral	X X X TDDR
20. Scarlett Higgins	TAP	University of Chicago, IL – PhD in English Language and Literature	Undergraduate Graduate Doctoral	X X X TDDR
21. Matthew Hofer	TAP	University of Chicago, IL – PhD in English	Undergraduate Graduate Doctoral	X X X TDDR
22. Gail Turley Houston	TP	University of California, Los Angeles – PhD in English	Undergraduate Graduate Doctoral	X X X TDDR
23. Catherine Hubka	AD	University of New Mexico – MFA in English, Creative Writing	Undergraduate Graduate Doctoral	X X X TDD

Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary	Program Level(s) (Mark each level taught by the faculty. Please leave blank or include “N/A” for each level the faculty <u>does not</u> teach at least one course.)	Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
24. Feroza Jussawalla	TP	University of Utah – PhD in English	Undergraduate Graduate Doctoral	X X X TDDR
25. Minjung Kang	AD	University of New Mexico – MA in English	Undergraduate Graduate Doctoral	X X TDD
26. Michelle Kells	TAP	Texas A&M University, College Station - PhD in English	Undergraduate Graduate Doctoral	X X X TDDR
27. Gregory Martin	TP	The University of Arizona, Tucson - MFA in Creative Writing: Creative Nonfiction	Undergraduate Graduate Doctoral	X X X TDD
28. Daniel Mueller	TP	University of Iowa - MFA in Creative Writing: Fiction	Undergraduate Graduate Doctoral	X X X TDD
29. Julianne Newmark	LT	Wayne State University - PhD in English	Undergraduate Graduate Doctoral	X X X TDDR
30. Carmen Nocentelli	TAP	Stanford University – PhD Comparative Literature	Undergraduate Graduate Doctoral	X X X TDDR
31. Anita Obermeier	TP	Arizona State University – PhD in Medieval English	Undergraduate Graduate Doctoral	X X X TDDR
32. Rachel Reynolds	LT	Texas Woman’s University – PhD in Rhetoric	Undergraduate Graduate Doctoral	X X X TDD
33. Charles Paine	TP	Duke University – PhD in English	Undergraduate Graduate Doctoral	X X X TDDR

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34. Richard Robb	AD	University of New Mexico – MFA in English	Undergraduate Graduate Doctoral	X TDD
35. Todd Ruecker	TAP	University of Texas, El Paso – PhD in Rhetoric and Composition	Undergraduate Graduate Doctoral	X X X TDDR
36. Nicholas Schwartz	AD	University of New Mexico – PhD in English	Undergraduate Graduate Doctoral	X X TDDR
37. Julie Shigekuni	TP	Sarah Lawrence College – MFA in Creative Writing	Undergraduate Graduate Doctoral	X X X TDD
38. Mark Sundeen	VR	University of Southern California – Master of Professional Writing	Undergraduate Graduate Doctoral	X X TDD
39. Diane Thiel	TP	Brown University – MFA in Creative Writing	Undergraduate Graduate Doctoral	X X X TDDR
40. Sarah Townsend	TTAP	University of California, Berkeley – PhD in English	Undergraduate Graduate Doctoral	X X X TDDR
41. Melina Vizcaino-Alemán	TAP	University of New Mexico – PhD in American Studies	Undergraduate Graduate Doctoral	X X X TDOR (terminal degree outside field but record of research/scholarship within field)
42. Belinda Wallace	TTAP	University of Maryland, College Park – PhD in Comparative Literature	Undergraduate Graduate Doctoral	X X X TDDR
43. Kathryn Wichelns	TTAP	Emory University – PhD in Comparative Literature	Undergraduate Graduate Doctoral	X X X TDDR

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44. Carolyn Woodward	TAP	University of Washington – PhD in English	Undergraduate X Graduate X Doctoral X	TDDR

NOTE: Please add rows to the table as needed.

Curriculum Vita

Jesse Alemán

Rank: Full Professor with Tenure & Presidential Teaching Fellow

Educational History

PhD	1999	University of Kansas, Lawrence, English
MA	1994	California State University, Fresno, English
BA	1991	California State University, Fresno, English

Employment History

Professor and Presidential Teaching Fellow, English, University of New Mexico (2011-Present)
Associate Professor, English, University of New Mexico (2005-2011)
Assistant Professor, English, University of New Mexico (1999-2005)

Administration

Director of Literature, English, University of New Mexico (2017-present)
Associate Chair for Tenure and Promotion, University of New Mexico (2009-2011)
Director of Graduate Studies, English, University of New Mexico (2005-2007)

Honors & Awards

Research Fellow, Latino Research Initiative, University of Texas—Austin (2018-2019)
Presidential Teaching Award Fellow, University of New Mexico (2016-2018)
The Jim and Linda Burke Visiting Scholar in Literature, Doel Reed Center for the Arts, Taos, New Mexico (Oklahoma State University) (2015)
Ruth and Lillian Marino, Endowed Chair, Bread Loaf Graduate School of English, Middlebury College (2012)
Award for Teaching Excellence, College of Arts and Sciences, UNM (2011)
STARS Award, American Indian Student Services, UNM (2011)
Outstanding Faculty Member, English Graduate Student Association, UN (2010)
Wertheim Award, Outstanding Faculty Member of the English Department, UNM (2009)
Outstanding Faculty Member, Peer Mentoring for Graduates of Color, UNM (2009)
Summer Fellow, American Antiquarian Society, “Enriching American Studies Scholarship Through the History of the Book,” Summer Seminar, Worcester, MA (2004)
Postdoctoral Fellowship, Latina/o Studies Program, University of Illinois at Urbana-Champaign (2002)
Summer Fellow, National Endowment for the Humanities Summer Institute for Faculty, “Traversing Borders,” Southwest Texas State University (2000)
Julia M. Keleher Faculty Award for Teaching, UNM (2000)

Scholarship

Books, Edited

The Latino Nineteenth Century. Co-edited with Rodrigo Lazo. New York: NYUP, 2016.
Empire and the Literature of Sensation: An Anthology of Nineteenth-Century Popular Fiction. Co-edited with Shelley Streeby. New Jersey: Rutgers UP, 2007.
The Woman in Battle: The Civil War Narrative of Loreta Janeta Velazquez, Cuban Woman and Confederate Soldier. Madison: U of Wisconsin P, 2003.

Book In Progress, Authored

Latino/a Civil Wars: Writings from the Front of Nineteenth-Century US Latinidad

Special Issues of Refereed Journals, Edited

English Language Notes: Latinx Lives in Hemispheric Contexts. Eds. Maria A. Windell and Jesse Alemán. 56.2 (2018).

American Literary Realism: Matters of Race in the Age of Realism. Eds. Jesse Alemán and Kathryn Wichelns. 49.3 (Spring 2017).

Articles Published in Refereed Journals or Edited Volumes, Authored

“Latina/o Voices.” *Blackwell Companion to American Literature*, Vol. 2. Ed. Susan Belasco, et al. Wiley-Blackwell, forthcoming (7,875 words)

“Nineteenth-Century American Periodization in the Age of US Latinidad.” *Timelines of American Literature*. Eds. Christopher Hager and Cody Marrs. Baltimore: Johns Hopkins UP, January 2019 (forthcoming) (4,500 words)

“Narratives of Displacement in Places that Once Were Mexican.” *The Cambridge History of Latina/o Literature*. Eds. John Morán González and Laura Lomas. Cambridge: Cambridge UP, 2018: 216-231. (6,000 words).

“From Union Officers to Cuban Rebels: The Story of the Brothers Cavada and Their American Civil Wars.” *The Latino Nineteenth Century*. Eds. Rodrigo Lazo and Jesse Alemán. New York: NYU P, 2016. 89-109.

“The Diachronics of Difference: Chicano Narrative Then, Now, and before Chicanidad.” *Bridges, Borders, and Breaks: History, Narrative, and Nation in Twenty-First Century Chicana/o Literary Criticism*. Eds. William Orchard and Yolanda Padilla. Pittsburg, PA: U of Pittsburg P, 2016. 25-39.

“Recovered and Recovery Texts of the Nineteenth Century.” *Latino/a Literature in the Classroom*. Ed. Frederick Aldama. New York: Routledge P, 2015. 13-23.

“Days of the (Un)Dead: Vampires, Zombies, and Other Forms of Chicano/a Horror in Film.” *Latinos and Narrative Media: Participation and Portrayal* Ed. Frederick Aldama. New York: Palgrave-Macmillan, 2013. 49-70.

“Wars of Rebellion: US Hispanic Writers and their American Civil Wars.” *American Literary History* 25.1 (Spring 2013): 54-68.

“The Invention of Mexican America.” *The Oxford Handbook to Nineteenth-Century American Literature*. Ed. Russ Castronovo. New York: Oxford UP, 2011. 81-96.

“The Other Country: Mexico, the United States, and the Gothic History of Conquest” *Hemisphere and Nation: American Literary and Cultural Geographies*. Ed. Robert S. Levine and Caroline F. Levander. New Jersey: Rutgers UP, 2007. 75-95.

“Colonial Whites and Citizenship Rights: The Cultural Work of María Amparo Ruiz de Burton’s Novels.” *Complicating Constructions: Race, Ethnicity, and Hybridity in American Texts*. Eds. David S. Goldstein and Audrey B. Thacker. Seattle: U Washington P, 2007. 3-30.

“The Other Country: Mexico, the United States, and the Gothic History of Conquest.” *American Literary History* 18.3 (2006): 406-26.

“The Ethnic in the Canon; Or, On Finding Santa Anna’s Wooden Leg.” *MELUS: Journal of the Society for the Study of Multi-Ethnic Literature of the United States* 29.3-4 (2004). 165-82.

“Crossing the Mason-Dixon Line in Drag: The Narrative of Loreta Janeta Velazquez, Cuban Woman and Confederate Soldier.” *Look Away! The U.S. South in New World Studies*. Ed. Jon Smith and Debbie Cohn. New Americanist Series. Durham: Duke UP, 2004. 110-29.

“Assimilation and the Decapitated Body Politic in *The Life and Adventures of Joaquín Murieta*.” *Arizona Quarterly: A Journal of American Literature, Culture, and Theory* 60.1 (2004): 71-98.

“‘Thank God, Lolita is Away from Those Horrid Savages’: The Politics of Whiteness in *Who Would Have Thought It?*” *María Amparo Ruiz de Burton: Critical and Pedagogical Perspectives*. Ed.

Amelia María de la Luz Montes and Anne E. Goldman. Postwestern Horizons Series. Lincoln: U of Nebraska P, 2004. 95-111.

“Authenticity, Autobiography, and Identity: *The Woman in Battle* as a Civil War Narrative.”

Introduction. *The Woman in Battle*. By Loreta Janeta Velazquez. Rpt. ed. Wisconsin Studies in Autobiography. Madison: U of Wisconsin P, 2003. xi-xli.

“The Politics of Representation: Reading Chicano/a Narratives as Cultural Ethnographies. *Cultural Studies in the Curriculum: Teaching Latin America*. Ed. Danny J. Anderson and Jill S.

Kuhnheim. Teaching Languages, Literatures, and Cultures Series. New York: Modern Language Association, 2003. 41-59.

“Historical Amnesia and the Vanishing Mestiza: The Problem of Race in *The Squatter and the Don and Ramona*.” *Aztlán: The Journal of Chicano Studies* 27.1 (2002): 59-93.

“Novelizing National Discourses: History, Romance, and Law in María Amparo Ruiz de Burton’s *The Squatter and the Don*.” *Recovering the U.S. Hispanic Literary Heritage*, Vol. 3. Ed. María Herrera-Sobek and Virginia Sánchez Korrel. Houston: Arte Público, 2000. 38-49.

“Chicano Novelistic Discourse: Dialogizing the Corrido Critical Paradigm.” *MELUS: Journal of the Society for the Study of Multi-Ethnic Literature of the United States* 23 (1998): 49-64.

Research Funding

UNM, Center for Regional Studies. \$5,600 (Fall 2010-Spring 2011)

UNM, Research Allocation Committee, “Wars of Rebellion.” \$966. (Spring 2008)

UNM, College of Arts and Sciences, “Southwest Symposium.” \$800. (Spring 2007)

UNM, Research Allocation Committee, “Loreta Janeta Velazquez.” \$821 (Fall 2005)

New Mexico Endowment for the Humanities, “Robert Rodriguez’s South-Westerns.” \$2,000 (Spring 2004)

UNM Teaching Allocations Grant, “The Southwest on Film”: \$2,500 (Spring 2004)

UNM Feminist Research Institute, “Gender and Space.” \$800 (Spring 2004)

UNM Center for Regional Studies. \$3,000 (Fall 2003)

UNM, Research Allocation Committee, Small Grant, “1848 and the Expansion of the American Literary Imagination.” \$3,074. (Spring 2003)

UNM Center for Regional Studies. \$2,800 (Spring 2003)

Katherine M. Alexander

Education

PhD, 2018, University of New Mexico, English Literature (Irish/ British Romantic and Victorian Literature; Criticism and Theory)

Dissertation Title: “Enough of Thought, Philosopher!” Emily Brontë’s Interrogations of Death

MA, 2009, University of New Mexico, English Literature (Irish/British Romantic and Victorian Literature)

Portfolio: “The Baptismal Party in Dickens’s *Our Mutual Friend* – A New Perspective: Mirrored *Heteroglossia*”

“Out of the Wilderness--The Emergence of the Female Protagonist in American Naturalism”

M.Mu. (Master of Music), 2005, University of New Mexico, Collaborative Piano

Thesis: Four Piano Recitals Presenting Music from Baroque, Classical, Romantic, and Modern Eras with Violin, Viola, Cello, Flute, Soprano, Mezzo-Soprano, and Bass Baritone

Instructors: Pamela Viktoria Pyle, Tatiana Vetrinskaya, Rita Angel, Arlette Felberg

BA, 2003, University of New Mexico, Music, Piano

Languages: Greek, Latin, French, English

Publications

Book Chapter

“Mary Wollstonecraft Shelley—The Immortal Mortal: A Psychoanalytic Analysis of *The Last Man*, “On Ghosts,” and “The Mortal Immortal.” *Critical Insights—Mary Shelley*, Ed. Virginia Brackett. Salem Press, October 2016

Selected Articles

“*Eros and Agape in Jane Eyre*” In Process

“George Lippard’s *Bellum*—Inscriptions of Anxiety on the Female Body in ‘*Bel of Prairie Eden*’” In Process

“Whither Poetics and Politics at Grasmere? A Feminist Perspective on Dorothy Wordsworth’s Garden” In Process

Selected Conference Presentations

October, 2016 “Introduction to *Wuthering Heights* and Deleuzian Metaphysics.” VSSA, Department of English Language and Literature, UNM, Albuquerque, NM

October, 2014 “Deleuzian Dimensions of Time and Space in Emily Brontë’s *Wuthering Heights*.” Rocky Mountain Modern Language Association Meeting, Albuquerque, NM

April, 2013 “*Eros and Agape in Jane Eyre*.” British Women Writer’s Conference, Albuquerque, NM

October, 2012 “Catherine Earnshaw’s Unexpected Gift—Love, Possession, and Dispossession on Emily Brontë’s Moors.” Rocky Mountain Modern Language Association Conference, Boulder, Colorado (Double Session Chair: “The Brontë Sisters”)

- May, 2012 “Franklin Delano Roosevelt’s Reinvention of Democracy: Implications for Obamocracy in the 21st Century”
Panel: “Framing the Other: Tropes of the Rhetorical Presidency”: Rachel Gearhart, Kate Baca, Deb Paczynski, Kate Alexander. Rhetoric Society of America, Philadelphia, Pennsylvania
- October, 2011 “Mary Shelley’s Mask of Feminine Propriety: A Subliminal Technique or a Divided Self?” Rocky Mountain Modern Language Association Conference, Scottsdale, Arizona (Session Chair)
- April, 2011 “George Lippard’s *Bellum*—Inscriptions of Anxiety on the Female Body in ‘*Bel of Prairie Eden*.’” American Comparative Literature Association Meeting, Vancouver, British Columbia
- March, 2011 “Whither Poetics and Politics at Grasmere? A Feminist Perspective on Dorothy Wordsworth’s Garden.” Nineteenth Century Studies Association Meeting, Albuquerque, New Mexico
- October, 2010 “Collapsing the Boundaries Between Worlds: the Language of Mourning in Mary Shelley.” Rocky Mountain Modern Language Association Conference, Albuquerque, New Mexico
- May, 2010 “Cultural Memory, the Sabbath School, and Religious Conversion: Origins of Training for the African American Woman Rhetoric.” Rhetoric Society of America, Minneapolis, Minnesota

Awards

- Joseph C. Gallagher Research Award, 2012 \$4,000
Joseph C. Gallagher Research Award, 2013 \$4,000
Research at The British Library, London, UK, 2014
Research at The Brontë Parsonage Library, Haworth, Yorkshire, UK, 2014
Nominated: Outstanding Teacher Award, UNM, 2015
Graduate Success Scholarship Award, UNM, 2016

Courses Designed and Taught

- English 456/556: Guest Instructor for Gary Harrison, Presidential Fellow and Professor, Department of English, UNM: Dorothy Wordsworth’s “Floating Island” (March 2015)
- English 250: Guest Instructor for Carolyn Woodward, Professor, Department of English, UNM: *Half of a Yellow Sun* (Nigerian Novel), Chimamanda Ngozi Adichie (March 2016)
- English 440/540: Guest Instructor for Michelle Hall Kells, Associate Professor Department of English, UNM: “Food, Culture, and Environmental Rhetoric” (September 2017)
- English 442/542: Guest Instructor for Michelle Hall Kells, Associate Professor, Department of English, UNM: “Major Texts in Rhetoric” (September 2017)
- English 101, 102, 120: Core Courses in Composition
- English 101 (FLC): Dance Appreciation (with Sarah Williams, Department of Dance)
- English 102 (FLC): Dance Appreciation (with Sarah Williams, Department of Dance)
- English 150: A Study of Literature (Survey of Poetry, Fiction, and Drama)
- English 150 (FLC): Practice of the Wild (with Joseph Galewsky, Earth and Planetary Sciences: Environmental Studies of Edward Abbey--*Desert Solitaire*, John Steinbeck—*Log from the Sea of Cortez*, Barry Lopez—*Arctic Dreams*, and John Steinbeck. *The Mountains of California*)
- English 250: Introduction to Literary Study (Theories of Formalism, Deconstruction, Feminism, Marxism, Psychoanalysis, Postcolonialism)
- English 295 (with Professor Gail Turley Houston): Survey of Later English Literature
- English 315 (with Professor Ying Xu): “The Outlaw and the Outlawed in American Literature”

English 220 Courses:

- The Brontë Sisters: A Rhetoric of Their Own (*Jane Eyre*, *Wuthering Heights*, and *Villette*)
- Gothic Horror: The Rhetoric of Gender Construction in *Frankenstein*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, and *Dracula*
- The Jazz Age: Rhetoric of the Roaring Twenties (F. Scott Fitzgerald and Zelda: *The Great Gatsby*, *Save Me the Waltz*; Langston Hughes, Louis Armstrong, Duke Ellington, Bessie Smith; Ernest Hemingway: *A Farewell to Arms*, *The Sun Also Rises*; Gertrude Stein)

Professional Associations

Rhetoric Society of America

American Comparative Literature Association

Nineteenth Century Studies Association

North American Victorian Studies Association

Rocky Mountain Modern Language Association (RMMLA)

University of New Mexico Retirees Association

Graduate Professional Student Association

English Graduate Student Association—Vice President

British Women Writers Association

Educational History

PhD 1989 University of New Mexico English
 “Graham Greene and Latin America” Dr. Fred Warner, director

MA 1984 University of Illinois-Chicago English
 “George Orwell and Christianity” Dr. Gloria Fromm, director

BA 1980 Whitworth College, Spokane WA English

Employment History

Assistant Prof.	2014–current	University of New Mexico
Lecturer	2011–2014	University of New Mexico
Lecturer	2008–2011	Northern Arizona University, Flagstaff AZ
Instructor	2004–2008	Georgia Perimeter College, Clarkston GA
Associate Prof.	1997–2003	Barry University, Miami FL
Assistant Prof.	1990–1997	Barry University, Miami FL

Professional Recognition

Fulbright Fellowship State University of Moldova 1999
 NEH Institute, Selected Participant “The Maya World” 1997
 Fulbright Fellowship Universidad de San Carlos, Guatemala 1988–1990

Scholarly Achievements**Books Authored or Co-authored**

Benz, Stephen and Cheryl Benz. *Impressions: America Through Academic Readings 1*. Thomson Heinle, 2008. (180 pages)
 Benz, Stephen and Cheryl Benz. *Impressions: America Through Academic Readings 2*. Thomson Heinle, 2008. (160 pages)
Green Dreams: Travels in Central America. Lonely Planet Publications, 1998. (278 pages)
Guatemalan Journey. U. of Texas Press, 1996. (212 pages)

Book Co-edited

Benz, Stephen and Allen Carey-Webb, eds. *Teaching and Testimony: Rigoberta Menchu and the North American Classroom*. SUNY Press, 1996. (400 pages)

Articles Published in Refereed Journals

“Poet as Rhetor: A Reading of Wilfred Owens’s ‘Dulce et Decorum Est.’” *Journal of Modern Literature*, vol. 41, no. 3, Spring 2018, pp. 1-17.
 “Taking Sides: Graham Greene and Latin America.” *Journal of Modern Literature*, vol. 26, no. 2, Winter 2003, pp. 113–128.
 “Graham Greene’s Narrative Art: A Case Study in the Analysis of Nonfiction Prose.” *The CEA Critic*, Winter 1998, pp. 6–16.
 “A Region of the American Mind: Central America in U.S. Literature, 1850–1920.” *South East Latin Americanist*, Fall 1995, pp. 15–34.
 “William Walker and the ‘Discovery’ of Central America.” *SECOLAS Annals: Journal of the Southeast Council on Latin American Studies*, XXIV, 1993, pp. 96–105.

“Graham Greene’s Paraguay.” *Nassau Review* 92, vol. 6, no. 3, pp. 54–67.

“Graham Greene and Cuba.” *Confluencia* 4, 1988, pp. 109–117.

Articles Appearing in Chapters in Edited Volumes

“Cuban Jews in South Florida: Exile Redux.” *Jews of South Florida*, edited by Andrea Greenbaum. Brandeis UP, 2005, pp. 66–76.

“The Resistance Motif in U.S. Literature on Central America.” *Tropicalizations*, edited by Frances Aparicio and Suzanne Chavez Silverman. UP of New England, 1997, pp. 51–66.

“Jane Bowles and Central America.” *A Tawdry Place of Salvation: The Art of Jane Bowles*, edited by Jennie Skerl. Southern Illinois UP, 1997, pp. 37–48.

“Culture Shock and *I, Rigoberta Menchú*.” *Teaching Testimony: Rigoberta Menchu and the North American Classroom*, edited by Stephen Benz and Allen Carey-Webb. SUNY Press, 1996, pp. 19–26.

Other Publications

Professional Writing (Magazine Articles, Journalism, Literary Nonfiction)

“Strange and Beautiful: Ambrose Bierce on the Battle of Shiloh.” *Essay Daily*, 9 Dec 2017, <http://www.essaydaily.org/2017/12/dec-9-stephen-benz-on-ambrose-bierce.html>

“Unapproachable Evanston.” *cream city review*, vol. 41, no. 2, Fall 2017, pp. 131-137.

“Forever West.” *Permafrost*, vol. 39, issue 1, Winter 2017, pp. 34-49.

“Siboney.” *Cardinal Sins*, vol. 36, issue 1, 2016, pp. 15-20.

“A Bolero in Havana.” *The Baltimore Review*, 2016, pp. 286-293.

“A Grave on the High Plains.” *River Teeth*, vol. 17, no. 1, Fall 2015, pp. 135-141.

“Westbound: Day 84.” *Soundings Review*, Summer 2015, pp. 29–31.

“Border Crossings, 1981.” *Portland Review*, vol. 61, no. 2, Winter 2015, pp. 15–16.

“The Cat Hoarder.” *Barely South*, Spring 2015, <http://barelysouthreview.digitalodu.com/all-issues/spring-2015/the-cat-hoarder-flash-fiction/>.

“Fulbright in Kishinev: Winter with Pushkin.” *Los Angeles Review*, vol. 16, Winter 2015, pp. 44-45.

“Moldova: Land of the Lost.” *The Best American Travel Writing 2015*, edited by Andrew McCarthy, Houghton Mifflin Harcourt, 2015, pp. 57–68.

“Westbound: Day 64.” *Poydras Review*, 11 August 2014, <http://www.poydrasreview.com/blog?tag=Stephen%20Benz>.

“Horse Slaughter Camp.” *Shadowgraph*, vol. 2, Summer 2014, pp. 88-89.

“Night, Then Morning: Elko, Nevada.” *Map Literary*, Fall 2014, <http://www.mapliterary.org/stephen-benz-night-then-morning-elko-nevada.html>.

“Liminal Wendover.” *Superstition Review*, vol. 13, May 2014, <https://superstitionreview.asu.edu/issue13/nonfiction/stephenbenz>.

“Portrait of the Traveler as a Young Man.” *divide*, 2006, pp. 9–14.

“Across the Continent, in Search of Cacti.” *South American Explorer*, vol. 83, Fall 2006, pp. 14–21.

“La Mendiga.” *All Hallows: Journal of the Ghost Story Society*, vol. 41, February 2006, pp. 138–144.

“Tracking History at Ash Hollow.” *Briar Creek Review*, vol. 17, 2005, pp. 44–49.

“First Time in Florida.” *South Florida Sun-Sentinel*, 13 July 2003, pp. 1J, 9J.

“Communion of Souls.” *South Florida Sun-Sentinel*, 27 April 2003, pp. 1J, 6J.

“Mariolatry.” *The Distillery*, July 2002, pp. 21–28.

“A Cup of Cuban Coffee.” *Potpourri*, June 2002, pp. 13–20.

“Soviet Bloc Rock.” *TriQuarterly*, vol. 112, February 2002, pp. 150–153.

“Back in the USSR.” *River Teeth*, vol. 3, no. 1, Summer 2001, pp. 98–126.

“The Grounds Crew.” *Creative Nonfiction*, vol. 17, Summer 2001, pp. 114–135.

“The Savior of the Snowy Egrets.” *ISLE*, vol. 7, no. 2, Summer 2000, pp. 225–234.

- “Our Mailman in Havana.” *Washington Post*, 19 Nov. 2000, p. F 2.
- “The Rocky Road to Capitalism.” *St. Petersburg Times*, 3 Sept. 2000.
- “The Bully Pulpit.” *Miami Herald Tropic Magazine*, 26 June 1998, pp. 10–13, 19–23.
- “The Long Road to Christmas.” *Miami Herald Tropic Magazine*, 7 December 1997, pp. 26–29.
- “The Secrets of Jury Duty.” *Miami Herald Tropic Magazine*, 9 February 1997, pp. 12–15.
- “Rock My World.” *Miami Herald Tropic Magazine*, January 1997.
- “Retten, Was Noch Zu Retten Ist.” *GEO Magazine*, Feb. 1997, pp. 96–97, 102–105.
- “A Cold Wind Blows on the Rugged Donner Trail.” *South Florida Sun-Sentinel*, 13 October 1996.
- “The Feather Wars.” *Miami Herald Tropic Magazine*, 22 Sept. 1996, pp. 6–9, 18–19.
- “Stranger in Paradise.” *Miami Herald Tropic Magazine*, 30 June 1996, p. 4.
- “Green Dreams: Misadventures in Ecotourism.” *Grand Tour*, Summer 1996, pp. 15–33.
- “Father Knows Best.” *Miami Herald Tropic Magazine*, June 1996.
- “The Miracle Worker.” *Miami Herald Tropic Magazine*, 14 April 1996, pp. 6–11, 23.
- “Small World.” *Miami Herald Tropic Magazine*, 25 February 1996, pp. 6–11, 23.
- “Ground Zero.” *Miami Herald Tropic Magazine*, July 1995.
- “The Road to Ruin.” *Miami Herald Tropic Magazine*, June 1995, pp. 12–13, 21.
- “Poetry in a Dangerous Time: A Glimpse at Guatemala’s Poetry Underground.” *Borderlands: Texas Poetry Review*, vol. 6, April 1995, pp. 81–90.
- “Back to Spokane.” *Nassau Review*, vol. 93, 1993, pp. 96-100.

Poetry Chapbook

American Journey. Longleaf Press, 2006. (16 pages)

Refereed Presentations at Professional Meetings

- “The Rhetoric of Regime Change: A Nineteenth-Century Antecedent.” Rhetoric Society of America, 2016, Atlanta.
- “Stephen Crane’s War Memories.” Rocky Mountain MLA, 2015, Santa Fe.

Educational History

PhD, August 2009, University of Nevada, Reno
English with a concentration in rhetoric and composition

MA, May 2005, University of Nevada, Reno
English with a concentration in writing

BS, June 1997, Ohio University, E.W. Scripps School of Journalism
Journalism with a minor in English

Employment History

Assistant Professor, August 2013 to present
Lecturer, August 2012 to August 2013
Lecturer, August 2011 to July 2012, Arizona State University
Instructor, August 2010 to August 2011, Arizona State University
Instructor, August 2009 to August 2010, University of Montana Western
Graduate Instructor, January 2004 to July 2009, University of Nevada, Reno
Staff Writer, May 2000 to August 2003, Reno Gazette-Journal
Staff Writer, July 1998 to May 2000, Tahoe Daily Tribune
Staff Writer, August 1997 to July 1998, The Record-Courier

Publications

Patterson, James, and Andrew Bouelle. *Texas Ranger*. New York: Little Brown, 2018. 330 pages. Print.
Bouelle, Andrew. *Heavy Metal*. Pittsburgh: Autumn House Press, 2017. 172 pages. Print.
-Winner of the Autumn House Fiction Prize
-Finalist in three categories for the New Mexico-Arizona Book Awards (Best First Book; Best Fiction-Action or Drama; Best Fiction-Other); also published as eBook
Patterson, James, and Andrew Bouelle. "The Pretender." *Triple Threat*. James Patterson. New York: Little Brown, 2016. 257-350. Print. [trade paperback]
Also published in the following formats:
-*Triple Threat* mass-market paperback
-*The Pretender* downloadable audiobook
Bouelle, Andrew. "D Is for Demon Doll." *E Is for Evil*. Ed. Rhonda Parrish. Edmonton, Canada: Poise and Pen Publishing, 2018. 31-45. Print.
Bouelle, Andrew. "The End of the Climb." *Splickety* March 2018: 3-4. Print.
Bouelle, Andrew. "Homecoming Corpse." *Weirdbook Magazine* 38 (2017): 88-93. Print.
Bouelle, Andrew. "We Us You." *Equus*. Ed. Rhonda Parrish. Albuquerque: World Weaver Press, 2017. 245-259. Print.
Bouelle, Andrew. "Y Is for Yangchuan Lizard." *D Is for Dinosaur*. Ed. Rhonda Parrish. Edmonton, Canada: Poise and Pen Publishing, 2017. 317-339. Print.
Bouelle, Andrew. "This Book Is the Property Of." *Polterguests: Stories and Poems*. Ed. Jane Andrews. Charlotte, NC: Main Street Rag Publishing, 2016. 13-32. Print.
--Selected "Best of Collection."
Bouelle, Andrew. "Relativity." *It's About Time*. Ed. Kathy Giorgio. Charlotte, NC: Main Street Rag Publishing, 2016: 17-36. Print.
Bouelle, Andrew. "Little Healers." *Swords & Steam Short Stories*. London: Flame Tree Publishing, 2016: 12-19. Print.

- Listed as notable story in *Best Horror of the Year* edited by Ellen Datlow
- Bouelle, Andrew. "La Isla De Las Muñecas." *Isthmus* 3 (2015): 41-53. Print.
- Bouelle, Andrew. "Event Horizon." *Crossing Lines*. Ed. Rayne Debski. Charlotte, NC: Main Street Rag Publishing, 2015. 1-29. Print.
- Bouelle, Andrew. "Devil's Paintbrush." *Kestrel* 33 (2014): 28-40. Print.
- Bouelle, Andrew. "Death Sentence." *Weave* 11 (2014): 10-11. Print.
- Bouelle, Andrew. "Cowboy Justice." *Law and Disorder: Stories of Conflict and Crime*. Ed. Amy Locklin. Charlotte, NC: Main Street Rag Publishing, 2014. 186-201. Print.
- Reprint:*
- "Cowboy Justice." *The Best American Mystery Stories 2015*. Ed. James Patterson. New York: Houghton Mifflin Harcourt, 2015. 34-49. Print.
- Bouelle, Andrew. "Inferno." *Whitefish Review* 15 (2014): 90-94. Print.
- Bouelle, Andrew. "Blood Falls." *Prime Number Magazine* 47 (2014). Web.
- Bouelle, Andrew. "Xerxes." *Thin Air* 19 (2013): 75-87. Print.
- Bouelle, Andrew. "The Swimmers." *Hobart* 14 (2013): 49-68. Print.
- Bouelle, Andrew. "What It Means to Love." *Arcane II*. Ed. Nathan Shumate. Cold Fusion Media, 2013. 157-164. Print.
- Listed as notable story in *Best Horror of the Year* edited by Ellen Datlow.
- Bouelle, Andrew. "Blue World." *Aftermath: Stories of Secrets and Consequences*. Ed. Rayne Debski. Charlotte, NC: Main Street Rag Publishing, 2012. 316-342. Print.
- Bouelle, Andrew. "Desiccated." *Rosebud* 52 (2012): 87-90. Print.
- Bouelle, Andrew. "Max and Rose." *Corrupts Absolutely: Dark Metahuman Fiction*. Ed. Lincoln Crisler. Santa Rosa, CA: Damnation Books, 2012. 194-204. Print.
- Reprint:*
- "Max and Rose." *Corrupts Absolutely: Dark Metahuman Fiction*. Ed. Lincoln Crisler. Crestview Hills, KY: Ragnarok Publications, 2015. 321-337. Print.
- Bouelle, Andrew. "Heavy Metal." *Jabberwock Review* 32.1 (2011): 47-63. Print.
- Bouelle, Andrew. "Surfacing." *Red Rock Review* 27 (2011): 31-44. Print.
- Bouelle, Andrew. "Water Girl." *Rosebud* 47 (2010): 52-56. Print.
- Davila, Bethany, Tiffany Bouelle, Andrew Bouelle, and Anna Knutson. "Linguistic Diversity in Online Writing Classes." *WPA: Writing Program Administration* 41.1 (2017): 60-81. Print.
- Bouelle, Tiffany, Angela Clark-Oates, Andrew Bouelle. "Designing Online Writing Classes to Promote Multimodal Literacies: Five Practices for Course Design." *Communication Design Quarterly* 5.1 (2017): 80-88. Web.
- Bouelle, Tiffany, Andrew Bouelle, Stephanie Spong, and Brian Hendrickson. "Assessing Multimodal Literacy in the Online Technical Communication Classroom." *Journal of Business and Technical Communication* 31.2 (2017): 222-255. Web.
- Bouelle, Andrew, Tiffany Bouelle, Anna V. Knutson, and Stephanie Spong. "Sites of Multimodal Literacy: Comparing Student Learning in Online and Face-to-Face Environments." *Computers and Composition* 39 (2016): 55-70. Print.
- Winner of the Ellen Nold Award for Best Article in *Computers and Composition*
- Bouelle, Andrew, Tiffany Bouelle, and Natasha Jones. "Multimodality in the Technical Communication Classroom: Viewing Classical Rhetoric Through a 21st Century Lens." *Technical Communication Quarterly* 24.4 (2015): 306-327. Print.
- Bouelle, Tiffany, and Andrew Bouelle. "eComp at the University of New Mexico: Emphasizing 21st Century Literacies in an Online Composition Program." *Composition Forum* 32 (2015). Web.

- Bouelle, Tiffany, Andrew Bouelle, Stephanie Spong, Anna V. Knutson, Emilee Howland-Davis, and Natalie Kubasek. "Reflections in Online Writing Instruction: Pathways to Professional Development." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 20.1 (2015). Web.
- Bouelle, Tiffany, Andrew Bouelle, and Sherry Rankins-Robertson. "Teaching with Instructional Assistants: Enhancing Student Learning in Online Classes." *Computers and Composition* 37 (2015): 90-103. Print.
- Rankins-Robertson, Sherry, Tiffany Bouelle, Andrew Bouelle, and David Fisher. "Multimodal Instruction: Pedagogy and Practice for Enhancing Multimodal Composition Online." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 19.1 (2014). Web.
- Bouelle, Tiffany, Andrew Bouelle, and Sherry Rankins-Robertson. "Employing a Multiliteracies Pedagogy through Multimodal Composition: Preparing Twenty-First Century Writers." *Computers and Composition Online* (Fall 2013). Web.
- Bouelle, Andrew, and Tiffany Bouelle. "Social Responsibility, Critical Analysis, and Literary Studies: Continuing Conversations About Service Learning." *Journal of Effective Teaching* 13.1 (2013): 77-87. Web.
- Bouelle, Andrew. "Creative Nonfiction in the Composition Classroom: Rethinking Antithetical Pedagogies." *Journal of Teaching Writing* 27.1 (2012): 37-65. Print.
- Bouelle, Andrew. "Lessons from Quintilian: Writing and Rhetoric Across the Curriculum for the Modern University." *Currents in Teaching and Learning* 1.2 (2009): 28-36. Web.
- Bouelle, Andrew. "Love Always: *The Perks of Being a Wallflower* as a Rhetorical Text." *Young Adult Literature in the Composition Classroom*. Eds. Tamara Girardi and Abigail G. Scheg. Jefferson, NC: McFarland Press.
- Bouelle, Andrew. "Not Just Novels: The Pedagogical Possibilities of the Graphic Narrative." *Teaching Graphic Novels in the English Classroom: Pedagogical Possibilities of Multimodal Literacy Engagement*. Ed. Alissa Burger. Palgrave Macmillan, 2017. 11-28. Print.
- Bouelle, Tiffany, and Andy Bouelle. "Face-to-Face Courses Are Superior to Online Courses." *Bad Ideas About Writing*. Ed. Cheryl E. Ball and Drew M. Loewe. Morgantown, WV: West Virginia Libraries Digital Publishing Institute, 2017. 351-355. Web.
- Bouelle, Andrew, and Tiffany Bouelle. "Exploring Multimodality Through Film and Textual Analysis." *Teaching Literature with Digital Technology*. Ed. Tim Hetland. New York: Bedford St. Martin's, 2016. 334-349. Print.
- Bouelle, Andrew. "Multimodality 101: Graphic Narratives and Multimodal Composition." *Class, Please Open Your Comics: Essays on Teaching with Graphic Narratives*. Ed. Matthew L. Miller. Jefferson, NC: McFarland Press, 2015. 91-102. Print.
- Bouelle, Andrew. "Writing to Discover: Creative Nonfiction and Writing Across the Curriculum." *Creative Composition: Inspiration and Techniques for Writing Instruction*. Eds. Danita Berg and Lori A. May. Bristol: Multilingual Matters, 2015. 35-46. Print.
- Bouelle, Tiffany, Sherry Rankins-Robertson, Andrew Bouelle, and Duane Roen. "Assessing Learning in Redesigned Online First-Year Composition Courses." *Digital Writing Assessment and Evaluation*. Eds. Heidi McKee and Danielle Nicole DeVoss. Computers and Composition Digital Press, 2013. eBook.

Classroom Teaching

- English 120: Composition III ^[1]_[SEP]
- English 219: Technical and Professional Writing
- English 220: Expository Writing ^[1]_[SEP]
- English 224: Introduction to Creative Writing
- English 321: Intermediate Creative Writing—Fiction ^[1]_[SEP]

English 323: Intermediate Creative Writing—Nonfiction
English 417: Editing
English 499: Internship
English 521: Fiction Workshop
English 540: Topics (Online and Multimodal Pedagogies)
English 542: Major Texts in Rhetoric (Classical Rhetoric)
English 543: Contemporary Texts in Rhetoric
English 640: Topics (Graphic Novels and Multimodality)

Service

Service to English Department

Member, Executive Committee, Fall 2018 to present
Member, Rhetoric and Writing Committee, Fall 2012 to present
Member, Creative Writing Committee, Spring 2013 to present
Member, Core Writing Committee, Fall 2012 to Spring 2016, Fall 2017 to Spring 2018
Member, Lecturer Job Search Committee (hired Rachael Reynolds), Summer 2018
Member, Graduate Studies Committee, Fall 2015 to Spring 2016
Member, Professional Writing Committee, Fall 2012 to Spring 2014
Participant, Works in Progress Reading Series, Fall 2013, Fall 2015, Fall 2017
Participant, Graduate Student Job Seekers Workshops, Fall 2013, Fall 2014
Member, Travel Committee, Fall 2014
Member, Assistant Professor Job Search Committee (hired Steve Benz), Spring/Summer 2014
Member, Awards Committee, Fall 2013 to Spring 2014
Member, Outcomes Assessment Committee, Fall 2012 to Spring 2013

Service to UNM

Member, Online Teacher of the Year Selection Committee, Center for Teaching Excellence, Spring 2016

Educational History

PhD, August 2009, University of Nevada, Reno

English degree with a concentration in Rhetoric and Composition

Dissertation title: Gender and the Writing Center: How Students' Problems in Writing Fall into Gendered Categories of Difference

MA, May 2004, Northern Arizona University

English degree with a concentration in Rhetoric and Composition

Thesis title: Assessing the Forestry Curriculum at Northern Arizona University: A Holistic Assessment

Professional Writing Certificate, May 2003, Northern Arizona University

BA, May 2001, University of Tennessee, degree in English with a concentration in Technical Communication

Employment History

Associate Professor. August 2018-present. The University of New Mexico, Department of Language and Literature.

Assistant Professor. August 2012-June 2018. The University of New Mexico, Department of Language and Literature.

Lecturer: August 2011-May 2012. Arizona State University-Polytechnic Campus.

Instructor: August 2010-May 2011. Arizona State University-Tempe Campus, Department of English.

Assistant Professor: August 2009-May 2010. University of Montana Western, Department of English.

Instructor: August 2004-August 2009. University of Nevada, Reno, Department of English.

Instructor: May 2002-May 2004. Northern Arizona University, Department of English.

Professional Recognition and Honors for Teaching

Julia M. Keleher/Telfair Hendon Jr. Faculty Teaching Award (with Dr. Andrew Bouelle), Spring 2015, English Department, University of New Mexico

President's Award for Curricular Excellence, May 2012, Arizona State University

Outstanding Graduate Award from Graduate Student Association (GSA), 2008, University of Nevada, Reno

Outstanding Graduate Award from Graduate Student Association (GSA), 2007, University of Nevada, Reno

Professional Recognition and Honors for Scholarship

Ellen Nold Award for Best Article in *Computers and Composition* (with Dr. Andrew Bouelle, Anna Knutson, and Stephanie Spong), 2016

Outstanding Paper Award from Graduate Student Association (GSA), 2008, University of Nevada, Reno.

Scholarly Works

Books

Flynn, B., & Bouelle, T. (2018). *Women's professional lives in rhetoric and composition: Choice, chance, and serendipity*. The Ohio State University Press.

Articles in Refereed Journals

- Bartolotta, J., **Bouelle, T.**, & Newmark, J. (2017). Revising the online classroom: Usability testing for training online technical communication instructors. *Technical Communication Quarterly*, 26(3), 287-299.
- Bouelle, T., Clark-Oates, A., & Bouelle, A. (2017). Designing online writing classes to promote multimodal literacies: Five practices for course design. *Communication Design Quarterly*, 5(1), 80- 88.
- Bouelle, T., Bouelle, A., Spong, S., & Hendrickson, B. (2017). Assessing multimodal literacy in the online technical communication classroom. *Journal of Business and Technical Communication Quarterly*, 31(2), 222–255.
- Bouelle, T. (2016). Preparing graduate students to teach online: Theoretical and pedagogical practices. *WPA: Writing Program Administration Journal*, 40(2)90-114.
- Bouelle, A., **Bouelle, T.**, Spong, S., & Knutson, A. (2016). Sites of multimodal literacy: Comparing student learning in online and face-to-face environments. *Computers and Composition*, 39, 55-70.
- Bouelle, T.** (2015). Writing in the professions: An internship for interdisciplinary students. *Business and Professional Communication Quarterly*, 78(4), 407-427.
- Bouelle, T.**, & Bouelle, A. (2015). eComp: A new, innovative first-year writing program at the University of New Mexico. *Composition Forum*, 32. Web. <http://compositionforum.com/issue/32/new-mexico.php>. 14,710 words.
- Bouelle, A., **Bouelle, T.**, & Jones, N. (2015). Multimodality in the technical communication classroom: Viewing classical rhetoric through a twenty-first century lens. *Technical Communication Quarterly*, 24(4), 306-327.
- Bouelle, T.**, Bouelle, A., & Rankins-Robertson, S. (2015). Teaching with instructional assistants: Enhancing student learning in online classes. *Computers and Composition*, 37, 90-103.
- Bouelle, T.**, Bouelle, A., Knutson, A., Spong, S., Kubasek, N., & Howland-Davis, E. (2015). Reflections in online writing instruction: Pathways to professional development. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Web. 20(1) <http://kairos.technorhetoric.net/20.1/praxis/bouelle-et-al/index.html>. 17,808 words. Ashworth, E., &
- Bouelle, T.** (2014). Utilizing critical service-learning pedagogy in the online classroom: Promoting social justice and effecting change? *Currents in Teaching and Learning*, 7(1), 64-79.
- Rankins-Robertson, S, **Bouelle, T.**, Bouelle, A., & Fisher, D. (2014). Multimodal instruction: Pedagogy and practice for enhancing multimodal composition online. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 19(1). Web. <http://kairos.technorhetoric.net/19.1/praxis/robertson-et-al/index.html>. 12,204 words.
- Bouelle, T. (2014). Adapting service-learning into the online technical communication classroom: A framework and model. *Technical Communication Quarterly*, 23(4), 247-264.
- Bouelle, T. (2014). New perspectives on the technical communication internship: Professionalism and the workplace. *Journal of Technical Writing and Communication*, 44(2), 171-189.
- Bouelle, T., Bouelle, A., & Rankins-Robertson, S. (2013). Employing a multiliteracies pedagogy through multimodal composition: Preparing twenty-first century writers. *Computers and Composition Online*. Web. http://www2.bgsu.edu/departments/english/cconline/bouelle/cc_intro.html. 6,767 words.
- Bouelle, A., & **Bouelle, T.** (2013). Social responsibility, critical analysis, and literary studies: Continuing conversations about service learning. *Journal of Effective Teaching*, 13(1), 77-87.
- Bouelle, T. (2012). Bridging the gap between the technical communication classroom and the internship: Teaching social consciousness and real-world writing. *Journal of Technical Writing and Communication*, 42(2), 183-197.

Bourelle, T. (2011). Gender and the writing center. *Academic Exchange Quarterly*, 15(4), 41-47.
Reprint: **Bourelle, T.** (2015). Gender and the writing center. In K. Charron. (Ed.), *Sound Instruction: Writing Center Theory and Practice*. (pp. 178-184). Stuyvesant Falls, NY: Rapid Intellect Group.

Articles Appearing in Chapters in Edited Volumes

Bourelle, T., & Hewett, B. (2017). Training instructors to teach multimodal composition in online courses. In K. Blair & E. Monske (Eds.), *Writing and composing in the age of MOOCs*. (pp. 348-369). IGI Global Publishing.

Bourelle, A., & **Bourelle, T.** (2016). Exploring multimodality through film and textual analysis. In T. Hetland (Ed.), *Digital assignments for the literature classroom*. (pp. 334-339). Bedford St. Martin's.

Bourelle, T. (2015). Service-eLearning in the online technical communication classroom: Keeping our pedagogies relevant in an age of austerity. In E. Nagelhout and D. Tillery (Eds.), *The new normal: Pressures on technical communication programs in the age of austerity*. (pp. 107-124). Baywood Press.

Mark Caughey

Education:

PhD, 1998, University of Houston, Houston, Texas, Creative Writing and Literature. “Book of Hours”/Edward Hirsch

MFA, 1990, Columbia University, New York, New York, Creative Writing. “Medievalist”/Alice Quinn

BA, 1987, Middlebury College, Middlebury, Vermont.

Employment: principal positions

Lecturer, Department of English Language and Literature, 2012-present, University of New Mexico, Albuquerque, New Mexico.

Instructor, Liberal Arts/English, 1996-2012, School of the Art Institute of Chicago, Chicago, Illinois.

Employment: concurrent temporary or visiting appointments, consulting

Visiting Instructor, Summer Program, August 2010, Ox-Bow School of Art, Saugatuck, Michigan.

Visiting Instructor, History of Art and Architecture, Winter 2004, Middlebury College, Middlebury, Vermont.

Instructor, Museum Educator, 1999-2003, The Art Institute of Chicago, Chicago, Illinois.

Instructor, Museum Educator, 1999-2000, Museum of Contemporary Art, Chicago, Illinois.

Instructor, 1990-1994, University of Houston, Houston, Texas.

Professional recognition:

Faculty Enrichment Grant, 2011, School of the Art Institute of Chicago.

Quarterfinalist, 2007, Screenwriting Expo.

Illinois Arts Council Award, finalist award in poetry, 2001, Illinois Arts Council.

Illinois Arts Council Award, finalist award in poetry, 2000, Illinois Arts Council.

Illinois Arts Council Award, finalist award in poetry, 1999, Illinois Arts Council.

Inprint Incorporated Fellowship, 1990 – 1997, Inprint Incorporated.

Poetry readings and juries:

April 2018 *Blue Mesa Works-in-Progress Reading*, University of New Mexico, Albuquerque, New Mexico.

August 2016 Juror, Ox-Bow Artists-in-Residence Program, Saugatuck, Michigan.

March 2013 *Blue Mesa Works-in-Progress Reading*, University of New Mexico, Albuquerque, New Mexico.

August 2010, Ox-Bow School of Art, Saugatuck, Michigan

Classroom teaching:

These courses were taught at UNM:

2012; Fall; Analysis and Argument; English 102 (two sections); 41 students

2012; Fall; Expository Writing: The Cultural Hero; English 220; 23 students

2012; Fall; Introduction to Literature; English 150; 24 students

2013; Spring; Expository Writing: The Cultural Hero (online); English 220; 32 students

2013; Spring; Introduction to Creative Writing; English 224; 24 students

2013; Fall; Expository Writing: The Cultural Hero (two sections); English 220; 49 students

2013; Fall; Introduction to Creative Writing; English 224; 20 students

2014; Spring; Expository Writing: The Cultural Hero; English 220; 24 students

2014; Spring; Introduction to Creative Writing; English 224; 20 students
2014; Fall; Analysis and Argument, English 120, 22 students
2014; Fall; Expository Writing: The Cultural Hero; English 220; 20 students
2014; Fall; Introduction to Creative Writing; English 224; 20 students

All courses below were offered multiple times in a consistent rotation at the School of the Art Institute of Chicago where I taught two courses each Fall and Spring semester between 1996 and 2012:

First-Year Seminar II: Writing About Art, English 1005, 15 students
First-Year Seminar II: Poetry: A Postmortem? English 1005, 15 students
First-Year Seminar II: Ekphrastic Literature, English 1005, 15 students
First-Year Seminar I: Reading America, English 1001, 18 students
Contemporary Narrative: Postmodern American Literature, Humanity 3105, 24 students
First-Year Seminar II: Utopian and Dystopian Literature, English 1005, 15 students
First-Year Seminar II: Alternative Histories, English 1005, 15 students
First-Year Seminar II: The Aesthetics of Horror, English 1005, 15 students
Contemporary Narrative: The Comic Book as Literature, Humanity 3105, 24 students
First-Year Seminar II: The Epic of the Epic, English 1005, 15 students
First-Year Seminar II: The Evolution of Tragedy, English 1005, 15 students
Colonial and Postcolonial Literature, Humanity 3105, 24 students
First-Year Seminar II: Survival Literature, English 1005, 15 students
First-Year Seminar I: Reading America, English 1001, 18 students
First-Year Seminar II: War and Rumors of War: War Literature, FYS II
Contemporary Narrative: Lord of the Rings, Humanity 3105, 24 students
Listening/Talking to Nature taught at Ox-Bow School of Art in August 2010

Grantwriting:

2015 Witter Bynner Foundation for Poetry Grant for D.H. Lawrence Lecture Series for the D.H. Lawrence Ranch Initiatives: \$10,000

Poetry publications:

“March”: *Western Humanities Review*, Spring 2001.

“Medievalist”: *DoubleTake*, Winter 1996.

“Rebuilding the Hold” and “The Fore River Bridge”: *Western Humanities Review*, Fall 1995.

Lisa D. Chavez

Education

MFA Arizona State University, 1990. Creative Writing: Poetry.
MA University of Rochester, 1998. English: Multicultural American Literature.
BA, University of Alaska Fairbanks, 1987. Major: English.

Teaching Experience

Assistant, Associate Professor of English, University of New Mexico. 2002 to present.

Publications, Poetry

Books

In An Angry Season. Camino del Sol Series. Tucson: U. of Arizona Press, Oct. 2001.
Destruction Bay. Albuquerque: West End Press, Jan. 1999.

Anthologies

Hick Poetics: Four poems (reprints of “The Alchemist’s Assistant,” “Mastering the Hunt,” and “Dead Horse Point,” and previously unpublished poem “Vixens”) and short poetic essay. Lost Roads Press, Spring 2015.
The Book of Scented Things. “Afternoon Ghosts.” Rose O’Neil Literary House: The Literary House Press (Washington College). Fall, 2014.
Camino del Sol: Fifteen Years of Latina and Latino Writing. Poems. “Conjurer of the New Century,” “The Bad Wife,” and “The Tattoo Artist.” (reprints). Gonzalez, ed. Tucson: U. of Arizona Press, 2010.
A Writer’s Country: A Collection of Fiction and Poetry. “At a Wedding in Mexico City. New York: Prentice Hall, 2004.
Like Thunder: Poets Respond to Violence in America. “In the Season of Suicides.” Iowa City: U. of Iowa Press, 2002.
American Poetry: The Next Generation. “The Woman Who Raised Dogs,” “Clean Sheets” and “After the Prom.” Pittsburgh: Carnegie Mellon U. Press, 2000.
The Floating Borderlands: 25 Years of U.S. Hispanic Literature. “In an Angry Season” and “Young Widow Walking Home.” Seattle: U. of Washington Press, 1998.
Floricanto Si! U.S. Latina Poets. “The Crow’s Bride” and “Wild Horses.” New York: Penguin, 1998.
Rising to the Dawn: A Rape Survivor’s Journey Into Healing. “The Drivers.” Atlantic Highlands, NJ: Little Treasure Publications, 1999.
poetryALASKAwomen. “Flight of Swans.” Fairbanks, AK: Arts Venture, 1993.

Magazines/Journals

Red Rock Review. “Summers Used to Be Longer,” “The King of Swords,” and “Praisesong: State Highway 253.” 2016
Zingara Poet Picks. “Walking an Old Dog.” July 13, 2016
BorderSenses. “At Ek Balam.” Vol. 18, Summer 2012.
200 New Mexico Poems. “The Santuario at Chimayo.” 2012
Fickle Muses. “Seven Stabs of the Dagger” and “The High Priestess.” May 15, 2011.
Border Senses. “Dead Horse Point.” Summer, 2008.
Red Rock Review. “An Atlas of Desire.” Spring 2008.
Red Rock Review. “Mastering the Hunt.” Fall 2007.
Zone 3. “Toby in the Garden,” “Loss, or the Moment Just After” and “Storm Windows.” Fall/Winter 2005.

Prairie Schooner. "The Dismantling of Parts." Spring 2004.

Clackamas Literary Review. "The White Professor Holds Forth on Indians" and "Surrender." Spring 2000.

The Colorado Review. "White Lies." Special Issue: "At the End/Beginning of the Century: Chicana/o, Hispanic, Latina/o Writing from the West." Summer 2000.

Prairie Schooner. "Over the Chilkoot Trail." Alaskan Writers Issue. Spring 2000.

Luna. "Cannibals" and "The Alchemist's Assistant." Spring, 2000.

Blue Mesa Review. "The Tattoo Artist" and "Geronimo at the World's Fair." Summer 1998.

The Americas Review. "In an Angry Season" and "Young Widow Walking Home." Vol. 24, Nos. 1-2, 1997.

Main Street Rag. "The Women in My Family" and "Leave the Window Open at Night." Winter 1997.

Poetry Motel. "The Poet Surveys the Wreckage of Her Life." Broadside Series, Summer 1996.

Exit 13. "Rain at the State Line." Vol. 6, 1993.

Permafrost, "Every Day She Bathes in the Sea," and "The Perfecting of Desire." Vol. 13, no. 2, 1991.

Sing Heavenly Muse! "In a Motel in Anchorage." Vol. 19, 1990.

Calyx. "Wild Horses." Summer 1990.

The Chiron Review. "L'Heure Blue," "At the Sorbonne, 1925" and "The Unveiling of the Paris Collections, 1926." Spring 1990.

Mildred. "Fetish." Vol. 4, no. 1, 1990.

Tsunami. "Love in Autumn." Autumn 1990.

Heartland (The Fairbanks Daily News-Miner). "Night Crossing," "France, 1342," and "Desire." Jan. 3, 1988.

Publications, Nonfiction

Anthologies

The Other Latin@: Writing Against a Singular Identity. "The Long Road Home." U. of Arizona Press, 2011.

Wingbeats: Exercises and Practice in Poetry. "Shapeshifting Poems: The Power of Transformation." Austin: Dos Gatos Press: 2011.

Mentor and Muse, Falconer and Mesa, eds. Essay. "The Why and 'How' of Narrative Poetry." U. of Southern Illinois Press, 2010.

An Angle of Vision, Lopez, Ed. Essay. "My Mother's House." U. of Michigan P. 2009.

Fearless Confessions: A Writer's Guide to Memoir. Silverman, ed. Essay (reprint). "Independence Day: Manley Hot Springs, Alaska, 1975." U. of Georgia Press, 2009.

Writing True: the Art and Craft of Creative Nonfiction. Schwartz and Perl, eds. Essay (reprinted): "Independence Day: Manley Hot Springs, Alaska, 1975." New York: Houghton Mifflin. 2005.

Mooring Against the Tide: Writing Fiction and Poetry. Knorr and Schell, eds. Essay: "Baring the Bones: A Meditation on Imagery." New York: Prentice Hall. 2004.

Women Faculty of Color in the White College Classroom. Chapter: "Reading the Body Indian: A Chicana Mestiza Teaches Literature." New York: Peter Lang Publishing, 2002.

The Fourth Genre: Contemporary Writers of/on Creative Nonfiction. 2nd Edition. "Independence Day: Manley Hot Springs, Alaska, 1975." Needham Heights, MA: Allyn & Bacon, 2001.

Magazines/Journals

cahoodaloodaling, April 30, 2016. Trigger Warning Issue. "In the Woods."

Arts and Letters. "The Furies." 2013.

BorderSenses. "Skin." Vol. 18, Summer 2012

Clackamas Literary Review. "Guns." Fall 2002.

Fourth Genre. "The Romance Writer." Spring 2002.

Clackamas Literary Review. "Chicken." Fall/Winter 2000.
Fourth Genre: "Independence Day: Manley Hot Springs Alaska, 1975." Spring 2000.
Under The Sun. "In the Hall of Mirrors: On Looking into My Mother's Life." Summer 1998.
Iowa Woman. "Days in the Garden." Summer, 1990.

Publications, Fiction

Black Denim. "Dogs of the Snow Country." May 2015.
Dirty Chai. Story. "Possession" Issue 4. Nov. 20, 2014.
Fickle Muses: An Online Journal of Myth and Legend. Story. "House of the Fox Spirits." March 22, 2009.
Women's Words--Short Fiction. "The Indian Scholar." Spring/Summer 1998.

Other Publications

The Sarmatian Review. Book Review of *An Invisible Rope: Portraits of Czeslaw Milosz*. Vol. XXXII, No. 3, Sept. 2012.

Other:

Collaborative Vision: The Poetic Dialogue Project. Worked with visual artist Cat Chow to create a collaborative project for the exhibit. Exhibited at Chicago Cultural Center, Jan. 31-April 2009, and Art Museum at the University of Indiana.

Readings and Visiting Writer Positions (selected)

Me Too Monologues: staged reading raised money for Crossroads ABQ (two staged events in 2017/18).
Reading for book launch for Juan Morales, Red Planet Comics, Oct. 2018
ABQ Writers Resist Reading, Dec. 2017
Works in Progress, reading, Dec. 2015, 2017, 2018
SOMOS, reading with Max Early. Feb. 2015.
The Other Latin@ Symposium. Two readings and panel discussions. Vanderbilt University. Feb. 2013.
Reading for Book Launch for Sari Krosinsky. Nov. 2012.
Southern Festival of Books, Reading for The Other Latin@. Nashville, Oct. 2011.
Muse Times Two, One of Two Featured Readers, Santa Fe, Nov. 2010
Colorado State University, reading and class visits, Nov. 2007.
Polytechnical High School, Pasadena, CA, Visiting Writer, March 2007
Arizona State University, Reading, Oct. 2006
Des Moines Area Community College Celebration of Literary Arts, April 2005.
Austin Peay State University, Visiting Writer, March 2005.
Voices of Our Nation Arts Writer's Conference, University of San Francisco, June 2004.
National Latino Writers Conference, National Hispanic Cultural Center, March 2004.
Amherst College, workshop and reading, Nov. 2003.
Sacramento City College, workshop and reading. Nov. 2003.
Featured Reader (with Brady Udall), The 11th Annual Casa de Peregrinos Benefit Reading, Las Cruces, New Mexico. Oct. 2003.
University of New Mexico, Taos Summer Writers' Conference, July 2003, 2005, 2006, 2007.
University of Iowa, Iowa Summer Writers' Festival, July 2003
University of Notre Dame, reading and panels, Latino/a Poetry Conference, Nov. 2002
Wyoming Artspeak, reading, Casper, Oct. 2002
Writers Voice, reading, Cheyenne YMCA, Oct. 2002
Poets and Writers Reading Series, University of New Mexico, Sept. 2002

Open Door Visiting Scholar and Readers Series, Reading, Zimmerman Library, University of New Mexico, Sept. 2002
Carnegie Mellon University, reading and workshop. Nov. 2001.
Yavapai Community College and Prescott College, reading and talk. March 2001.
University of Alaska Southcentral (Homer), reading and three-day workshop on the dramatic monologue. March 1999.
University of Alaska Fairbanks, reading, craft talk, and conferences with graduate students. March 1999.
“And the Colored Girls Go...” Reading at The Downtown Arts Festival, New York City. Sept. 1997.

Conference Talks and Panel Discussion:

Associated Writers Program 1 panel April 2016, two panels in 2017
“Reflecting on the Collaborative Process,” discussion of Poetic Dialogue Project. March 14, 2009.
Chicago Cultural Center.
Northeastern Modern Language Association Conference, 2002, Panelist: “Tools of the Trade: Creative Writing Exercises in the Classroom,” March 2004.
Associated Writing Programs Conference 2004, Panelist: “Tierra Chicana: Six Women Re-Visioning Urban & Rural Environments,” March 2004.
“Navigating Through the Quagmires of Racial Identity: Helga Crane’s Education as a Person of Mixed Race.” University of Rochester English Department Graduate Student Colloquium Series, 1997.

Service

Poetry Outoud Judge, 2015, 2016, 2018
Reviewer for creative writing text book for Pearson books, spring 2013
Reader/Reviewer for the journal *Sexuality and Culture*
Reviewer for University of Arizona Press, 2003-present.
Judge, Nevada Arts Council Grants, 2007
Graduate Committee, English Dept., UNM, 2003, 2005-present.
Coordinator, Poets and Writers Reading Series. 2003, 2005.
Judge, Illinois Arts Council Grants, 2004
Judge, Ohio State Arts Council Grants, 2004
Judge, Wyoming State Arts Council Grants, 2002.
Editor, Creative Nonfiction, *Blue Mesa Review*. 2002-2004.

Scholarships, Honors, Awards

Second Place, Latino/a Literary Hall of Fame, for *In An Angry Season*. 2002.
Faculty Development Grant, Albion College. 2000, 2001.
Pushcart Prize nominee. 1997, 2001.
Provost Fellowship, University of Rochester. 1995, 1997.
Jacob K. Javits Fellowship. 1988-1990.
Jean Chaille Memorial Scholarship, awarded for best dramatic monologue by Arizona State University student. 1990.
Phi Kappa Phi, inducted. 1990.
Honorable mention, *Iowa Woman* Essay Contest. 1989.
Best nonfiction essay, *Anchorage Daily News* Creative Writing Contest. 1988.
Midnight Sun Poetry Contest, sponsored by the Academy of American Poets. 1988.

Education

PhD in English, Creative Writing (Fiction), August 1999, Georgia State University, Atlanta GA
Areas of study: fiction-writing and British literature (Modernism, Romanticism, Shakespeare)
Dissertation: *Hermosa*, a novel; directed by Pam Durban

MA in English, American Literature, May 1986, University of Southern Mississippi, Hattiesburg MS
Emphasis: 20th-century American literature and drama
Thesis: *A Reading of Edward Albee's The Lady from Dubuque*; directed by Philip Kolin

B.S. in psychology, minor in English, August 1984, University of Southern Mississippi, Hattiesburg MS

Additional Education

Non-degree studies in Spanish, June 2001 – May 2003, University of New Mexico, Albuquerque NM
I completed 24 upper-division credit hours.

Post-degree studies in English and theatre, June 1986 – May 1987, University of Southern Mississippi, Hattiesburg MS

Teaching Experience

Principal Lecturer, University of New Mexico Department of English, Albuquerque NM; August 2014 – present.

Senior Lecturer, University of New Mexico Department of English, Albuquerque NM; August 2001 – August 2014.

Adjunct Instructor, University of New Mexico Department of English, Albuquerque NM; and University of New Mexico – Los Alamos Department of English, Bernalillo site, Bernalillo NM; August 1999 – May 2001 (including summers).

Graduate Teaching Assistant, University of Southern Mississippi, Hattiesburg MS; August 1984 – May 1987.

Publications

Print:

“Jason Means Healer” (essay). *Sinister Wisdom: A Multicultural Lesbian Literary & Art Journal* (“The Lesbian Body” issue) 106 (2017): 116-28.

“Here Come the Brides” (essay). *Apalachee Review* 60 (2010): 67-83.

“The Party’s Here!” (essay). *Crate* (2009): 22-35.

“Mariquita” and “Tus Guantes” (two poems in Spanish). *Conceptions Southwest* (2003).

“Ebo Rolled Over” (short story). *Cream City Review* 24.1 (1999): 37-49.

“Afterbirth” (poem). *Ontario Review* 50 (1999): 148-50.

“A Cloud Formation” (novel excerpt). *Georgia State Review* Spring 1998: 71-86.

“The Singing of the Wood” (short story). *Georgia State Review* Spring 1997: 43-56.

“Fire” (essay). *Agnes Scott College Writers’ Festival Magazine* 1997: 44-47.

“False Positive” (short story). *Agnes Scott College Writers’ Festival Magazine* 1997: 24-27.

“Ebo Rolled Over” (short story). *Agnes Scott College Writers’ Festival Magazine* 1996: 14-25.

“Orange” (short story). *Amethyst* 14 (1996): 20-25.

Online:

As guest blogger Marisa PC/Tyger Burning for the website *A Writer's March* (writers-march.com), 2011 – 2012, 2014, and 2017:

“Dreams and Dissertations, Poetry and Prose, Inspiration and an Eaglet Named Hope”

“Dive In!: Actions Speak Louder Than Thoughts”

“On Copying and Imitation as Practice, Not Plagiarism”

“Fret Not!: On the Reasons Behind the Rules for My Fiction Workshop”

“Sweet Inspiration”

“Lessons Writers Can Adapt from Popular Culture”

“‘Something Amazing’: On a Prose Writer’s Appreciation of Poetry”

“On Loving Your Characters, Especially the Ones You Don’t Like”

“Let the Object Tell the Story”

“SURPRISE! A Writing Prompt from Marisa”

“When Conflict Is a Killjoy”

As M.P. Clark:

“Will Drug Addiction + Prostitution Make Albuquerque Residents Feel Safer?” (short article about the bones of murder victims found on Albuquerque’s West Mesa), *Sex in the Public Square*, 2009, online.

Interview, online:

“*Blue Mesa Review* Exclusive Interview with Marisa P. Clark.” *UNM Creative Writing: A Project of the MFA Creative Writing Students at UNM*, 23 Feb. 2009 (unmcreativewriting.wordpress.com)

Creative and Professional Recognition and Awards

Finalist in the 2017 Autumn House Press Fiction Contest for *Hermosa*.

Finalist (Short List) in the 2017 Del Sol Press First Novel Prize for *Hermosa*.

Finalist (Long List) in the 2017 Santa Fe Writers Project Literary Awards Program for *Hermosa*.

Finalist in the 2016 Autumn House Press Fiction Contest for *Hermosa*.

2011 *Best American Essay*’s Notable Essays of 2010 for “Here Come the Brides,” originally published in *Apalachee Review*. Selected by series editor Robert Atwan.

Teacher of the Year, Nomination as Lecturer, UNM, 2009 – 2010.

Teacher of the Year, Nomination as Lecturer, UNM, 2007 – 2008.

Teacher of the Year, Nomination as Lecturer, UNM, 2004 – 2005.

Teacher of the Year, Nomination as Lecturer, UNM, 2003 – 2004.

Teacher of the Year Award as Lecturer, UNM, 2002 – 2003.

Finalist in River City Press First Novel Contest, 2003, for *Hermosa*. Judged by Pat Conroy.

First prize winner in fiction for “The Singing of the Wood”; *Georgia State Review*, 1997.

First prize winner in personal essay for “Fire”; Agnes Scott College Writers’ Festival, April 1997.

Judge: Pearl Cleage.

Finalist in short fiction for “False Positive”; Agnes Scott College Writers’ Festival, April 1997.

Judge: Jane Smiley.

First prize winner in short fiction for “Ebo Rolled Over”; Agnes Scott College Writers’ Festival, April 1996. Judge: Joy Williams.

Editing and Other Experience with Literary Journals

Fiction Reader, *New England Review*; May 2017 – present.

Faculty Advisor, *Blue Mesa Review*, UNM, Albuquerque NM; August 2008 – August 2011; 2015 – 2016.

Copy Editor and/or Proofreader, *Blue Mesa Review*, UNM, Albuquerque NM; 2003, 2007 –2011.

Assistant Fiction Editor, *Five Points: A Journal of Literature and Art*, Atlanta GA; January 1996 – July 1998.

Editorial Board Member, *Amethyst*, Atlanta GA; 1996. I reviewed fiction and poetry submissions and assisted in selecting manuscripts for publication.

Grants

Travel grant. The University of New Mexico English Department funded travel to Washington, D.C., for participation on a panel at the Associated Writing Programs Conference, February 2017.

Travel grant. The University of New Mexico English Department funded travel to Flagstaff, Arizona, for attendance of the NonfictionNow Conference, November 2016.

Research Leave. The University of New Mexico funded a research semester during which I revised and circulated my novel, as well as traveled for additional research.

Travel grant. Georgia State University funded travel to Portland, Oregon, to co-manage the *Five Points* booth at the Associated Writing Programs Conference, April 1998.

Professional Affiliations

Member, Associated Writing Programs (AWP)

Member, Modern Language Association (MLA)

FINNIE D. COLEMAN

EDUCATION

PhD, English, University of Virginia, Charlottesville, Virginia, 1999

MA, English, University of Virginia, Charlottesville, Virginia, 1996

BA, Economics, Minor, English, Virginia Military Institute, Lexington, Virginia, 1990

American Council on Education Fellow (ACE) – The University of Miami, 2011 – 2013

CURRENT POSITION

President Elect UNM Faculty Senate

Associate Professor – Department of English – University of New Mexico (July 2005 – Present)

ACADEMIC ADMINISTRATION AND LEADERSHIP

Director, American Literary Studies – Department of English – University of New Mexico (August 2014 – August 2016)

Executive Committee – Department of English – University of New Mexico (August 2014 – Present)

Special Assistant to the Provost – Office of the Provost – University of New Mexico (July 2010 – June 2013)

Interim Dean – University College – The University of New Mexico (December 2006 – July 2010)

Director – Africana Studies Program – The University of New Mexico (July 2005 – September 2012)

Associate Director for Honors – Office of Honors Programs and Academic Scholarships – Texas A&M University (2003 – 2005)

Tactical Intelligence Officer – 35D – United States Army (11 Years Military Service (Officer and Enlisted) (1982 – 1994))

PREVIOUS ACADEMIC APPOINTMENTS AND POSITIONS

Visiting Associate Professor – Department of English – University of Miami (July 2012 – May 2013)

Assistant Professor, Department of English, Texas A&M University (1998 – 2005)

Assistant Professor, English Department, Virginia Military Institute (1997 – 1998)

Visiting Lecturer, Department of English, Lynchburg College (Periodic Visits) (1996 – 1999)

Graduate Instructor, English Department, University of Virginia (1995 – 1997)

Sub Professor, Department of Behavioral Sciences, Virginia Military Institute, (Non-Teaching) (1992 – 1994)

Lecturer, Fulda, Germany, Central Texas College, (1991 – 1992)

RESEARCH AND PUBLICATIONS

Research Agenda

“Ways of Talking Back; the rhetoric of resistance in African American Cultural History” would be an appropriate title for my research agenda; an agenda bracketed on one end by the rhetorical strategies of nineteenth-century Black Nationalism and on the other by language, style, voice and personal identity development in Hip Hop culture. Between these two poles I am attracted to three projects; Defining Blackness (1923 to 1952), The Rhetoric of the Civil Rights Movement (1955 to 1965), and The Black Arts Movement and Blackploitation (1965 to 1975). Rhetoric and modes of political and social resistance in Black communities are the strands of intertextuality that bind these projects together. I am currently working five interrelated book-length projects. The first of these projects, tentatively titled *Visible Rhythms; Race, Authenticity, and the Politics of Identity in Hip Hop Culture*, is the result of more than a decade of research into the genesis of Hip Hop culture, contemporary social and political issues that threaten the culture, problems associated with the globalization of the culture, and the contested terrain of race and identity development in underground Hip Hop communities.

Publications and Works in Progress

Visible Rhythms; Race, Authenticity, and the Politics of Identity in Hip Hop Culture (Advanced Contract Offered from a Variety of Presses – Harvard University Press Granted First Refusal)

“Social Darwinism, American Imperialism and the Origins of the Science of Collective Efficiency in Sutton E. Griggs’s *Unfettered*.” *Literature and Jim Crow: New Essays on Sutton E. Griggs* (University of Georgia Press, 2013)(eds. Tess Chakkalakal and Kenneth Warren)

The Problem With Diversity; Moving Past the Numbers, NCHC Monograph Series (Setting the Table for Diversity) National Collegiate honors Society, 2010

Strategies of a Black Intellectual: White Supremacy and Sutton E. Griggs’ Science of Collective Efficiency (University of Tennessee Press, June 2007)

Teaching Awards

UNM Teacher of the Year (2018)

Outstanding Teacher of the Year, University of New Mexico (2018)

African American and Africana Studies (Recent)

The Black Presence in Mexico (Summer Abroad)

Freshman Learning Communities (Hip Hop Culture, African American Humor) Spoken Word Poetry

Introduction to Hip Hop Culture

Independent Studies in African American Culture and History Africana Literature

The African Short Story

African American Cultural History

Jesús Costantino

Appointments

University of New Mexico, Department of English, Assistant Professor, July 2016-present
University of Notre Dame, Department of English, Assistant Professor, July 2013-June 2016
University of Notre Dame, Department of English, Moreau Academic Diversity Postdoctoral Fellow,
July 2011-June 2013

Education

PhD, English, May 2011, University of California, Berkeley
Designated Emphasis (DE) in Film & Media Studies, May 2011
Dissertation Title: *Fighting Form: Boxing and the Aesthetic Containment of Violence*
Committee: Abdul Jan Mohamed (chair), Mitch Breitwieser, Carol Clover

BA, English, May 1998, University of California, Davis
Departmental Citation

Publications (peer reviewed)

“Permadeath and Precarity,” Special Issue of *Journal of Gaming and Virtual Worlds* 9.2. (Summer 2017). Introduction and co-editor, with Braxton Soderman (Film & Media Studies, UC Irvine) and Alenda Chang (Film & Media Studies, UCSB).
“The Squared City: Prizefighting, Tenement Reform, and Spatial Physiognomy at the Turn of the Century,” *American Literary Realism* 49.3 (2017).
“Harlem in Furs: Race and Fashion in the Photography of Gordon Parks,” *Modernism/modernity* 23.4 (2016).
“The Boxer’s Pain, the Bull’s Prose: Race, American Boxing, and Hemingway’s Ring Aesthetics,” *The Space Between: Literature and Culture, 1915-1945*. Vol. 15 (2015).
“Seeing without Feeling: Muybridge’s Boxing Pictures and the Rise of the Bourgeois Spectator,” *Film & History* 44.2 (2014): 66-81.

Publications (under review)

“Cities of Air: Urban Archaeology, Forensic Media, and the Literature of Forced Disappearance,” *American Quarterly*.

Publications (solicited, non-peer reviewed)

“Mise (Marvel) en abyme,” *Permadeath Please* (February 21, 2017).
<https://permadeathplease.com/2017/02/21/mise-marvel-en-abyme/>

Publications (book reviews)

“Manly Arts: Masculinity and Nation in Early American Cinema,” by David A. Gerstner. Review. *Historical Journal of Film, Radio, and Television* 27.4 (October 2007).

Book-in-Progress

Fighting Form: Boxing, Race, and Media in American Modernism (Preparing for submission to the University of Minnesota Press in January 2019.)

Honors, Awards, and Fellowships

University of Michigan/University of New Mexico Short-Term Visiting Scholar (Summer 2018). One-month visiting research appointment at the University of Michigan.

National Consortium of Environmental Rhetoric and Writing Residence Fellow (Summer 2017). One of six annual residential fellows for a one-week retreat in southern New Mexico.

Center for American Literary Studies First Book Institute (Penn State, Summer 2015). One of eight selected participants for an intensive book-writing workshop.

Henkels Grant (University of Notre Dame, 2015). Competitive grant awarded in support of Comics Studies programming.

Chernin Mentoring Program Fellow (UC Berkeley, 2010-2011). Merit-based research fellowship and mentoring position for advanced graduate students.

Department of English Block Grant Fellowship (UC Berkeley, 2009-2010). Merit-based fellowship for advanced graduate students.

Futures of American Studies Institute Grant (Dartmouth College, June 2008). One of two students annually sponsored by UC Berkeley's English Department.

Graduate Opportunity Program Fellowship (UC Berkeley, 2002-2005, 2006-2008). Merit-based five-year fellowship for underrepresented minorities.

Dean's Normative Time Fellowship (UC Berkeley, 2005-2006). One-year fellowship for timely progress toward a graduate degree.

Regents Scholar (UC Davis, 1994-1998). Merit-based four-year tuition and stipend award for top 3-4% of undergraduates.

Invited Talks and Presentations

"Adapting the Great American Novel to Film." Public lecture at the Esther Bone Memorial Library, Rio Rancho, NM. Fall 2018.

"The Graphic Novel." National Humanities Center Distinguished Scholar. "Humanities in Class" Series. Durham, NC. November 2017.

"Screens, Pages, Politics." English Department Colloquium Series. Albuquerque, NM. April 2017.

"The Squared City." The Newberry Seminar in American Literature. Coordinators: Walter Benn Michaels and Kenneth Warren. The Newberry Library. Chicago, IL. January 2015.

"Boxing and the 'Corporeal Sensorium.'" Faculty Speaker Series. Univ. of Notre Dame. Notre Dame, IN. March 2013.

"Staging Visibility: Gordon Parks and the Canniness of Racial Recognition." New Media from the Middle Ages to the Digital Age. Univ. of Notre Dame. Notre Dame, IN. April 2013.

Educational History

PhD, 2011, University of Michigan, English and Education

Dissertation: "Enduring Patterns: Standard Language and Privileged Identities in the Writing Classroom,"
Anne Ruggles Gere (co-chair), Anne Curzan (co-chair)

MA, 2006, DePaul University, Writing Theory and Pedagogy

BA, 1998, University of Michigan, French Language and Literature

Employment History

Associate Professor, 2018-Present, University of New Mexico, Albuquerque, NM

Assistant Professor, 2012-Present, University of New Mexico, Albuquerque, NM

Assistant Professor and Director of Composition, 2011-2012, New Mexico Highlands University, Las Vegas,
NM

Graduate Student Mentor and Graduate Student Instructor, 2006-2011, University of Michigan, Ann Arbor,
MI

Professional Recognition and Honors

Outstanding Scholarship on Writing Program Administration, 2016, Council of Writing Program
Administrators (Awarded July 2018)

Teaching Fellow, 2017-18, University of New Mexico

Award for Innovation, 2016, Council on Basic Writing (for Stretch and Studio Composition)

Outstanding New Teacher of the Year, 2013-2014, University of New Mexico

Best New Scholar Award, 2012, *Written Communication*

John R. Hayes Award Nomination, 2012, *Written Communication*

Dimond Best Dissertation Award, 2011, University of Michigan, School of Education

Rackham One-Term Dissertation Fellowship, 2010, University of Michigan

Moscow Prize for Excellence in Teaching English Composition, 2010, University of Michigan

Rackham Humanities Research Fellowship, 2009, University of Michigan

Scholarly Achievements**Articles in Refereed Journals**

Davila, Bethany, Anna Knutson, Andrew Bourelle, and Tiffany Bourelle. "Linguistic Diversity in Online Writing Classes." *WPA Journal* vol. 41, no. 1, Fall 2017, pp. 60-81. Word count: 7,866.

Cristyn Elder and Davila, Bethany. "Stretch and Studio Composition Practicum: Creating a Culture of Support and Success for Developing Writers at a Hispanic Serving Institution." *Composition Studies* vol. 45, no. 2, Fall 2017, 167-186. Word count: 6,947.

Davila, Bethany. "Standard English and Color Blindness in Composition Studies: Rhetorical Constructions of Racial and Linguistic Neutrality." *WPA Journal* vol. 40, no. 2, Spring 2017, pp. 154-173. Word count: 7,724.

Davila, Bethany and Cristyn L. Elder. "Welcoming Linguistic Diversity and Saying Adiós to Remediation: Stretch and Studio Composition at a Hispanic Serving Institution." *Composition Forum* vol. 35, Spring 2017. Available at: <http://compositionforum.com/issue/35/new-mexico.php>. Word count: 5,868.

Davila, Bethany and Hannah Dickinson. "At a Distance: The Encoding of Place in the University." *Composition Studies* vol. 44, no. 2, Fall 2016, pp. 94-115. Word count: 9,975.

Davila, Bethany. "The Inevitability of 'Standard' English: Discursive Constructions of Standard Language Ideologies." *Written Communication* vol. 33, no. 2, Feb 2016, pp. 127-148. Word count: 8,996.

- Davila, Bethany. "Indexicality and 'Standard' Edited American English: Examining the Link Between Conceptions of Standardness and Perceived Authorial Identity." *Written Communication* vol. 29, no. 2, April 2012, pp. 180-200. Word count: 10,645.
- Rex, Lesley, Heather T. Bunn, Mike Bunn, Bethany Davila, Hannah Dickinson, Amy C. Ford, Chris Gerben, and Melinda McBee Orzulak. "A Review of Discourse Analysis in Literacy Research: Equitable Access." *Reading Research Quarterly* vol. 45, no. 1, Jan/Feb/Mar 2010, pp. 94-115. Word count: 18,115.
- Accardi, Steven and Bethany Davila. "Too Many Cooks in the Kitchen: A Multifield Approach for Today's Composition Students." *Teaching English in the Two-Year College* vol. 35, no. 1, Sept 2007, pp. 54-61. Word count: 3,633.
- Davila, Bethany. "Rewriting Race in the Writing Center." *The Writing Lab Newsletter* vol. 31, no. 1, Sept 2006, pp. 1-5. Available at <https://wlnjournal.org/archives/v31/31.1.pdf>. Word count: 2,324.

Other Scholarly Works

- Davila, Bethany. "Review: The End of Composition Studies" *Composition Studies* vol. 34, no. 2, Fall 2006: Online Edition. Word count: 1,394.

Works in Progress

Accepted for publication

- Davila, Bethany and Cristyn L. Elder. "Responding to Bullying in the WPA Workplace." *WPA Journal*, Fall 2019. Word count: 6,711.
- Davila, Bethany. "Perpetually Foreign, Perpetually Deficient, and Perpetually Privileged: Exposing Microaggressions and Challenging Whiteness." Accepted for inclusion in *Racing Translingualism in Composition: Toward a Race-Conscious Translingualism*, edited by Tom Do and Karen Rowan. Word count: 6,057.
- Cristyn L. Elder and Davila, Bethany, editors. *Defining, Locating, and Addressing Bullying in the WPA Workplace*. Utah State University Press. (Under Contract). Introduction word count: 6,560.
- Davila, Bethany and Cristyn L. Elder. "'Shocked by the Incivility': A Survey of Bullying in the WPA Workplace." *Defining, Locating, and Addressing Bullying in the WPA Workplace*, edited by Cristyn L. Elder and Bethany Davila. Utah State University Press (Under Contract). Word count: 4,803.

Select Invited or Refereed Abstracts and/or Presentations at Professional Meetings

- Davila, Bethany. "Perpetually Foreign, Perpetually Deficient, and Perpetually Privileged: Translingualism, Microaggressions, and Whiteness." Conference on College Composition and Communication: Pittsburgh, PA; 2019
- Davila, Bethany and Cristyn Elder. "Responding to Bullying in the WPA Workplace." CWPA Conference: Sacramento, CA; 2018.
- Davila, Bethany. "Shocked by the Incivility: Interviews on Bullying in the WPA Workplace" Conference on College Composition and Communication: Kansas City, MO; 2018.
- Davila, Bethany. "Perpetually Foreign, Perpetually Inferior: Racial Microaggressions and Linguistic Othering." University of Michigan; Ann Arbor, MI; 2018. Invited Speaker.
- Davila, Bethany and Cristyn Elder. "Cultivating Support and Respect for Developing Writers at a Hispanic-Serving Institution." Conference on College Composition and Communication; Portland, OR; 2017.

Research Funding

- "Instructor Experiences with and Responses to Student Writing
Bethany Davila
Research Allocation Committee Grant
November 30, 2015 – May, 2018, \$1,900

EDUCATION

PhD Medieval Studies, University of Notre Dame, 2008.
MMS. Medieval Studies, University of Notre Dame, 2003.
BA English, Brandeis University, 2001.

ACADEMIC EMPLOYMENT

Associate Professor, Department of English, University of New Mexico, 2016–present.
Assistant Professor, Department of English, University of New Mexico, 2012–2016.
Senior Lecturer, Department of English, University of Texas at Arlington, 2008–2012.
Lecturer, Depts. of English and Philosophy, Univ. of Texas at Arlington, 2007–2008.
Adjunct Instructor, Department of English, Rider University, 2005.

Publications

BOOK

Joinings: Compound Words in Old English Literature. Toronto: University of Toronto Press, 2016.

PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

- “Approaching the History of English through Material Culture.” In *Approaches to Teaching the History of the English Language: Pedagogy in Practice*, edited by Mary Hayes and Allison Burkette, 327–34. Oxford: Oxford University Press, 2017.
- “Revising Race in *Lazamon’s Brut*.” *JEGP* 116 (2017): 156–81.
- “Sequences and Intellectual Identity at Winchester.” In *Latinity and Identity in Anglo-Saxon Literature*, edited by Rebecca Stephenson and Emily Thornbury, 93–117. Toronto: University of Toronto Press, 2016.
- “Striking Balances in a Graduate Seminar.” *Old English Newsletter* 44, no. 3 (2013).
http://www.oenewsletter.org/OEN/archive/44_3/davissecord.php [2,100 words]
- “Rhythm and Music: The Sequences of Notker Balbulus.” *Journal of Medieval Latin* 22 (2012): 117–48.
- “Scribal Interpretations of Genre in the Old English Boethius.” *Carmina Philosophiae: Journal of the International Boethius Society* 19 (2010): 1–23. Reprinted in *Boethius and Vernacular Traditions of “The Consolation of Philosophy,”* edited by Noel Harold Kaylor, Jr. and Philip Edward Phillips. Kalamazoo, MI: Medieval Institute Publications, 2016.
- “Rhetoric and Politics in Archbishop Wulfstan’s Old English Homilies.” *Anglia: Journal of English Philology* 126 (2008): 65–96. Reprinted in *Classical and Medieval Literary Criticism* 135, edited by Lawrence J. Trudeau, 319–34. Detroit: Gale Cengage, 2012.

BOOK REVIEWS

- In progress*. Sowerby, Richard. *Angels in Early Medieval England*. Oxford: Oxford University Press, 2016. In *Reading Religion*.
- Dendle, Peter. *Demon Possession in Anglo-Saxon England*. Kalamazoo, MI: Medieval Institute Publications, 2014. In *Speculum* 91 (2016): 771–72.
- Fulk, R. D. An Introductory Grammar of Old English. Tempe: Arizona Center for Medieval and Renaissance Studies, 2014. In *The Medieval Review* 16.02.07 (2016).
- Chardonnens, László Sándor, and Bryan Carella, eds. *Secular Learning in Anglo-Saxon England: Exploring the Vernacular*. *Amsterdamer Beiträge zur älteren Germanistik* 69. Amsterdam and New York: Rodopi, 2012. In *Speculum* 89 (2014): 457–59.

Bonfante, Larissa, trans. *The Plays of Hrothwita of Gandersheim Bilingual Edition*. Edited by Robert Chipok. Mundelein, IL: Bolchazy-Carducci, 2013. In *The Classical Journal* 109, no. 3 (2014): 383–84.

OTHER PUBLICATIONS

“Dunstan of Canterbury,” in *Routledge Encyclopedia of Medieval Studies*. Forthcoming.
Editor contributor, *Cambridge, Pembroke College 25: A Transcription*.
Author and editor contributor, “*Beowulf*” *By All*, Stanford University.

HONORS AND AWARDS

Elizabeth Wertheim Endowed Lectureship, 2016.
Medieval Academy of America Book Subvention (\$2,500), 2015.
Outstanding Faculty Member, English Graduate Student Association, UNM, 2013.
Teaching Allocation Grant (\$4,991.91), University of New Mexico, 2012.
Regents’ Outstanding Teaching Award, University of Texas System, 2012.
College of Liberal Arts Award for Outstanding Adjunct Teaching, UT Arlington, 2011.
Provost’s Award for Excellence in Teaching, UT Arlington, 2011.
Recognized Professor, Phi Kappa Phi Honors Society, UT Arlington, 2009.
Freshmen Leaders on Campus (FLOC) Honored Faculty Member, UT Arlington, 2009.
Dolores Zohrab Liebmann Fellow, University of Notre Dame, 2004–2007.

CONFERENCE PRESENTATIONS AND INVITED TALKS

To be delivered. “The Pros and Cons of the Public Lecture Series,” in “Medievalists as Public Intellectuals: A Round Table Discussion,” 2019 MLA Annual Convention, Chicago (Jan 2019).
“Race and Gender in the Furies Episode in the Lives of Swithun,” 50th Annual Meeting of the Rocky Mountain Medieval and Renaissance Association, Univ. of Nevada—Las Vegas (April 2018).
“Race and Gender in the Furies Episode in the *Lives of Swithun*,” Medievalist Writers’ Workshop, Stanford University (October, 2017).
“Alfredian Evil,” Biennial Meeting of the International Society of Anglo-Saxonists, University of Hawai’i at Mānoa, Honolulu, HI (July 2017).
“Evil in Ælfric’s Lives of Saints,” 49th Annual Meeting of the Rocky Mountain Medieval and Renaissance Association, Colorado Mesa University, Grand Junction, CO (June, 2017).
“Alfredian Evil,” Medievalist Writers’ Workshop, Stanford University (October, 2016).
“Anglo-Saxon Formalism,” Texas Medieval Association, Texas A&M University (September, 2016).
“Looking at Ladies in Ælfric’s Lives of Saints,” 48th Annual Meeting of the Rocky Mountain Medieval and Renaissance Association, University of New Mexico, Albuquerque, NM (June, 2016).
“Alfredian Evil,” in “Alfredian Texts and Contexts” session, 51st International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2016).
“Anglo-Saxon Slo-Mo: Narrating Violence in Beowulf,” Brigham Young University, (October, 2015).
“Teaching Latin Outside the Classics Department” Roundtable, 50th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2015).
“Making Generic Room for Interiority in The Wife’s Lament,” 50th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2015).
“Anglo-Saxon Theories of Verbal Art through Anglo-Latin and Icelandic Lenses,” Annual Meeting of the Medieval Academy of America, Notre Dame, IN (March, 2015).
“Digital Facsimiles in the HEL Classroom,” for “The Future of the History of the English Language: Pedagogical Practices,” 130th MLA Annual Convention, Vancouver, Canada (January, 2015).
“Anglo-Saxon Evil,” Work in Progress Seminar, UNM Institute for Medieval Studies (Oct, 2014).

- “Treating Objects Like Women in Ælfric’s Lives of Saints,” 49th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2014).
- “National Disaster in Wulfstan’s Old English Homilies,” 20th Annual Conference of the Arizona Center for Medieval and Renaissance Studies, Arizona State University (February, 2014).
- “Exploitation of Compound Frequency in Old English Style,” 8th Annual Conference for Studies in the History of the English Language (SHEL-8), Brigham Young University (September, 2013).
- “Sequences and Intellectual Identity at Winchester,” 2013 Biennial Conference of the International Society of Anglo-Saxonists, Dublin, Ireland (July, 2013).
- “The Rhythmic Identity of Ælfric and Winchester,” 48th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2013).
- “Hiding or Highlighting: Treatment of Sources in Old English Translations,” 47th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2012).
- “Translation Strategies in Old English: Beyond ‘Sense for Sense’ and ‘Word for Word,’” 21st Annual Conference of the Texas Medieval Association, Baylor University, Waco, TX (September, 2011).
- “Rewriting Boethius for Alfred’s Benefit,” 46th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2011).
- “Revising Race in Layamon’s Brut,” 86th Annual Meeting of the Medieval Academy of America (March, 2011).
- “Juliana’s Intertextual Discourse,” 67th Annual Convention of the South Central MLA (Oct, 2010).
- “Anglo-Saxon Slo-Mo: Compounds and Narrative Pace in Beowulf,” 20th Annual Conference of the Texas Medieval Association, Southern Methodist University, Dallas, TX (September, 2010).
- “Generating Genres in the Old English Boethius,” 45th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2010).
- “Rhythm and Music: The Medieval Music of Notker the Stammerer,” Classics Department at University of Texas at San Antonio (October, 2009).
- “Developing Coexistence by Revising Race in Layamon’s Brut,” Fourth European Congress of Medieval Studies, The International Federation of Institutes for Medieval Studies, University of Palermo, Sicily, Italy (June, 2009).
- “Wulfstan’s Wary Relationship with Classical Rhetoric,” 44th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2009).
- “Deception and Disorder in the Year 1000: Archbishop Wulfstan’s Defense of the English Nation,” Texas Tech University Comparative Literature Program and United States Association for Commonwealth Literature and Language Studies Joint Conference (April, 2009).
- “Revising the Present to Exploit the Past in the Old English Boethius,” conference on “A Useful Past: History, Politics, and Literature from Classical Antiquity to the Present Day,” University of Texas at Tyler (March, 2009).
- “Disrupting Discourse: Genres and Manuscript Decoration in the Old English Boethius,” 18th Annual Conference of the Texas Medieval Association, Texas Tech University (October, 2008).
- “Nominal Compounds, Discourse Structures, and Manuscript Presentations in the Two Versions of the Old English Boethius,” session for “New Voices in Anglo-Saxon Studies,” 43rd International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2008).
- “An Insight into the Compositional Technique of Notker Balbulus,” 40th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (May, 2005).

DOCTORAL, MASTERS, AND UNDERGRADUATE ADVISEMENT

PhD Dissertation Director for Kevin Jackson (expected 2020), Jessica Troy (expected 2019), Abigail Robertson (2018), Justin Larsen (2018), Ann D’Orazio (2017), Nicholas Schwartz (2015), Colleen Dunn (2015).

PhD Dissertation Committee Member for Gerard Lavin.

PhD Committee on Studies Member for Dalicia Raymond.

MA Committee on Studies Member for Alyssa Revels (2018), Jared Valdez (2018), Jarad Sassone-McHugh (2018), Esperanza Plath (2018), Joshua Edmiston (2018), Andrea Fabbro (2018), Breeana Watral (2018) Alex Ukropen (2018), Alice Wehling (2017), Misty Thomas (2017), Sarah Worland (2016), Corinne Clark (2016), Jeffrey Hunt (2016), Elizabeth Benedict (2016), Bradley Tepper (2015), Megan Abrahamson (2014), Jeramie Barker (2013), Justin Brock (2013), Emilee Howland-Davis (2014), Carol J. Stokes (2013), Jessica Troy (2013).

PROFESSIONAL AND COMMUNITY SERVICE

Peer Reviewer for *Studies in Medieval and Renaissance Teaching*, *Speculum*, and *Carmina Philosophiae*.

Co-Organizer, 2019 International Society of Anglo-Saxonists Biannual Conference.

Executive Council, Rocky Mountain Medieval and Renaissance Association, 2017–19.

Program Committee member, Medieval Association of the Pacific / Rocky Mountain Medieval and Renaissance Association Joint Conference, University of Nevada, Las Vegas, 2017–18.

“Medieval Day” Presenter, Albuquerque Academy (grades 6–12), 2014, 2016.

Co-Organizer, 2016 Rocky Mountain Medieval and Renaissance Association Conference.

COLLEGE AND UNIVERSITY SERVICE

Bilinski Fellowship Selection Committee Member, 2017–present.

NEH Next Generation Seminar Committee, 2017.

NEH Next Generation Planning Committee, 2016–17.

Institute for Medieval Studies Steering Committee, 2012–present.

Reader, History Department Honors Theses, 2014.

DEPARTMENTAL SERVICE

Associate Chair for Graduate Studies, Fall 2016–present.

Search Committee member (medievalist position), Fall 2018.

Search Committee member (Native Americanist position), Fall 2018.

Graduate Committee (chair), Fall 2016–present.

Graduate Committee, Fall 2014, Fall 2015–Spring 2016.

Executive Committee, Fall 2015–2017.

Faculty Mentor for Cris Elder, 2015–present.

Subcommittee on Student Learning Outcomes and Assessment Goals [PhD], 2015.

Co-Associate Chair for Graduate Studies, Fall 2014.

Reader, English Department Honors Theses, 2012–present.

Undergraduate Committee, 2012–Spring 2015.

Job Seekers Workshop faculty mentor, 2012–14.

Educational History

PhD, English, August 2012, Purdue University, West Lafayette, Indiana

Primary Area: Rhetoric and Composition

Specializations: Writing Program Administration (WPA) and Second Language Studies/English as a Second Language (ESL)

MA, Teaching English to Speakers of Other Languages (MATESOL), May 2000, Middlebury Institute of International Studies at Monterey (formerly the Monterey Institute of International Studies), Monterey, CA

Peace Corps Master's Internationalist (Ukraine 1997-1999)

Language Program Administration (LPA) Certificate

BA, Comparative Literature with a concentration in Spanish, May 1993, California State University, Long Beach

Employment History Part I - Principal positions since the Bachelor's degree

Associate Professor in Rhetoric and Writing, 2018 to present, University of New Mexico, Albuquerque, NM

Assistant Professor in Rhetoric and Writing, 2012 to 2018, University of New Mexico, Albuquerque, NM

Graduate Teaching Assistant, First-Year Writing Instructor, Writing Center Tutor, WAC Coordinator, 2007-2012, Purdue University, West Lafayette, IN

Senior English Language Fellow (Teacher Trainer), 2006-2007, US Department of State, Instituto Guatemalteco-Americano (IGA), Quetzaltenango, Guatemala

Adjunct ESL Instructor, March-August 2006, Skagit Valley College, Mount Vernon, WA

Full-Time Lecturer, 2001-2005, Monterey Institute of International Studies, Monterey, CA

Teacher Trainer, US Peace Corps Volunteer, 1997-1999, Kherson, Ukraine

Full-Time English as a Foreign Language Instructor, 1993-1995, Universidad Latina de America, Morelia, Mexico

Employment History Part II - Concurrent temporary or visiting appointments

English Language Specialist (Teacher Training Curriculum Development), Summer and Fall 2018, US Department of State, San Salvador, El Salvador

English Language Specialist (Bilingual Curriculum Development), Summer 2015, US Department of State, Santiago, Panama

English Language Specialist (Teacher Trainer), June to July 2014, US Department of State, Dushanbe, Tajikistan

Interviewer, 2009-2013, U.S. Department of State, English Language Fellow Program

Adjunct Business Writing Instructor, August-December 2004, California State University, Monterey Bay, Monterey, CA

English Adjunct Instructor, 2001-2004, Hartnell Community College, Salinas, CA

Adjunct Policy Writing Instructor, Summer 2004, The Panetta Institute, Monterey, CA

Part-Time English as a Foreign Language Instructor, 1993-1995, The Study, Morelia, Mexico

Professional Recognition and Honors

- Award for Innovation, University of New Mexico Stretch and Studio Composition, Council on Basic Writing, 2016
- Outstanding New Teacher of the Year, Center for Teaching and Learning, University of New Mexico, 2015-2016
- Golden Louie Award for Outstanding Faculty Student Service Provider, Division of Student Affairs, University of New Mexico, 2015
- Nominated for the Center for Teaching and Learning New Teacher of the Year Award, University of New Mexico, 2012, 2013, and 2014
- Graduate School Teaching in Excellence Award, Purdue University, 2012
- Committee for the Education of Teaching Assistants Excellence in Teaching Award, Purdue University, 2011
- Honorable Mention, Walter J. Johnson Award, for "World Englishes in the Writing Center: Promoting a Pluricentric View of the English Language," English Department, Purdue University, 2011
- Dean's Award for Best Instructor Project: "Engaging in Public Discourse: A Service-Learning Approach for Accelerated First Year Composition," with Alex Hidalgo, Kendall Leon, Laurie A. Pinkert, and Ethan Sproat, Purdue University, 2011
- Council of Writing Program Administrators Service Award, 2011
- Department of English Excellence in Teaching Award, Purdue University, 2009 - 2010
- Nominated for East Central Writing Centers Association Outstanding Tutor of the Year, 2010
- Quintilian Award, given to the top 10% of instructors for course evaluation scores, Purdue University, Spring 2010 and Fall 2009
- Council of Writing Program Administrators Certificate of Award: First Place for Graduate Writing in WPA Studies for "Praxis and Allies: The WPA Board Game," with Harris Bras, Dana Driscoll, Megan Schoen, Tom Sura, and Jaclyn Wells, Council of Writing Program Administrators, 2008

Articles Published in Refereed Journals

- Elder, Cristyn L.** "Dear OWL Mail: Centering Writers' Concerns in Online Tutor Preparation." *Writing Center Journal*, vol. 36, no. 2, pp. 147-173.
- Elder, Cristyn L.** and Bethany Davila. "Stretch and Studio Composition Practicum: Creating a Culture of Support and Success for Developing Writers at a Hispanic-Serving Institution." *Composition Studies*, vol. 45, no. 2, 2017, pp. 167-186. <http://www.uc.edu/journals/composition-studies/issues/archives/fall-2018-45-2.html>
- Davila, Bethany and **Cristyn L. Elder**. "Welcoming Linguistic Diversity and Saying Adiós to Remediation: Stretch and Studio Composition at a Hispanic-Serving Institution." *Composition Forum*, vol. 35, 2017 (5,741 words or 16 pages). <http://compositionforum.com/issue/35/new-mexico.php>
- Elder, Cristyn L.** and Karen Champine. "Designing High-Impact 'Writing-to-Learn' Math Assignments for Killer Courses." *WAC and High-Impact Practices*, special issue of *Across the Disciplines*, vol. 13, no. 4, 2016 (12,062 words). https://wac.colostate.edu/atd/hip/elder_champine2016.cfm
- Elder, Cristyn L.**, Megan Schoen, and Ryan Skinnell. "Strengthening Graduate Student Preparation for WPA Work." *WPA: Writing Program Administration*, vol. 37, no. 2, 2014, pp. 13-35.
- Sura, Tom, Jaclyn M. Wells, Megan Schoen, **Cristyn Elder**, and Dana Lynn Driscoll. "Praxis and Allies: The WPA Board Game." *WPA: Writing Program Administration*, vol. 32, no. 3, 2009, pp. 75-88.

Articles Appearing in Chapters in Edited Volumes

Elder, Cristyn L. “Response to ‘Choosing a Graduate Committee.’” *What We Wish We’d Known: Negotiating Graduate School*. Eds. Ryan Skinnell, Judy Holiday, Christine Vassett. Southlake, TX: Fountainhead Press, 2015, pp. 25-29.

Elder, Cristyn L., Alex Hidalgo, and Laurie A. Pinkert. “‘We wanted to have an open and welcoming space’: A conversation with Malea Powell.” *Listening to Our Elders: Working and Writing for Change*. Eds. Samantha Blackmon, Cristina Kirklighter, and Steve Parks. Philadelphia, PA/Logan, UT: New City Community Press/Utah State University Press, 2011, pp. 6-20.

Accepted for publication

Elder, Cristyn L. and Beth Davila (Co-Editors). *Defining, Locating, and Addressing Bullying in the WPA Workplace*. (Under contract with Utah State University Press. Includes the introduction we co-wrote: “Bullying: Not Just Politics as Usual” (6,176 words). [Accepted July 18, 2017. Forthcoming 2018.]

Davila, Bethany and **Cristyn L. Elder**. “Shocked by the Incivility: A Survey of Bullying in the WPA Workplace.” In our co-edited collection *Defining, Locating, and Addressing Bullying in the WPA Workplace* under contract with Utah State University Press. (4,802 words). [Accepted July 18, 2017. Forthcoming 2018.]

Davila, Bethany, and **Cristyn L. Elder**. “Responding to Bullying in the WPA Workplace.” *WPA: Writing Program Administration* [Accepted October 2018. Forthcoming Fall 2019.]

Research Funding at the University of New Mexico

STEM Gateway Course Redesign Grant

Funded through the U.S. Department of Education Title V Grant 2011-2016

Cristyn L. Elder and Julia Fulghum, Co-Principal Investigators

Start date: Summer 2015; Stop date: Summer 2016

Amount awarded to each Co-PI: faculty salary Summer 2015 (1.5 months) and Summer 2016 (0.5 months)

Teaching Fellow Program UNM Center for Teaching and Learning

Cristyn L. Elder, Principal Investigator

Start date: Fall 2014; Stop date: Summer 2015

Amount awarded: one course release and \$2,000

Educational History

PhD 1983 University of New Mexico American Studies
Dissertation Title: The Theory and Practice of Oral History
Dissertation Adviser: Marta Weigle, PhD.

MEd 19970 University of Miami Cross Cultural Education

BA. 1965 Skidmore College Sociology

Employment History

Lecturer	2009-present	University of New Mexico
Instructor	2007-2009	University of New Mexico
Instructor	2006-2008	Central New Mexico Community College
Coordinator	2000-2006	Mission Community Council, San Francisco, CA
Executive Director	1989-1999	Mission Graduates, San Francisco, CA
Professor, Undergraduate Director	1983-1988	Antioch University, Santa Barbara and San Francisco, CA
Teaching Ass't.	1978-1982	University of New Mexico

Professional Recognition

Danforth Scholar	University of New Mexico	1982, 1983
Teacher of the Year Award	The San Francisco Bay Guardian	1986
Mission Community Hero	Mission Community Council	2007

Curriculum Development/Teaching Administrative Positions

UNM: Coordinator for English 220, Expository Writing	2011-current
UNM: Coordinator for English 219, Technical Writing	2012-2014
UNM: Coordinator for English 101-02 Part Time Instructors	2009

Service

UNM: College of Arts and Sciences

Lecturer Evaluation and Promotion Committee, Chair	Spring 2018
Lecturer Evaluation and Promotion Committee	2017

UNM: Department of English

Executive Committee	2018-current
Hiring Committee Rhetoric and Writing	2018
Writing and Rhetoric Committee, Moderator	2016-current
Lightening Rounds/English Department Colloquia	2015-current
Hiring Committee Rhetoric and Writing	2015
Reading for Poetry Week	April 2013
Executive Committee,	2012-2013
Ad Hoc Curriculum Revision Committee	2011-2012
Hiring Committee, Rhetoric and Writing	2011-2012
Gray Torres Conference on Domestic Violence	Spring 2012

Scholarly Achievements

Books Authored or Co-authored:

- Kyle Fiore and Meredith Honig. *Working with Young People as Partners*. California Healthy Start Field Office, UC Davis, 1998.
- Kyle Fiore and Marta Weigle. *Santa Fe and Taos: The Writers' Era, 1916-1941*. Santa Fe, Sandstone Press, 2008, Ancient City Press, 1982.
- Kyle MacKenzie, Yvonne Tixier y Vigil and Nan Elsasser. *Las Mujeres: Conversations from a Hispanic Community*. New York, Feminist Press and McGraw Hill, 1981.

Scholarly Articles in Refereed Journals:

- Kyle Fiore. "Sing My Whole Life Long: Jenny Vincent's Life in Folk Music and Activism (review)." *Oral History Review* 35.2 (2008): 213—214.
- Kyle Fiore and Vera John-Steiner. "Teaching Writing As A Social Process." *Mina Shaunessy Foundation for the Improvement of Secondary Education*, US. Department of Education, Washington, DC, 1983.
- Kyle Fiore and Nan Elsasser. "Strangers No More: Third World Women and Literacy." *College English*, February, 1982.
- Kyle Fiore and Nan Elsasser. "Through Writing We Shall Change The World: A Freirian Approach To Advanced Literacy." *Humanities and Society*, Vol. IV, No. 4, 1981.
- Kyle Fiore. "Alice Corbin: Woman Poet." in *Southwest Images and Trends. Factors In Community Development*, Susan M. Owings and Helen M. Bannan, Eds. Las Cruces: Cooperative Extension Service, New Mexico State University, May 1979.
- Kyle Fiore and Yvonne Tixier y Vigil and Nan Elsasser. "Grandmother's Stories" *Frontiers*. Vol. II, No. 1, 1977.

Other Writings:

- Kyle Fiore, "Building a Youth Friendly City: Block by Block." *Teaching Tolerance*, No. 19, 2001.
- Kyle Fiore. "Remembering the Future." *San Francisco Planning and Urban Research*, January 2001.
- Kyle Fiore. "Kid Power: the Mission District's Secret Weapon." *San Francisco Planning and Urban Research*, Report 385, April, 2000.
- Kyle Fiore. "It Takes a City: Conversations with Arlene Ackerman and Kathleen Turner." *San Francisco Planning and Urban Research*, September 2000.
- Kyle Fiore. "A Feast For Famine." *North Beach Now* Vol. 1, No. 2, 1987.
- Kyle Fiore. "San Francisco Bouillabaisse." 11 *The San Francisco Bay Guardian*, Vol. 21, No. 16, February 4—11, 1987.
- Kyle Fiore. "Starry, Starry Night: Reflections on Homelessness." *Santa Barbara News and Review*, July, 1985.
- Kyle Fiore. "Why I Write Women's Oral History." *Encuentro*, Spring, 1984.

Contributed Abstracts and/or Oral Presentations at Professional Meetings:

- "Stitching Stories" (with Zakery Munos and Ella Joy Hernandez), Lightning Rounds, Department of English Language and Literature, University of New Mexico. October 3, 2018.
- "Addressing Race and Racial Privilege in the Classroom" (with Bethany Davila), Teaching and Social Justice Conference. University of New Mexico. February 15, 2017
- "Crossing Boundaries to Create Change through Service Learning" (with Wanda Martin and Valerie Thomas), Western States Rhetorical and Literary Conference. New Mexico State University. Las Cruces, NM. October 23, 2010.

Research Funding:

- "Community Writing Initiatives by Students"
Principal investigator Wanda Martin
The Albuquerque Community Foundation
July 2010-July 2011, \$10,000

Brenna Gomez

Educational History

MFA, Creative Writing-Fiction, 2016

“Whistle”; Thesis Director: Daniel Mueller

The University of New Mexico, Albuquerque, NM

BA, English: Creative Writing, 2009, *cum laude* and with distinction

“Push on Through”; Thesis Director: Steven Hayward

Feminist and Gender Studies thematic minor in sexuality

The Colorado College, Colorado Springs, CO

Teaching Experience

Adjunct Instructor

University of New Mexico English Department, Albuquerque, NM

2016-present

As an adjunct instructor, I prioritize developing curriculum that celebrates the diversity of UNM’s student body through my reading selections and the creation of assignments that ask students to see themselves as experts in their own lives. As an adjunct I have taught:

- English 110 Accelerated Composition (a genre-based writing course equivalent to English 101)
- English 110 Accelerated Composition Freshmen Learning Community (an English course connected thematically to a Chicano/a Studies course emphasizing music and poetry in politics)
- English 111-112 Composition I and II (year-long expository writing course for students with low ACT scores)
- English 113 Enhanced Composition (four-credit-hour course with a lab component)
- English 120 Composition III (emphasizes academic research and argumentation)

Additionally, I have taken the practicum courses for the following classes with the potential to teach them in the spring 2019 semester:

- English 219: Technical and Professional Writing
- Online and multi-modal pedagogy (allows me to teach English 110, 120, or 219 online)

Instructor

National Hispanic Cultural Center, Albuquerque, NM

2015-present

I have taught several community workshops in Albuquerque. In December 2015, I taught a one-day crash course on flash fiction for the Color de Sandia series. More recently, I taught an eight-week mystery fiction workshop.

Teaching Assistant (Instructor of Record)

University of New Mexico English Department, Albuquerque, NM

2013-2016

As a teaching assistant I taught many of the courses listed above, but I also taught English 224: Introduction to Creative Writing (reserved for students in the MFA program and

lecturers/permanent faculty). This course includes units on fiction, nonfiction, and poetry. I prioritized texts by POC and the LGBTQIA+ community.

Family Programs Coordinator

Atlas Preparatory School, Colorado Springs, CO

2012-2013

I conducted professional development workshops for faculty and new student orientations for families. Additionally, I assisted in the recruitment of students, ran the PTA, and developed new programs for families at the school.

Instructor

Colorado College, Colorado Springs, CO

2011-2013

I taught two-day grant writing workshop to undergraduate students three times a year and as needed. I also re-developed the curriculum for the course based on student needs.

Intercept Program Manager, Women's Resource Agency, Colorado Springs, CO 2009-2012

I taught and redesigned the curriculum for a leadership program for low-income and first-generation teenage girls. Classes tackled subjects that could become barriers to girls' success and were taught during students' elective periods. Sample classes included: anger management, domestic violence, depression, suicide, self-injury, sexual education, etc. I also mentored students and met with them twice a semester to discuss their short and long-term goals. Additionally, I taught several courses for our adult clients at the local jail. Those courses included: stress relief, creative writing, appropriate interview dress, and resume creation.

Secondary Professional Experience

Events Emcee

Bookworks, Albuquerque, NM

2016-present

I host evening and weekend readings for local and national authors, including David Sedaris, Michael Pollan, Claire Vaye Watkins, CJ Box, and more. I also read Advanced Reader Copies early and write staff recommendations.

Editor-in-Chief

Blue Mesa Review, The University of New Mexico, Albuquerque, NM

2015-2016

I was selected by my peers to lead the five-member board, supervise, and coordinate content (fiction, nonfiction, poetry, and visual art). I also promoted and marketed the magazine, tracked finances, fundraised, and found a free, new location for our annual Works in Progress series on short notice. This is still the location students use for the reading. I also assisted our faculty advisor with the *Blue Mesa Review* class.

Fiction Editor

Blue Mesa Review, The University of New Mexico, Albuquerque, NM

2014-2015

I was selected by my peers to select and coordinate fiction for two issues in our print year. I assisted with the annual writing contents and secured Roxane Gay as fiction judge.

Publications

“Corzo” (reprint). *Year’s Best Weird Fiction* Volume 5. (2018).

“How Would You Know?” (fiction). *StoryQuarterly* 51 (2018): 57-65.

“Corzo” (fiction). *Prairie Schooner* 91, No. 1. (2017): 151-159.

[Interview with Sharon Oard Warner](#) (online). *The Rumpus*. December 2015.

[An Interview with Roxane Gay](#) (online). *Blue Mesa Review*. Issue 29. May 2014.

Professional Recognition and Awards

Winner, Hedgebrook Residency 2017 (Three weeks)

Hedgebrook Writers in Residence Program, Freeland, WA

Three-week residency including a travel grant of \$300 from the Whiting Foundation

Attendee, Tin House Summer Writers’ Conference 2017

Selected to attend the conference in Portland, OR

Winner, Patricia Clark Smith Creative Writing Teaching Assistant Award 2016

The University of New Mexico, Albuquerque, NM

Nominated by Dr. Marisa P. Clark

Nominee, Outstanding Peer Mentor 2016

The University of New Mexico, Albuquerque, NM

Nominated by two colleagues

Winner, Hispanic Scholarship Award 2015

University of New Mexico Summer Writers’ Conference in Santa Fe (formally the Taos Summer Writers’ Conference)

Free admission, workshop, and hotel stay at 2015 conference

Recipient, Latina Fellowship, 2014-2015 cohort

The University of New Mexico, Albuquerque, NM

Received a \$1,000 stipend and yearlong professional development workshops

Nominee, Outstanding New Writing Instructor, Spring 2014

The University of New Mexico, Albuquerque, NM

Nominated by Assistant Professor Cris Elder

Presentations at Professional Meetings

“Author! Author! Luncheon”; hosted lunch and introduced 10 authors at the Mountains and Plains Independent Bookseller Association Fall Discovery Show; Denver, Colorado; October 12, 2018

“Scaffolding the Review as an Essay in a Larger Context: Using *Gravity* and *The Hunger Games*”; Core Writing Convocation; University of New Mexico; August 13, 2014

“Miley Cyrus and the Believing and Doubting Game: Using Pop Culture in the Classroom”; Core Writing Convocation; University of New Mexico; January 16, 2014

Literary and Community Service

Reader, *Recommended Reading, Electric Literature* 2017-present

Reader, Kore Press Memoir Contest 2017

Committee Member, Core Writing Committee, University of New Mexico, Albuquerque, NM, 2017-present

Committee Member, UNM Sanctuary Campus Working Group, Albuquerque, NM, 2016-present

Fiction Reader, *Blue Mesa Review*, 2013-2014

Committee Member, Educating Children of Color Summit, Colorado Springs, CO, 2011-2012

Member, Colorado Coalition for Girls Southern Region, Colorado Springs, CO, 2009-2011

Alumni Volunteer, The Colorado College, Colorado Springs, CO, 2009- 2011

Marissa Greenberg

EDUCATION

PhD, University of Pennsylvania, English literature, 2005

MA, University of Pennsylvania, English literature, 2000

BA, Columbia University, English literature, 1998, *Summa Cum Laude*, Phi Beta Kappa

PROFESSIONAL POSITIONS

Associate Professor University of New Mexico, Department of English 2015-present

Assistant Professor University of New Mexico, Department of English 2006-2015

Lecturer University of Pennsylvania, Department of English 2004-2006

PUBLICATIONS AND RESEARCH

Book

2015 *Metropolitan Tragedy: Genre, Justice, and the City in Early Modern England*. Toronto: University of Toronto Press.

Peer-reviewed Articles and Books Chapters

2017 "Milton Much Revolving." *Modern Language Quarterly*. Special Issue on Milton and Periodization, ed. Rachel Trubowitz. 78, no. 3: 373-93. doi:10.1215/00267929-3898246

2017 "Revenge Tragedy." In *The Blackwell Companion to Renaissance Drama*. 2nd ed. Ed. Arthur Kinney and Thomas Hopper. Oxford: Wiley Blackwell. 403-16.

2015 "Processions and History in Shakespeare and Fletcher's *Henry VIII*." *English Literary Renaissance* 45, no. 2.: 275-302.

2013 "Rethinking 'local' Shakespeare: The case of *The Merchant of Santa Fe*." *Journal of the Wooden O*: 15-24.

2011 "The Tyranny of Tragedy: Catharsis in England and *The Roman Actor*." *Renaissance Drama* n.s. 39: 163-96.

2009 "Women and the Theatre in Thomas Heywood's London." In *The Idea of the City: Early-Modern, Modern and Post-Modern Locations and Communities*, edited by Joan Fitzpatrick. 79-89. Newcastle: Cambridge Scholars Publishing.

2007 "Crossing from Scaffold to Stage: Execution Processions and Generic Conventions in *The Comedy of Errors* and *Measure for Measure*." In *Shakespeare and Historicist Formalism*, edited by Stephen Cohen. 183-209. Aldershot: Ashgate Press.

2007 "Signs of the Crimes: Topography, Murder, and Early Modern Domestic Tragedy." *Genre* 40, no. 1/2: 1-29.

Book and Theater Reviews

Forthcoming Book review of *The Oxford Handbook of Shakespearean Tragedy*, edited by Michael Neill and David Schalkwyk, in *Shakespeare Studies*.

2017 Book review of *Separation Scenes: Domestic Drama in Early Modern England*, by Ann C. Christensen, in *Modern Philology* 115, no. 4.

2016 Book review of *Taking Exception to the Law: Materializing Injustice in Early Modern English Literature*, edited by Donald Beecher, Travis DeCook, Andrew Wallace, and Grant Williams, in *English Studies in Canada* 42, no. 3-4: 190-93.

2015 Book review of *Emulation on the Shakespearean Stage*, by Vernon Guy Dickson, in *Comparative Drama* 49, no. 2: 225-28.

- 2011 Book review of *The Cambridge Companion to English Renaissance Tragedy*, edited by Emma Smith and Garrett A. Sullivan Jr., in *Renaissance Quarterly* 64, no. 2: 265-67.
- 2011 Book review of *Thomas Heywood's Theatre, 1599-1639: Locations, Translations, and Conflict* by Richard Rowland, in *Shakespeare Bulletin* 29, no. 2: 267-71.
- 2008 Book review of *City/Stage/Globe: Performance and Space in Shakespeare's London* by D. J. Hopkins, in *Shakespeare Bulletin* 26, no. 4: 137-41.
- 2006 Theater review of *Richard III, The Tempest, Much Ado About Nothing, As You Like It, and: Othello*, in *Shakespeare Bulletin* 24, no. 4: 91-99.

Works in Progress

- Revolutionary Bodies: History and Movement from Shakespeare to Milton*. Book project.
- "Playing (In) the Streets: *The Merchant of Venice* and Adaptation." *Games and Theatre in Early Modern England*, edited by Gina Bloom, Tom Bishop, and Erika T. Lin (Ashgate). Accepted by volume editors.
- "Regional Shakespeare." Revise and resubmit.
- The Comedy of Errors*, co-edited with Jayme Yeo, Internet Shakespeare Editions. Proposal under review.

GRANTS AND DISTINCTIONS

For Scholarship

- 2018 Folger Shakespeare Institute, Faculty Seminar, "Image and Knowledge in Early Modern England." Admission by application only and limited to sixteen scholars across disciplines, including art history, architecture, political science, and biology. Washington, DC.
- 2017 Folger Shakespeare Institute Short-Term Fellowship, Washington, DC.
- 2016 Professeur en mobilité universitaire, Paul-Valéry University, Montpellier, France.
- 2016 Elizabeth Wertheim Endowed Lectureship, Department of English, University of New Mexico.
- 2014 Publication Subvention Grant, Office of the Associate Dean for Research, University of New Mexico.
- 2013 Publication Subvention Grant, Research Allocation Committee, University of New Mexico.
- 2010-2011 National Endowment for the Humanities Award for Faculty at Hispanic-Serving Institutions.
- 2010 Large Research Grant, Research Allocation Committee, University of New Mexico.
- 2009 Folger Shakespeare Institute Symposium, "Theatre and the Reformation of Space." Admission by application only and limited to thirty scholars. Washington, DC.
- 2007 Small Research Grant, Research Allocation Committee, University of New Mexico.

For Teaching

- 2018 Online Course Advisory Council (OCAC) at UNM and Quality Matters Certifications for ENGL354: Milton
- 2017 Invited Participant, "Active Learning Strategies," Extended Learning, UNM
- 2013 "Reading, Writing, and E-Research, Or How to Go Old School in the 21st Century," 8th Annual Conference on Success in the Classroom, University of New Mexico
- 2010 New Faculty Teacher of the Year Award, Office of Support for Effective Teaching, University of New Mexico
- 2009 Julia M. Keleher and Telfair Hendon, Jr., Faculty Award, Department of English, University of New Mexico
- 2006 Course Development Grant, Teaching Allocation Subcommittee, University of New Mexico

COMMUNITY-ENGAGED SCHOLARSHIP AND TEACHING

- 2016 “The Very Large Shakespeare Array.” Invited lecture for *First Folio! The Book that Gave Us Shakespeare*, New Mexico Museum of Art, Santa Fe, NM
- 2016 “Shakespeare in Duke City.” Invited lecture, Albuquerque Bernalillo Main Library, Albuquerque, NM
- 2016 “*The Merchant of Venice* and ‘The Jew That Shakespeare Drew,’” The Rabbi Samuel Scolnic Adult Institute, Bethesda, MD
- 2014, 2011 Pre-show talks, The Vortex Theatre Summer Shakespeare Festival, Albuquerque, NM
- 2007-2013 Solicited theater reviews for *The Albuquerque Journal*

Aeron Haynie

Education:

PhD in English, University of Florida, December, 1994

MA in English, University of Florida, 1990

BA in English *summa cum laude*, University at Buffalo SUNY, 1986

Academic Positions:

2013-present: Associate Professor of English, University of New Mexico

2004-2013: Associate Professor of English, University of Wisconsin-Green Bay

1999-2004: Assistant Professor of English, University of Wisconsin-Green Bay

1994-1999: Assistant Professor of English, University of Montana-Western

1988-1994: Teaching Assistant, English Department, University of Florida

Awards:

Teaching Enhancement Advanced Course Development Grant, University of Wisconsin- Green Bay, 2007

Founder's Association Award for Excellence in Teaching, University of Wisconsin-Green Bay, 2005-06

Senior Teaching Scholar, University of Wisconsin-Green Bay, 2004-05

Featured Faculty Teaching Award, University of Wisconsin-Green Bay, 2002

Teaching Fellow, University of Wisconsin System, 2001-02

Teaching Scholar I, University of Wisconsin-Green Bay, 2000-2001

Teaching At Its Best Award, University of Wisconsin-Green Bay, 2000

Teaching Assistant Teaching Award, English Department, University of Florida, 1990, 1991, 1992, 1993

Administrative Experience:

2015-present: Executive Director, Center for Teaching and Learning, University of New Mexico

2013-2015: Director, Center for Teaching Excellence, University of New Mexico

2012-2013: Co-Director, Wisconsin Teaching Fellows and Scholars Program, Office of Professional and Instructional Development, Madison, Wisconsin

2011-2013: Director, Center for the Advancement of Teaching and Learning, University of Wisconsin-Green Bay

2005-2008: Chair, English Department, University of Wisconsin-Green Bay

2001-2005: Associate Chair of Humanities, University of Wisconsin-Green Bay

1997-1999: Chair of English, University of Montana-Western

Scholarship (selected publications)

Co edited books:

Exploring More Signature Pedagogies. 2012 Stylus Press. with Regan Gurung and Nancy Chick.

Memoir of the New Left: Political Autobiography of Charles A. Haynie. University of Tennessee Press, 2009. Co-editor, with Timothy Miller.

Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind. Stylus Press, 2009. Co-editor, with Regan Gurung and Nancy Chick.

Beyond Sensation: Mary Elizabeth Braddon in Context. SUNY Press, 2000. Co-editor, with Pamela Gilbert and Marlene Tromp.

Refereed articles:

- “Equity-Minded Faculty Development.” *To Improve the Academy*, January 2018, Vol. 37 No. 1. 55-62.
- “Can the Flipped Classroom Deliver Deeper Disciplinary Learning?” (with Angela Bauer) in *New Directions in Teaching and Learning*, Fall 2017 Issue 151, 31-44.
- “Where’s the Transformation? Unlocking the Potential of Technology-Enhanced Assessment” with Trudy Sweeney, Deborah West, Anthea Groessler, Bettie Higgs, Janet Macaulay, Lucy Mercer-Mapstone, Michelle Yeo. *Teaching and Learning Inquiry* [Volume 5, Number 1 \(2017\)](#). (<http://dx.doi.org/10.20343/5.1.5>)
- “Faculty Development Centers and the Role of SoTL” (co-authored with Beth Schwartz) *New Directions in Teaching and Learning* 136 (Winter 2013) 101-111.
- “‘Pressing an Ear Against the Hive’: A Lesson Study on Reading Literature for Complexity” (with Nancy Chick, Holly Hassel). *Pedagogy*, Winter 2009 Volume 9, Issue 3. 399-422.
- “The Violence of Colonialism and the ‘Surplus’ Woman in Margaret Oliphant’s *The Doctor’s Family*” *Victorians Institute Journal*, Vol. 29: 169-184.
- “The Illegitimacy of the Colonial Adventure in George Eliot’s *Felix Holt*.” *Victorian Newsletter*, Volume 50: 26-31.
- “Teaching Consumerism in Rural Montana,” *Radical Teacher*, 54 (1999).

Chapters in Books:

- “Can the Flipped Classroom Deliver Deeper Disciplinary Learning?” (with Angela Bauer) in *Big Picture Pedagogy: New Directions in Teaching and Learning*, Ed. Regan Gurung and David Voelker, Fa Stylus Press. Ed. Nancy Chick, Aeron Haynie, Regan Gurung.
- “Signature Pedagogies in the Liberal Arts and Beyond” *Exploring More Signature Pedagogies*. 2012 Stylus Press. Ed. Nancy Chick, Aeron Haynie, Regan Gurung.
- “From Generic to Signature Pedagogies: Teaching Disciplinary Understandings.” *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*. 2012 Stylus Press. Ed. Regan Gurung, Nancy Chick and Aeron Haynie.
- “Across the Great Divide: Teaching in Rural Montana” *Academic Cultures*. Ed. Sean P. Murphy. New York: MLA Press, 2008.
- “Popular Culture: An Introduction” *Women’s Studies: An Interdisciplinary Anthology*. Edited by Roberta Rosenberg. New York: Peter Lang, 2001.
- “‘An idle handle that was never turned, and a lazy rope so rotten’: The Decay of the Country Estate in *Lady Audley’s Secret*.” *Beyond Sensation: Mary Elizabeth Braddon in Context*. Ed. Marlene Tromp, Pamela Gilbert, Aeron Haynie. Albany: SUNY Press, 2000.
- “Introduction.” *Beyond Sensation: Mary Elizabeth Braddon in Context*. Ed. Marlene Tromp, Pamela Gilbert, Aeron Haynie. Albany: SUNY Press, 2000.

Conference Presentations:

- “Decoding the Discipline as Inclusive Praxis, Critical Pedagogies Now: Literature, Race, and Political Consciousness, MLA, 2019
- “Students’ study habits: the transition from high school to college” New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM, Feb. 2017.
- “Where’s the Transformation? Unlocking the Potential of Technology Enhanced Assessment” ISSOTL, Los Angeles, October, 2016.
- “Moving from the Periphery to the Core: The Role of Centers for Teaching and Learning in Providing Institutional Support for SoTL Work” International Society for the Scholarship of Teaching and Learning, Raleigh, NC, Oct. 2013.
- “Professional Development Support for SoTL in the UW System” International Society for the Scholarship of Teaching and Learning, Milwaukee, WI, Oct. 2011.

“Exploring Signature Pedagogies” International Society for the Scholarship of Teaching and Learning, Milwaukee, WI, Oct. 2011.
Keynote Speaker, Faculty College, Office of Professional and Instructional Development, University of Wisconsin System, May 31-June 2, 2011.
Keynote Speaker, Arkansas Council on Women in Higher Education, Little Rock, April, 2009.
Plenary Speaker, Office of Professional and Instructional Development, University of Wisconsin, Milwaukee, April, 2009.
“Defining Ourselves: Signature Pedagogies in the Disciplines” International Society for the Scholarship of Teaching and Learning, Edmonton, Canada, Oct. 2008.
“Engaging Students in Reading for Complexity: Using the Japanese Lesson Study Model” Eleventh Annual Faculty Development Conference, UW-GB, Jan. 2007.

Bernadine M. Hernández

Educational History

PhD, 2015 University of California, San Diego, Literature w/emphasis in Literatures in English and Cultural Studies

Dissertation Title: "Sexing Empire: The Ontology of Racialized Gender and Sexuality in the Hemispheric Southwest through Mexican America and Chicana Narrative," Rosaura Sánchez (chair), Shelley Streeby (co-chair)

MA 2008 University of New Mexico, English

BA 2005 University of New Mexico, English and Spanish

2003 Universidad de Puerto Rico – Rio Piedras, Student Exchange

Employment History

Assistant Professor, 2015-present

University of New Mexico, Department of English Language and Literature, Albuquerque, NM

Professional Recognition and Honors

Visiting Faculty Researcher (\$35,000/salary), 2017-present

University of California, Los Angeles, Institute of American Cultures and Chicano Studies Research Center, Los Angeles, CA

Outstanding New Teacher of the Year, 2016-17, University of New Mexico

UC Department of Literature Year-long Fellowship (\$20,000/1 year), 2014, UC, San Diego

Diversity Equity and Inclusion Teaching Award, 2014, UC San Diego

New Mexico Minority Doctoral Fellowship (\$15,000/4 years), 2010-2014

San Diego Fellowship (\$15,000/2 years), 2010, UC San Diego

Scholarly Achievements

Articles Published in Refereed Journals

"Living on All Fours: Latinx Performance and the Turn to the Animalistic Trans Human in En Cuatro Patas." *Transgender Studies Quarterly*. Las Americas Special Issue. Spring 2019. (Forthcoming)

"Dying to Be Beautiful: (Re) Membering the Women of Juárez, the Commodification of Death, and the Non-Universal Standards of Beauty" *Women's Studies Quarterly at the Feminist Press (WSQ)*. 46.1 & 2. (2018): 70-87.

"Latina Sexualities." *Oxford Encyclopedia of Latina/o Literature*. Ed. Louis Mendoza.

"Remapping America: Rewriting Space in María Amparo Ruiz de Burton's *Who Would Have Thought It?*" *CLC: Comparative Literature and Culture*. 11.2. (June 2009). Article 10. 2-9.

Articles Published in Edited Collections

"(Re) Signifying Gender and Sexuality for the Nueva Mexicana Historical Body: The Politics of Reading Place in Women's Tales from the New Mexico WPA: *La Diabla a Pie*." *Querencia: Essays on the New Mexico Homeland*. Edited by Vanessa Fonseca, Levi Romero, and Spencer R. Herrera, UNM Press. (Forthcoming).

Invited or Refereed Abstracts and/or Presentations at Professional Meetings

"Roundtable: Theorizing the X: Centering Queer, Feminist, and Trans* Scholarship." Latina/o Studies Association. Washington, DC, July 11-15.

“Border Bodies: Building Sex and Empire in the Nineteenth-Century Southwest Borderlands.” C19: The Society of Nineteenth Century Americanist. Albuquerque, NM, March 22-25.

“Sensational Narrative, Concealed Gender Codes: ‘Civility’ and Violence in the Early Narratives of Mexican American Women Josefa Loazia and Juana Briones.” The Society for the Study of Multi-Ethnic Literature of the United States, Cambridge, MA, April 27-30, 2017.

Research Funding

Stanford University, Center for Latin American Studies Library Access Grant

PI Bernadine Hernández

July 2017 – August 2017 – \$3,000.00

“Constructing a Nation: Tales of Imperialism and the Negotiation of Gender and Sexuality in Narratives of the Pioneer Women of Nineteenth-Century California”

PI Bernadine Hernández

Center for Regional Studies - Publication Subventions

January 2017 – June 2017 - \$3,300.00

“Sexing Empire: Producing Nationhood, Sexual Economies, and Racialized Gender and Sexuality in the Nineteenth-Century Southwest Borderlands”

PI Bernadine Hernández

Feminist Research Institute Faculty Grant

January 2017 – June 2017 - \$1,000.00

“Women and the Access to Economic Capital in the Southwest Between the Civil War and World War I.”

PI Teresa Neely, Bernadine Hernández, and Leslie Oaks

Center for Regional Studies – Archival

January 2017 – June 2017 - \$5,000.00

Classroom Teaching

University of New Mexico

2017, Spring: The Contemporary Chicana Novel, English 565 (9 enrolled)

2017, Spring: Borderlands Culture, English 432 (12 enrolled)

2016, Fall: Literary Analysis, English 250 (24 enrolled)

2016, Fall: Literary Criticism and Theory, English 410 (25 enrolled)

2016, Spring: Chicana/o Literature, English 465 (16 enrolled)

2016, Spring: Later American Literature, English 297 (28 enrolled)

2015, Fall: Chicana Feminism, English 411 (11 enrolled)

2015, Fall: Later American Literature, English 297 (24 enrolled)

Previous University and College Level Courses Taught

Chicana/o Literature, UCSD

Asian American Literature, UCSD

African American Literature, UCSD

Middle Eastern Literature, UCSD

Latin American Literature, UCSD

Caribbean Literature, UCSD

Developmental English II, UNM-V

Writing Standard English, UNM-V

Composition I: Exposition Writing, UNM-V
Composition II: Analysis and Argument Writing, UNM-V
Expository Writing, UNM-V
College Writing, CNM
Analytic/Argumentative Writing, CNM
Technical Communication, CNM
Composition I: Exposition Writing, UNM
Composition II: Analysis and Argument Writing, UNM
Composition I: Exposition Writing/Civil Rights Rhetoric, UNM
Composition II: Analysis and Argument - Service Learning Component, UNM

Teaching Grants

“Terrorizing Women: Gender and Sexual Violence on the Borderlands”

PI Bernadine Hernández

Teaching Allocations Grant

The University of New Mexico

January 2017 – May 2017 - \$700.00

Curriculum Development or Teaching Administrative Positions

The American Literary Studies 2017 Spring Series titled Bodies of Noir: Sex Race and Gender in Theory, Literature, and Film, Spring 2017

The University of New Mexico

A series of linked readings and discussions that bring together Dr. Wichelns' 610 theory seminar on race and sex; Dr. Hernandez's 565 Chicana narrative class; and Dr. Higgins' 660 seminar on postmodern mysteries.

Borderlands Film Series, Spring 2017

University of New Mexico

A 6-week film series that is linked to my English 432: Borderlands Culture class

Gender and Sexual Violence in New Mexico, Spring 2017

University of New Mexico

This was a panel on gender and sexual violence in New Mexico. Panel consisted of Dr. Jennifer Denetdale (UNM, American Studies), Dr. Irene Blea (independent writer), Dr. Cynthia Bejarano (NMSU, Regents Professor in the Interdisciplinary and Women's Studies Department), and Beva Sánchez-Padilla (Southwest Organizing Project).

Alicia Schmidt-Camacho Keynote Address “US Border Surveillance, State Optics, and the Production of Migrant Illegality,” Spring 2017

University of New Mexico

Keynote address linked to my English 432: Borderlands Culture class and supported by a TAG.

Educational History:

PhD, 2005, The University of Chicago, Chicago, IL, English Language & Literature.
Dissertation: "The Persistence of Vision: Modern and Postmodern Collage."

Advisor: Robert von Hallberg

MA, 2004, The University of Chicago, Chicago, IL, English Language & Literature.

BA, with Honors, 1996, Stanford University, Stanford, CA, English and Political Science.

Current Employment:

Director, Women Studies Program, 2018-present, The University of New Mexico, Albuquerque, NM
Associate Professor of English Language and Literature, 0.75 FTE, 2018-present and Women Studies,
0.25 FTE, 2018-present, The University of New Mexico, Albuquerque, NM

Assistant Professor of English Language and Literature, 0.5 FTE, 2007-18 and Women Studies, 0.25
FTE, 2013-18, The University of New Mexico, Albuquerque, NM

Recent Professional Recognition and Honors:

Keleher/Telfair Hendon Award, University of New Mexico English Department, 2016. Awarded to
junior professor for outstanding contributions to the English Department.

Member of "How to Do Things with Concepts: Interdisciplinary Approaches to Teaching Theory,"

UNM Teaching Fellows Program, 2017-48, The University of New Mexico, Albuquerque, NM.

Nominated for UNM New Teacher of the Year, 2014-15, The University of New Mexico, Albuquerque,
NM

Scholarly Achievements**Books Authored:**

Collage and Literature: The Persistence of Vision. (New York: Routledge, 2018).

Articles Published in Refereed Journals:

"Purity of Essence in the Cold War: *Dr. Strangelove*, Paranoia, and Bodily Boundaries." *Textual
Practice*, 11 January 2017 (8,932 words, forthcoming in hard copy.).

<http://www.tandfonline.com/doi/full/10.1080/0950236X.2016.1277549>

"A Private Public Sphere: Robert Duncan and Jess's Cold War Household." *Arizona Quarterly* 70
(Winter 2014): 109-42.

"The Shock of the Boring: Excess and Parataxis in Gilbert Sorrentino's *Mulligan Stew*." *The Review of
Contemporary Fiction* 32 (Summer 2011): 78-87.

"How Long Must We Wait?: Langston Hughes's Cryptic Collage." *Langston Hughes Review* 23 (Fall
2009): 5-18.

Articles Appearing as Chapters in Edited Volumes:

"Nathaniel Mackey's 'Song of the Andoumboulou': Making Different Music." *Black Music, Black
Poetry: Blues and Jazz's Impact on African American Versification*. Ed. Gordon Thompson
(Burlington, Vt.: Ashgate Publishing Group, 2014), 111-26.

Other Scholarly Work (Selected):

- “Shaping New Poetics: *The New American Poetry Anthology*.” *20th and 21st Centuries in American Literature*. Ed. Mary Pat Brady, Gale, 2016. *Gale Researcher*.
- “Lyn Hejinian, Charles Bernstein, and Language Poetry.” *20th and 21st Centuries in American Literature*. Ed. Mary Pat Brady, Gale, 2016. *Gale Researcher*.
- “Nathaniel Mackey and the New Musical Poetry.” *20th and 21st Centuries in American Literature*. Ed. Mary Pat Brady, Gale, 2016. *Gale Researcher*.
- “T. S. Eliot’s ‘The Love Song of J. Alfred Prufrock’” in *Research Guide to American Literature: Realism and Regionalism, 1865-1914* (New York: Facts on File, 2010), 117-22.
- Review of John K. Young, *Black Writers, White Publishers* (Jackson: University of Mississippi Press, 2006) in *Modernism/Modernity* 14 (April 2007): 371-73.

Works in Progress:**Accepted for publication (Chapters in Edited Volumes):**

- “Harryette Mullen,” in *Evaluation: U.S. Poetry since 1950*. Ed. Robert Faggen and Robert von Hallberg (8,642 words, forthcoming, University of New Mexico Press).
- “Psychoanalytic Criticism,” in *The Critical Experience: Literary Reading, Writing, and Criticism*, ed. Gail Turley Houston et. al (11,059 words, forthcoming).

In preparation (Books & Journal Articles):

- “Locating Reason: The Stakes of Rationality in Post-War U. S. Culture” (draft manuscript, currently in development).
- “No Masters: Textual Mobility, Meaning, and the Audience” (draft manuscript, currently in development).
- “The Poetics of Information Exchange: Paul Celan’s ‘Meridian’ Speech and the Mobility of Poetic Affect” (8,567 words, draft article; submit date: spring 2019).

Refereed Conference Presentations (Selected):

- “Harryette Mullen and the Matter of Femininity.” National Poetry Foundation Conference, The Poetry of the 1990s: Orono, ME. 29 June 2017. [Paper read in my absence.]
- “The Poetics of Information Exchange,” Seminar leader and participant. Modernist Studies Association Conference: Pasadena, CA. 20 November 2016.
- “‘Peace on Earth, Purity of Essence’: Maintaining the Borders of the Paranoid Body.” Modernist Studies Association Conference: Boston, MA. 21 November 2015.
- “Re-Making Place,” Seminar participant. Modernist Studies Association Conference: Boston, MA. 22 November 2015.
- “Innovative Syntaxes,” Seminar leader. Modernist Studies Association Conference: Pittsburgh, PA. 6 November 2014.
- “Approaches for Dealing with Difficult Texts,” Roundtable. Modernist Studies Association Conference: Pittsburgh, PA. 8 November 2014.
- “Oppen’s *Blaze* and Blake’s ‘Tyger’: Vatic Poetry and Apocalyptic History.” George Oppen Centenary Conference (University of Edinburgh). Institute for Advanced Studies in the Humanities: Edinburgh, Scotland. 15 November 2008.
- “‘Harlem laughing in all the wrong places’: Poetic Voice and Personal Authenticity in *Montage of a Dream Deferred*.” American Literature Association Conference: San Francisco, CA. 24 May 2008.

- “Poetry of Fabrication: Walt Whitman and Robert Duncan.” American Literature Association Symposium on American Poetry: Puerto Vallarta, Mexico. 14 December 2007.
- “Postwar American Poetics and ‘World Literature,’” Seminar leader. Modernist Studies Association Conference: Long Beach, CA. 1 November 2007.
- “‘How Long Must We Wait?’ Hughes’s *Ask Your Mama* and Collage.” American Literature Association Conference: Boston, MA. 24 May 2007.

Educational History:

PhD, English. The University of Chicago, Chicago, Ill., 2004

MA, with Honors, English. Georgetown University, Washington, D.C., 1997

BA, with Honors, English and Economics. Trinity University, San Antonio, Tex., 1994

Employment History:

UNM, Associate Professor of English Language and Literature, fall 2011–present

UNM, Assistant Professor of English Language and Literature, fall 2005–spring 2011

Professional Recognition and Honors:

Visiting Professor, New Mexico Poetics Seminar, organized by Genji Amino (Columbia University) and Daisy Atterbury (CUNY) (January 2016)

Visiting Distinguished Professor, UNM Honors College (2014–15)

Elizabeth Wertheim Award / Senior Faculty (\$4,500), The University of New Mexico, spring 2014

Scholarly Achievements**Series Edited:**

Matthew Hofer, *Recencies: Research and Recovery in Twentieth-Century American Poetics*.

Albuquerque: University of New Mexico Press, 2012–present [publishing up to four books per year]

Encyclopedia Edited:

Matthew Hofer, Chief Editor, Twentieth-Century U.S. Poetry, *The Literary Encyclopedia*

(www.litencyc.com), 2017–present

Books Edited or Co-edited:

Matthew Hofer, *The Shoshoneans: The People of the Basin-Plateau, Expanded Edition*, text by Edward Dorn, photographs by Leroy Lucas, foreword by Simon J. Ortiz. Albuquerque: University of New Mexico Press, November 2013

Gary Scharnhorst and Matthew Hofer, *Sinclair Lewis Remembered*. Tuscaloosa: University of Alabama Press, September 2012

Journal Articles and Chapters:

Matthew Hofer, “From Imagism to Vorticism: Understanding the Early Work of Ezra Pound,” *The Journal of English Language and Literature* 64 (June 2018), 171–85

---, “Ezra Pound, William Carlos Williams, and the East Coast Projectivists,” in *The Cambridge History of American Poetry*, ed. Alfred Bendixen and Stephen Burt (New York: Cambridge University Press, 2014), 670–700

---, “On Evaluation, Reflection, and Revelation,” in special section of *Jacket2* [published by the University of Pennsylvania] on Kenneth Irby (November 2014). <http://jacket2.org/> (7,646 words)

---, “Contemporary Critical Trends,” published as the final section of *A Companion to Modernist Poetry*, ed. David Chinitz and Gail McDonald (Malden, Mass.: Wiley-Blackwell, 2014), 565–77

---, with Alec Marsh, “Pound and Eliot,” *American Literary Scholarship* 49 (2013): 145–71

---, with Alec Marsh, “Pound and Eliot,” *American Literary Scholarship* 48 (2012): 161–80

---, “Mina Loy, Giovanni Papini, and the Aesthetic of Irritation,” *Paideuma: Studies in American and British Modernist Poetry* 38 (winter 2011): 219–58

---, with Alec Marsh, “Pound and Eliot,” *American Literary Scholarship* 47 (2011): 153–76

Other Writings:

Matthew Hofer, "Support UNM Press," *Albuquerque Journal*, 20 November 2016.

---, "Langston Hughes" (major author entry) in *The Blackwell Encyclopedia of Twentieth-Century American Fiction*, Justus Nieland, et al., eds. (2011)

Peer-Reviewed and Accepted for Publication (In Production)**Books Edited or Co-edited:**

The Language Letters, ed. Matthew Hofer and Michael Golston, Albuquerque: University of New Mexico Press [forthcoming May 2019]

LEGEND, Expanded Edition, ed. Hofer and Golston, Albuquerque, University of New Mexico Press [forthcoming May 2020]

L=A=N=G=U=A=G=E magazine, facsimile reprint of vols. 1–3 (1978–81), ed. Hofer and Golston, Albuquerque, University of New Mexico Press [forthcoming May 2020]

In Preparation:

Matthew Hofer, "Omnicompetent Modernists: Poetry, Politics, and the Public Sphere" (book manuscript: submitted to Columbia University Press)

---, "Poetic Vocabulary, BASIC English, and the Making of Robert Creeley" (article manuscript: submit date, winter 2018)

---, "The Bare Tree: Forms of Sparseness in Twentieth-Century Poetry" (book manuscript: one chapter published, another substantively completed, and several more in various stages of research, writing, and revision; submit date, winter 2020)

11/20/18

GAIL TURLEY HOUSTON

Educational History

PhD, English, University of California, Los Angeles, 1990
Dissertation: *Anorectic Dickens: Gender, Class and Hunger in Dickens's Novels.*
Dissertation Director: Alexander Welsh, Yale University

M. A., English, Brigham Young University, Provo, 1981
Thesis: *The Romantic Sources of the Tragic Hero.*

M. A., Humanities, Arizona State University, Tempe, 1978
Thesis: *An Existential Analysis of "The Love Song of J. Alfred Prufrock."*

B. A., Humanities, Brigham Young University, Provo, 1973

Employment History

Professor, English	UNM,	2005-
Associate Professor, English:	UNM,	1999-2005
Assistant Professor, English:	UNM,	1996-1999
Assistant Professor, English:	BYU,	1990-1996
Teaching Fellow and Associate, English:	UCLA,	1984-89
Visiting Lecturer, Humanities:	BYU,	1982
Teaching Assistant, Engl and Humanities:	BYU,	1979-81

Professional Recognition, Honors

Inaugural Distinguished Feminist Research Lecture, 2016
Recipient, Governor's Award for Outstanding New Mexico Women, 2011.
Recipient Faculty Acknowledgment Award. University of New Mexico University Libraries. March 23, 2006.

Books

Victorian Women Writers, Radical Grandmothers, and the Gendering of God. Cleveland: Ohio State UP. 2013.
From Dickens to Dracula: Economics, Gothic, and Victorian Fiction. Cambridge: Cambridge UP, 2005.
Royalties: The Queen and Victorian Writers. Charlottesville: University Press of Virginia, 1999.
Victorian Literature and Culture Series.
Consuming Fictions: Gender, Class, and Hunger in Dickens's Novels. Carbondale: Southern Illinois University Press, 1994.

Articles in Refereed Journals

"When Did You Become Black?" *Dialogue* Fall 2018
"What Would the Goddess Do? Isis, Radical Grandmothers, and Eliza Sharples" *Religions* **2018**, 9(4), 109; <https://doi.org/10.3390/rel9040109>
"Pray don't forget me my sweet little thing': Charlotte Brontë's Relationship with Ann Cook" *Brontë Studies*. Spring 2011.
"Pretend[ing] a little': The Play of Musement in Dickens's *Little Dorrit*" *Dickens Studies Annual* 41. AMS Press, 2010.

- “Using Performance in the Classroom” *Victorian Review: An Interdisciplinary Journal of Victorian Studies* 34.2. (fall 2008): 27-32.
- “Fictions To Live By: Honorable Intentions, Authorial Intentions, and the Intended in *Heart of Darkness*” *Conradiana* 28 (1996): 34-47.
- “Gender Construction and the *Kunstlerroman*: *David Copperfield* and *Aurora Leigh*” *Philological Quarterly* 72.2 (spring 1993): 213-36.
- “‘Pip and Property’: The (Re)Production of the Self in *Great Expectations*” *Studies in the Novel* 24.1 (spring 1992): 13-25.
- “Broadsides at the Board: Collations of *Pickwick Papers* and *Oliver Twist*” *Studies in English Literature* 31.4 (autumn 1991): 735-55.
- “‘White by Black’: The ‘Effect Contraire’ in Chaucer’s *Troilus and Criseyde*” *Comitatus* 15 (1984): 1-9.

Articles Appearing in Edited Volumes

- “Courting Lady Audley: Mary Braddon’s Commentaries on the Legal Secrets of Audley Court.” *Beyond Sensation: Mary Elizabeth Braddon in Context*. Ed. Pamela Gilbert and Marlene Tromp. SUNY UP, 1999.
- “Reading and Writing Victoria: The Conduct Book and the Legal Constitution of Female Sovereignty.” *Queen Victoria and the Making of Victorian Cultures*. Ed. Margaret Homans and Adrienne Munich. Cambridge: Cambridge University Press, 1997.
- “Feminist Theory” in *The Critical Experience: Reading, Writing, and Criticism*. Ed. David Cowles. Kendall-Hunt. 1994; 2015.
- “Psychoanalytic Theory” in *The Critical Experience: Reading, Writing, and Criticism*. Ed. David Cowles. Kendall-Hunt. 1994.

Articles in Online Journals

- “Alternative Victorian Religion and the Recuperation of Women’s Voices.” *Literature Compass* 8 FEB 2016. 98-107. DOI: 10.1111/lic3.12305.
- “Teaching and Learning Guide for: ‘Alternative Victorian Religion and the Recuperation of Women’s Voices.’ ” 8 FEB 2016. 118-119. DOI: 10.1111/lic3.12314.

Invited responses (online)

- Response to “Eating, Feeding, and Flesh: Food in Victorian Spiritualism” by Marlene Tromp. The Religion and Culture Web Forum September 2009. The Martin Marty Center for the Advanced Study of Religion. Divinity School of The University of Chicago.
<http://divinity.uchicago.edu/martycenter/publications/webforum> 10/01/09.

Book Reviews

- Benjamin Dabby. *Women as Public Moralists: From the Bluestockings to Virginia Woolf*. Royal Historical Society Studies in History, New Series. Rochester: Boydell Press, 2017. Pp. 308. \$90 (cloth). *Journal of British Studies* 29 June 2018. <https://doi.org/10.1017/jbr.2018.60>
- Dove Song: Heavenly Mother in Mormon Poetry*. Ed. Tyler Chadwick, Dayna Patterson, and Martin Pulido. *Dialogue: A Journal of Mormon Thought*. Fall 2018.
- “Alternative Victorian Religion and the Recuperation of Women’s Voices” *Literature Compass*. 8 February 2016. DOI: 10.1111/lic3.1230. (10 pgs)
- The Pleasures of Benthamism: Victorian Literature, Utility, Political Economy*. By Kathleen Blake. Oxford: Oxford University Press, 2009. *Journal of British Studies*, 2011.
- Between Women: Friendship, Desire, and Marriage in Victorian England*. By Sharon Marcus. Princeton: Princeton University, 2007. *Journal of Gender Studies* 16.3. November 07.

- Composing Ourselves: The Little Theatre Movement and the American Audience.* By Dorothy Chansky. Carbondale, Illinois: Southern Illinois University Press, 2004. *Albuquerque Journal*. September 2005.
- The Economics of the British Stage, 1800-1914.* By Tracy C. Davis. Cambridge: Cambridge University Press, 2000. *Theatre Journal*. October 2002. 503-504.
- Becoming Victoria.* By Lynne Vallone. New Haven: Yale UP, 2001. *Victorian Studies* 44.3 (spring 2002): 521-23.
- Queen Victoria and Thomas Sully.* By Carrie Rebora Barratt. Princeton: Princeton University Press, 2000. *Victorian Studies* 44.3 (spring 2002): 521-23.
- Royal Representations.* By Margaret Homans. University Chicago Press, 1998. *Modern Philology* 99.4 (May 2002): 657-60.
- Leap.* By Terry Tempest Williams. New York: Pantheon Books, 2000. *Dialogue: A Journal of Mormon Thought* 33.3 (fall, 2000): 182-84.

Film and Opera Reviews

- “Oscar [Wilde] the Opera and the High-Pitched Life.” *Victorian Literature and Culture* 43.1 (2015).
 Republished in 2015 in O-Scholars <http://oscholars-oscholars.com/the-critic-as-critic/>.
- “Young Victoria.” *Victorian Literature and Culture* 39.1 (2011). *Encyclopedia Entries (9: 8 in Thomas Gale Encyclopedia of Europe and 1 in Grolier Encyclopedia of the Victorian Era.*

Catherine A. (Cat) Hubka, MFA

EDUCATION

MFA, Creative Writing, University of New Mexico, May 2017

BA, English, Creative Writing Concentration, University of New Mexico, 2014 •Summa Cum Laude

AA, General Studies, Central New Mexico Community College, 2012

TEACHING EXPERIENCE

University of New Mexico

2017-2018 Writing Instructor, Chemical and Biological Engineering (FACETS program) and Nuclear Engineering

BME 547/CBE 502 (Graduate Writing Course, Fall, 2017)

BME 598/ CBE 515 (Co-Instructor, “Scientific Publishing” (Spring, 2018)

CBE 318L and 418L (Fall, 2017)

CBE 319L and 419L (Spring, 2018)

NE 313L (Spring, 2018)

2014-2017 Teaching Assistant (instructor of record, 2-2 teaching load)

ENGL 110 Accelerated Composition (Three sections, Fall, 2017)

ENGL 110 Accelerated Composition (Fall-Spring 2014)

ENGL 120 Composition III (Spring 2014, 2015)

ENGL 111 & 112 Composition I & 2, Stretch (Fall 2015, Spring 2016, Summer & Fall, 2016)

ENGL 219 Online Technical & Professional Writing (Spring 2017)

ENGL 220 Expository Writing (Fall 2016, Spring 2017)

ENGL 224 Introduction to Creative Writing (Fall 2015)

SERVICE

2016-Present Core Writing Committee English Graduate Student Association Representative, UNM

2016-Present REVEL Teaching Assistant Contact, Pearson Higher Education

2016-Present Model Portfolio Pilot, Soha Turfler, UNM

2016 Portfolio Rescue Lead Instructor, UNM

2016 Graduate Committee Member, Rudolfo and Patricia Anaya Lecture on the Literature of the Southwest

2015-Present McNair Poster and Presentation Evaluator: Humanities, UNM

2015-Present Peer Mentor, Creative Writing Nonfiction Graduate Students

2015 Lena Todd Creative Writing Award Juror, Creative Nonfiction

2015 Portfolio Rescue Tutor, UNM

2015 Portfolio Rubric Norming Committee, Zoe Spiedel, MA, & Beth Davila, PhD, UNM

2014-Present Write On! Workshop Tutor, UNM

- 2014-Present Celebration of Student Writing, ENG 110 Presentation, ENG 111 Attendance, ENG 220 Presentation and Attendance
- 2014-Present La Cueva High School Cave Classic Speech and Debate Judge
- 2014-2016 *Blue Mesa Review* Nonfiction Editor and graduate reader
- 2014-2015 English Department Alternate Representative, Graduate and Professional Student Association
-

SELECTED PUBLICATIONS

- 2018 “Peer Review and Reflection in Engineering Labs: Writing to Learn and Learning to Write,” with Drs. Eva Chi and Vanessa Svihla, ASEE Conference Paper.
- 2017 “The Sum of Outrage,” “Recovery Rounder,” and “Haunting Mom,” *Anti-Heroine Chic*.
- 2017 “Missed Connections,” *Gordian Review*, Sam Houston University.
- 2017 “Cowboys,” *Southwest Anthology*. Texas Review Press, Texas.
- 2016 Case Study: “REVEL Educator Study Explores Engagement with Text Through Quizzing At University of New Mexico,” with Sara Owen, Customer Outcomes Analytics Manager, Pearson Higher Ed. Web. Accessed 25 October 2016.
- 2016 “Debra Monroe Educates Us Unsentimentally,” *Blue Mesa Review*, University of New Mexico.
- 2014 “Ghosts of Trauma and the Face of the Other in ‘The Signal-man’,” Best Student Essays, University of New Mexico.
- 2013 *Adobe Walls: An Anthology of New Mexico’s Poetry* (Volume 4) – Kenneth P. Gurney, Editor
- 2012 Contributor, *Leonardo Literary Magazine*, CNM.
-

CONFERENCE PRESENTATIONS AND INTERNSHIPS

- 2018 “Peer Review and Reflection in Engineering Labs: Writing to Learn and Learning to Write,” ASEE Conference Presentation with Dr. Eva Chi, University of Utah, June 2108.
- 2016 *Literary Magazine Submissions*. UNM Summer Writers’ Conference, with Nancy Naomi Carlson, Tupelo Press.
- 2014-2015 Taos Summer Writers’ Conference, Director: Sharon Oard Warner, UNM.
- 2015 “Unraveling Enchantment: From Sand Creek to Albuquerque.” *Borderlands and Enchantments*, Sigma Tau Delta International Convention: Albuquerque, New Mexico.
- 2014 “The Tri-Cultural Borders of Southwestern Literature.” *Bordersongs Western Literature Association Conference*: Victoria, British Columbia.
-

AWARDS AND HONORS

- 2018 Best of the Next Nominee in poetry, “Recovery Rounder,” published by *Anti-Heroine Chic*, August, 2017
- 2017 Outstanding Peer Mentor, Department of English and Core Writing Program, UNM
- 2017 Nominated: Susan Deese-Roberts Teaching Award, Center for Teaching Excellence, UNM

- 2016 Nominated: Patricia Clark Smith Creative Writing TA Teaching Award, English Department, UNM
- 2015 Hillerman/McGarrity Graduate Student Scholarship in Creative Writing, UNM
- 2014 Magna Cum Laude, Senior Honors Thesis
- 2014 Hillerman/McGarrity Undergraduate Student Scholarship in Creative Writing, UNM
- 2014 Lena Todd Creative Writing Award, Creative Nonfiction, UNM
- 2014 Nomination: Best Student Essay – “Reclamation of The Soul: Scrooge Does the First Three Steps Of A.A.” Dr. Gail Houston, Nominator
- 2013 Mary M. MacDonald Scholarship, UNM English Department
-

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

- 2018-Present Association of Engineering Educators
- 2014-Present Western Literature Association
- 2014-Present Association of Writers and Writing Programs
- 2014–Present Sigma Tau Delta, International English Honor Society
- 2014–2016 Student Cabinet Member, Presidential Appointment, UNM
- 2013–2015 Association of Non-Traditional Students: Secretary 2014-15
- 2013-Present Golden Key International Honor Society
- 2010-Present Phi Theta Kappa

Feroza Jussawalla

Academic Positions:

University of New Mexico:

Professor, 2001-

Alumni Teaching Award - University of New Mexico, 2014

University of Texas, El Paso: Professor, 1998–2001, Associate Professor of English, 1990-1998, Assistant Professor, 1983-1990, Lecturer, 1980-1983

University of Utah: (PhD 1983) Graduate Teaching Fellow, 1974-1979

Co-Director, with Reed Way Dasenbrock, NEH Summer Institute on Post-Colonial Literature and Theory, School of Oriental and African Studies, University of London, Summer 1998

Co-Director, with Reed Way Dasenbrock, NEH Summer Seminar on Post-Colonial Literature and Theory, School of Oriental and African Studies, University of London, Summer 1996

Education:

Ph.D. (English), The University of Utah, 1983

M.A. (English), The University of Utah, 1975

B.A. (Honours), Osmania University College for Women, Hyderabad, India, 1973

Major: English Literature

Minors: Psychology and Philosophy

Publications:

Books:

Family Quarrels: Towards a Criticism of Indian Writing in English (Berne/New York: Peter Lang, 1985)

Interviews with Writers of the Post-Colonial World (Jackson: University Press of Mississippi, 1992), with Reed Way Dasenbrock

Chiffon Saris (Calcutta: Writers Workshop & Toronto: Toronto South Asian Review Publications, 2003) (poetry)

Edited Books:

Emerging South Asian Women Writers: Essays and Interviews ed., (Berne/New York: Peter Lang, 2016), with Deborah Weigel

Conversations with V. S. Naipaul (Jackson: University Press of Mississippi, 1996); translated into French with additional material as *Pour en finir avec vos mensonges: Sir Vidia en conversation* (Paris: Éditions du Roche, 2002). Featured on Mr. Naipaul's Nobel Prize page

Excellent Teaching: Essays in Honor of Kenneth E. Eble, *New Directions in Teaching and Learning* 44 (San Francisco: Jossey-Bass, 1990)

Recent Chapters in Books:

“Shaking the Throne of God: Muslim Women Who Dared,” in *Unveiling Desire: Fallen Women in Literature, Culture, and Film of the East*, ed. Devaleena Das and Colette Morrow, NJ: Rutgers Univ. Press, 2017, 239-255

- “Transnational, Postcolonial D.H. Lawrence: Coloniser, Colonialist, or Assimilationist?” in *Theoretical Approaches to D.H. Lawrence*, ed. Simonetta de Filippis, Cambridge: Cambridge Scholars, 2016
- “Jhumpa Lahiri,” *Blackwells Encyclopedia of Postcolonial Literature*, ed., S. Ray and Henry Schwarz, Blackwells, 2015
- “C.D. Narasimhaiah” in *Norton Anthology of Theory and Criticism*. Ed. Leitch, Cain, et al. New York: W.W. Norton and Company (2nd edition, 2010). Revised for 2017 edition
- “‘Homegrown Terrorism’: The Bildungsroman of Hanif Kureishi, the Author and his Characters,” *British Asian Fiction: Framing the Contemporary*. Ed. Sim Wai Chew Amherst, NY: Cambria Press, 2008. 55-75

On line Bio-bibliographic entry

- “Bharati Mukherjee,” in Oxford Bibliographies On line (9,145 words 125 citations)
www.oxfordbibliographies.com

Non-Scholarly Publications:

- “Bad times challenge beliefs of all faiths,” *Honolulu Advertiser*, November 14, 2009
- “Firoozeh Irani,” in *The Race* ed., Patrick Nagatani, Albuquerque Museum, 2017/18
- Blog: <http://herstryblg.com/theme/2018/8/25this-wisdom-of-grief>
- "AIDSwallah," a short story in *Her Mother's Ashes and Other Stories by South Asian Women in Canada and the United States*, ed. Nurjehan Aziz (Toronto: Toronto South Asian Review Books, 1994), 75-84

Numerous other articles and conference presentations

Varying range of classes taught, from Post-colonial seminars, Magic Realism, to World Literature surveys

Most Recent Conference Presentations:

- “The Precarity of Migrations: The Ability to Find Home or Not in Diasporic South Asian Women’s Fiction,” delivered as an invited Plenary Keynote at the International conference on *Challenging Precarity* Auro University, Surat, India, Jan. 27, 2019
- “Seaming Sisterhood Across Literary and Geographic Boundaries,” Invited Plenary Keynote delivered at the International Conference “Multiculturalism and Globalization in Commonwealth Literature organized by the Indian Society for Commonwealth Studies, New Delhi, and The Osmania University Center for International Programs. Feb. 1, 2019, Hyderabad, India.
- “The Precarity of South Asian Diaspora Women Writers,” Invited lecture Department of English, Osmania University, Hyderabad, India, Feb. 1, 2019
- “Crossing Borders/ Finding Homes: A Comparative View from the U.S. Mexico Border,” *Partitions and Borders: A Comparative and Interdisciplinary Conference* in honor of the Centenary of “the Decade of Partition in Ireland.” University College Dublin, May 2018.
- “Options to Eurocentricism: Reviving *Rasa-Dhvani* Poetics for Postcolonial Indian Literatures in English, ACLA 2018 Los Angeles, CA
- “Middle Eastern Women’s Writing Past and Present,” in a seminar organized by me on “Muslim Women’s Writing,” at ACLA, in Utrecht, July 7-9, 2017
- “From Metropole to Periphery: The Self Reflective Journey of Lawrence, the Author,” *London Calling: 14th Bi-annual D.H. Lawrence Conference*, London, July 2017

New Article

“Sisterhood in South Asian Women’s Writing,” *The Commonwealth Review* Vol XXVI No.1, *Indian Society for Commonwealth Studies* (January, 2019): 25-31

Poetry

“Comet Stalking,” “Fractured,” and “Elegy for my Trees,” in *The Commonwealth Review* Vol XXVI No.1, *Indian Society for Commonwealth Studies* (January, 2019): 181-184

Academic Service

MLA Delegate Assembly 2017--

UNM: Academic Freedom and Tenure Committee; Research Allocations Grant Committee; University Press Committee, College Tenure and Promotion committee, served for Tenure and Promotion and for Promotions to Full; (4 years, 2 consecutive terms), Faculty Senate; University Press Committee; Member, Editorial Board, *Transnational Literatures*; Member, Editorial Board, *South Asian Review*

Community Service

Service to Albuquerque’s university and local students: Outreach (mostly advertising and taking my own class students to Lannan lectures (taking students to Santa Fe for lectures organized by the Lannan foundation.

Assisting Bookworks for organizing events related to my specialty, i.e., lectures by writers such as Khaled Hosseini and Mohsin Hamid.

Participation in *Plume*: an online writing workshop organized by an UNM Creative writing graduate. And, in *Dime Stories*.

Minjung “Stephie” Kang

Education

MA in English, *May 2018*

Concentration in Rhetoric and Writing

The University of New Mexico, Albuquerque, NM

Committee members: Drs. Bethany Davila (chair), Cristyn Elder, & Todd Ruecker

Graduation Portfolio, *Defended on Mar 21, 2018*

“Bringing Agency Back Home: The Experience of Rhetoric and Teaching”

Bachelor of Arts in English Language and Literature, *February 2015*

Minor in Law

Sungshin Women’s University, Seoul, South Korea

Teaching Experience

Adjunct Faculty, Fall 2018 - Current

The University of New Mexico-Valencia, Humanities Division, Los Lunas, NM

Courses:

CJ 103: Public Speaking

CJ 220: Communication for Teachers

Core Writing Instructor, *Fall 2016 – May 2018*

The University of New Mexico, Department of English, Albuquerque, NM

Courses taught:

ENG 110: Accelerated Composition

ENG 111 & 112: Composition I and II (Stretch Composition)

ENG 120: Composition III

ENG 219: Technical and Professional Writing

English as a Second Language Teacher, *July 2014 – November 2014*

PnK Private Institute, Seoul, South Korea

Online English as a Second Language Tutor, *October 2011 – July 2013*

VINCO Edu, Seoul, South Korea

Work Experience

“Revel” English Textbook Liaison (Remote Freelance), *Fall 2017 – Spring 2018*, Pearson Ed. New York, NY

Bilingual Customer Service Associate, *January 2016 – July 2016*, MPC, Seoul, South Korea

Simultaneous Interpreter, *November 2015 – December 2015*, KOFAC Science & Creativity Annual Conference, Seoul, South Korea, G-Fair KOREA, Goyang, South Korea

Freelance Online Translator (Remote Freelance), August 2015 – Present, Gengo Inc., San Mateo, CA

Office Assistant, *March 2015 – July 2015*, Korean National Institute of General Education affiliated with Korean Council for University Education, Seoul, South Korea

Department Service and Volunteer Positions

Custom Textbook Selection Committee Member, *May 2018*, “Elevations” Student Writing Selection Committee, The University of New Mexico, Department of English, Albuquerque, NM
Webinar “Getting Started with Revel English” Presenter, *March 2018*, Pearson Ed., Hoboken, NJ
Teaching Assistant, *March 2018*, The 9th Celebration of Student Writing, The University of New Mexico, Department of English, Albuquerque, NM
Writing Tutor, *December 2017*, Write On! Workshops, The University of New Mexico, Department of English, Albuquerque, NM
Summit Attendee, *October 2017*, Pearson Revel Leadership Community Summit, NJ
Korean Tutor, *February 2014 – June 2014*, International Youth Fellowship, Albuquerque, NM
English as a Second Language Tutor, *2013-2014*, Seoul Metropolitan Office of Education, Seoul, South Korea

Awards & Professional Memberships

Best Technical and Professional Writing Sequence, *May 2018*, The Core Writing Teaching Awards Selection Committee: Drs. Charles Paine, Kyle Fiore, & Julianne Newmark
NCTE: National Council of Teachers of English, *August 2018 - Present*
CCCC: Conference on College Composition and Communication, *August 2016 - Present*

Conference Presentation

“Negotiating Instructor Identity in the University Writing Classroom through Reflective Teaching”
Panel presenter. Conference on College Composition and Communication (CCCC) 2018

Languages

Korean: Native

Japanese: Proficient in speaking; courses ranging from high school to college level

MICHELLE HALL KELLS

University of New Mexico Department of English Language & Literature Rhetoric & Writing

EDUCATION

PhD, English, Texas A&M University, College Station. May 2002.

Dissertation: *Legacy of Resistance: Héctor P. García, the Félix Longoria Incident, and the Construction of a Mexican American Civil Rights Rhetoric.*

MA, English, Texas A & M University-Kingsville. May 1995.

Thesis: *Basic Writing: A Gateway to College for Mexican Americans of South Texas.*

PROFESSIONAL EXPERIENCE

Associate Professor, University of New Mexico, August 2008 to present.

Assistant Professor, University of New Mexico, August 2004 to July 2008.

AWARDS & FELLOWSHIPS

2017 Best of the Journals in Rhetoric & Composition Outstanding Essay.

2013 Best of Rhetoric & Composition Independent Journals Outstanding Essay.

2012 University of New Mexico Outstanding Teacher of the Year Award and Teaching Fellow.
Nominated March 2012.

2012 Conference of College Composition and Communication Outstanding Book Award (Contributing Author: "Mapping Cultural Ecologies of Language and Literacy.") *Cross-Language Relations in Composition*. Eds. Bruce Horner, Min-Zhan Lu, and Paul Matsuda. Southern Illinois University Press, 2010: 204-11.

2011-2013 Senior Fellow. Robert Wood Johnson Foundation Center for Health Policy

2009-2010 University of New Mexico Faculty Research Sabbatical

2006 Texas State Senate Resolution in Recognition of Book Release: *Héctor P. García: Everyday Rhetoric and Mexican American Civil Rights* (Texas State Senate October 12, 2006)

2005 University of New Mexico Department of English Keleher/Hendon Junior Faculty Award

2004 University of New Mexico Undergraduate Research & Creativity Colloquium Class Award

2002 Texas A&M University Distinguished Graduate Student Research Award

2001-2002 L.T. Jordan Institute International Fellow to *Archivo General de Indias*, Seville, Spain

2001 Texas A&M University, College of Liberal Arts Distinguished Graduate Student Research

2001 South Central Modern Language Association (SCMLA) Dissertation Research Scholarship

2001 Texas A&M University, Department of English Stanley Cresswell Award for Excellence in Teaching

1996 Conference of College Teachers of English Award for Best Paper in Rhetoric

GRANTS

2018 The Center for Regional Studies Faculty Research Grant for *Local 890 Salt of the Earth Recovery Project.*

2016 College of Arts and Science Faculty Subvention Grant for *Vicente Ximenes, LBJ's Great Society and Mexican American Civil Rights Rhetoric.*

2013 Latin American Studies Title VI Course Development Grant "Chicano/a Latin American Ecology and the Rhetoric of Environmental Justice."

2008 Lyndon B. Johnson Presidential Library Research Grant, "Vicente Ximenes & LBJ's Great Society: The Rhetoric of Mexican American Civil Rights Reform."

- 2007 International Writing Center Diversity Research Grant, “Writing Across Cultures: Tutoring Ethnolinguistically Diverse Students.”
- 2006 College of Arts and Science Faculty Subvention Grant for *Héctor P. García: Everyday Rhetoric and Mexican American Civil Rights*.
- 2005 University of New Mexico, Research (RAC) Grant, “Vicente Ximenes and President Lyndon B. Johnson: The Role of the Inter-Agency of Mexican American Affairs in Post-World War II Mexican American Civil Rights Reform.”
- 2004 University of New Mexico, Teaching Allocations (TAS) Grant, “Improving First-Year Composition: Assessing Writing Experiences and Language Attitudes of First-Year UNM Students.”
- 2003 Texas A&M University, Undergraduate Research Opportunity (Research Assistant) Grant
- 2002 Texas A&M University Center for Humanities Research Grant
- 2001 Race and Ethnic Studies Institute at Texas A&M University Research Grant
- 2001 Texas A&M University Center for Teaching Excellence Multicultural Teaching Incentive Grant

PUBLICATIONS Books

- Vicente Ximenes, LBJ's Great Society, and Mexican American Civil Rights Rhetoric*. (Southern Illinois University Press). January 2018. (332 pps.)
- Héctor P. García: Everyday Rhetoric and Mexican American Civil Rights*. Southern Illinois University Press. December 2006. (286 pps.)
- Latino/a Discourses: On Language, Identity, and Literacy Education*. First editor with Valerie Balester and Victor Villanueva. Heinemann/Boynton-Cook. 2004. (147 pps).
- Attending to the Margins: Writing, Researching, and Teaching on the Front Lines*. First editor with Valerie Balester. Heinemann-Boynton/Cook. 1999. (188 pps).

Peer Reviewed Articles

- “Writing Across Communities and the Writing Center as Cultural Ecotone: Language Diversity, Civic Engagement, and Graduate Education.” *Praxis*. 14.1 (Winter 2016): 27-33.
- “The Rhetorical Imagination of Writing Across Communities: *Nomos* and Literacy Education as a Gift Giving Economy.” *Journal of Reflections*. Sustainability Studies Special Issue. 16. 1 (Fall 2016): 149-163.
- “A Prison Story: Public Rhetoric, Community Writing, and the Politics of Gender.” *Journal of Reflections* 15.2 (Spring 2016): 9-35.
- “Welcome to Babylon: Junior Writing Program Administrators and Writing Across Communities at the University of New Mexico.” *Composition Forum*. 25 (Spring 2012): <http://compositionforum.com/issue/25/>
- “What’s Writing Got to Do with It? Citizen Wisdom, Civil Rights Activism, and 21st Century Community Literacy.” Eds. Shannon Carter and Deborah Mutnick. *Community Literacy Journal* Special Issue 7:1 (Fall 2012): 89-110. *(Recipient of 2013 The Best of Rhetoric & Composition Independent Journals Outstanding Essay Award).
- “Writing Across Communities: Diversity, Deliberation, and the Discursive Possibilities of WAC.” *Reflections* (Special Issue: Exploring Diversity in Community-Based Writing and Literacy Programs) 6.1 (Spring 2007): 87-108.
- “Linguistic Contact Zones: An Examination of Ethnolinguistic Identity and Language Attitudes” *Written Communication*. 19.1 (January 2002): 5-43.
- “Dialogue, Dissonance, and Dialectic: Constructing a Textual History of Ellen Glasgow’s *In This Our Life*.” *Ellen Glasgow Newsletter*. 44 (Spring 2000): 1-5.
- “Pedagogy and *La Voz*: Empowering Bicultural Writers.” *Conference of College Teachers of English Studies*. 61 (September 1996). 27-33.

Chapters

- “Vicente Ximenes and LBJ's Great Society: The Rhetorical Imagination of the American GI Forum.” Ed. Anthony Quiroz. *Leaders of the Mexican American Generation*. University of Colorado Press. (Fall 2015): 231-253.
- “What’s Writing Got to Do with It? Citizen Wisdom, Civil Rights Activism, and 21st Century Community Literacy.” *The Best of Rhetoric and Composition Independent Journals Outstanding Essays*. Parlor Press. (Fall 2015): 27-55.
- “Out of WAC: Democratizing Higher Education and Questions of Scarcity and Social Justice.” *Texts of Consequence: Composing Social Activism for the Classroom and Community*. Christopher Wilkey and Nicholas Mauriello, eds. Hampton Press. (Spring 2013): 174-225.
- “Mapping Cultural Ecologies of Language and Literacy.” *Cross-Language Relations in Composition*.** Eds. Bruce Horner, Min-Zhan Lu, and Paul Matsuda. Southern Illinois University Press, 2010: 204-11. **(Recipient of CCCC 2011 Outstanding Book Award)
- “Writing Across Communities: Diversity, Deliberation, and the Discursive Possibilities of WAC.” Reprinted in *Writing and Community Engagement: A Critical Sourcebook*. Eds. Thomas Dean, Barbara Roswell, and Adrian Wurr. Bedford St. Martin’s, 2010: 369-85.
- Foreword. *Teaching Writing with Latino/a Students: Lessons Learned at Hispanic Serving Institutions*. Eds. Cristina Kirklighter, Diana Cárdenas, and Susan Wolff Murphy. State University of New York Press. August 2007. vii-xiv.
- “Questions of Race, Caste, and Citizenship: Héctor P. García, Lyndon B. Johnson, and the Polemics of the Bracero Immigrant Labor Program.” for *Who Belongs in America? Presidents, Rhetoric, and Immigration*. Ed. Vanessa Beasley. Texas A&M University Press, 2006. 183-205.
- “Tex Mex, Metalingual Discourse, and Teaching College Writing” for *Dialects, Englishes, Creoles, and Education*. Ed. Shondel Nero. Lawrence Erlbaum, 2006. 185-201.
- “Understanding the Rhetorical Value of Tejano Codeswitching” for *Latino/a Discourses: On Language, Identity, and Literacy Education*. Heinemann/Boynton-Cook, 2004. 24-39.
- “Discourse and ‘Cultural Bumping’.” Introduction. *Latino/a Discourses: On Language, Identity, and Literacy Education*. With Valerie Balester and Victor Villanueva. Heinemann/Boynton-Cook, 2004. 1-6.
- “Histories, Ideologies, and Discourses of (Un)Identification: An Approach to Composition and Critical Pedagogy for Mexican American College Writers” for *Included in English Studies: Learning Climates That Cultivate Racial and Ethnic Diversity*. Eds. Shelli B. Fowler and Victor Villanueva, NCTE, 2002. 43-51.
- “Leveling the Linguistic Playing Field in the Composition Classroom.” *Attending to the Margins: Writing, Researching, and Teaching on the Front Lines*. Heinemann, 1999. 131-49.
- “Voices from the Wild Horse Desert.” Introduction. With Valerie Balester. *Attending to the Margins: Writing, Researching, and Teaching on the Front Lines*. Heinemann. 1999. xiii-xxiii.
- “The Sociolinguistic Contexts of Bicultural Writers.” *1996 Proceedings of the National Association of Hispanic and Latino Studies*.

Invited Encyclopedia Entries

- “Writing Across Communities: Cultural Rhetorical Ecologies and Transcultural Citizenship.” (John Liontas, ed. *The International Encyclopedia of English Language Teaching* (Malden: Wiley Press) (Winter 2017/Spring 2018).
- “Latino/as in the United States: Transnationalism, Language, and Identity.” (John Liontas, ed. *The International Encyclopedia of English Language Teaching* (Malden: Wiley Press) (Winter 2017/Spring 2018).
- “Héctor P. García.” *American National Biography*, Oxford University Press. (Fall 2015) www.anb.org
- “Vicente Ximenes.” *American National Biography*, Oxford University Press. (Fall 2015) www.anb.org

Invited Reviews & Essays

“Review Essay of Maggie Rivas-Rodriguez *Texas Mexican Americans and Postwar Civil Rights*”
Journal of American History. (September 2016): 519-520.

“One Picture, 1,000 Words.” *New Mexico Magazine*. (July 2015): 66-7.

“Landscapes of Civic Literacy: The Rhetoric of Remembering” Invited Review Essay of: *Civil Rights Memorials and the Geography of Memory* in *JAC* 29.1-2 (Spring 2010) 451-64.

“Argument Revisited; Argument Redefined: Negotiating Meaning in the College Composition Classroom.” Invited Review Essay. *Argument and Advocacy*. 35.4 (Spring 1999): 192-95.

WORK UNDER CONTRACT

Latina Leadership: Language and Literacy Education Across Communities. Co-Editor with Laura Gonzales. Collection of 12 Selected Essays. (For Syracuse University Press). Fall 2020.

Education

MFA. **Creative Writing**, *Creative Nonfiction*, December 1997
The University of Arizona, Tucson, Arizona

BA **Philosophy**, *High Honors, Philosophy Honors Program*, May 1993
The University of Virginia, Charlottesville, Virginia

Academic & Administrative Positions

Professor, Department of English, The University of New Mexico, July 2014 – Present
Associate Professor, Department of English, The University of New Mexico, July 2007 – June 2014
Assistant Professor, Department of English, The University of New Mexico, August 2001 – June 2007
Director, Combined BA/MD Degree Program, The University of New Mexico, July 2011 – June 2018

Scholarly Achievements -- Publications

Books

Stories for Boys (nonfiction) Hawthorne Books and Literary Arts, October 2012
Mountain City (nonfiction) North Point Press, a division of Farrar, Straus, and Giroux, June 2000

Selected Essays

“Who Are the People in Your Neighborhood?” (essay) *Image*, August 2018
“The Homeless Man & the Lawnmower: a cautionary tale” (essay) *The Seattle Times*, September 2017
“The Last Dying Cat” (essay) *The Morning News*, November 2015.
“The Golden Years: Don Waters’ *Sunland*” (book review) *The Los Angeles Review of Books*, August 2014
“When Jason Collins and my father coming out will no longer matter” (op-ed) *The Seattle Times*, May 18, 2013
“Brittany's Choice: A ten-year-old girl refuses life-sustaining surgery” (literary journalism) *Witness: Special Issue, Disaster*. Volume XXV No. 1, Spring 2012.
“The Great Bewilderment” (essay) *The Sun*, March 2011
“A Memoir is a Reckoning” (craft essay) *The Writer*, September 2010
“Two True Stories About Breathing” (essay) *Kenyon Review Online*, August 2010
“The Family Plot” (essay) *The Sun*, October 2008
“The World of Silence” (fiction) *Storyquarterly*, Summer 2002
“Learning Your Language” (poem) *Image*, Fall 2001
“Cutting the Snow” (essay) *Creative Nonfiction*, Spring 2000
“Macular Degeneration” (essay) *North Dakota Quarterly*, Fall 1999

Professional Recognition & Honors

University and Departmental Recognition & Honors

Wertheim Award University of New Mexico English Department, May 2013, Senior Faculty Research Award for Outstanding Contribution to the Profession.
Outstanding Teacher of the Year University of New Mexico, May 2008. Award Given to Two Professors selected from The College of Arts & Sciences, The College of Fine Arts, The College of Engineering, The College of Education, The Anderson School of Management, The School of Nursing, and the School of Architecture.

Gunter Starkey Teaching Award, University of New Mexico College of Arts & Sciences, May 2007.
Faculty Award Given to Three Professors in the College of Arts and Sciences for Distinguished Teaching
Keleher Award for Outstanding Assistant Professor, University of New Mexico English Department
May 2003, Faculty Award Given to an Assistant Professor of English for Distinguished Teaching

Literary Recognition & Honors

Recognition for *Stories for Boys*

Seattle Reads 2013: *Stories for Boys*

Barnes & Noble Discover Great New Writers Selection, Holiday 2012

Pacific Northwest Independent Bestseller's List Feature & Interview on the PBS Nationally Syndicated Show: *Well Read Recognition for MOUNTAIN CITY*

Federal Assistance Award: The U.S. Embassy Speaker Series, October 2010, *U.S Department of State, U.S. Embassy, Madrid, Spain*. Award sponsored honorarium and travel for a series of invited lectures and readings at universities in Madrid, Alcalá de Henares, Bilbao and Vitoria-Gasteiz, Spain

Silver Pen Award, Nevada Writer's Hall of Fame, University of Nevada, Reno, December 2002

Washington State Book Award: *Mountain City*, Washington Center for the Book at the Seattle Public Library, March 2001

NPR's Morning Edition: Ten Larger-Than-Life Memoirs August, 1, 2005

New York Times Notable Book of the Year, 2000

Library Journal, Best Books of 2000

Seattle Post-Intelligencer, Best Northwest Books, 2000

Publisher's Weekly, starred review, April 17, 2000

Booklist, starred review, June 1, 2000

Library Journal, starred review, July 1, 2000

Seattle Arts Commission Award – Creative Nonfiction

Seattle Office of Arts & Cultural Affairs, October 2000

Educational History

MFA. , May 2000, University of Iowa, Iowa City, IA, Creative Writing--Fiction

Thesis: *Tina Louise and Other Stories*; Thesis Director: Ethan Canin

No Degree Taken, May 1991, University of Virginia, Charlottesville, VA, Creative Writing—Fiction

Thesis: *P.M.R.C. and Other Stories*; Thesis Director: George Garrett

MA, May 1989, Hollins University, Roanoke, VA, Creative Writing and Literature

Thesis: *The Night My Brother Worked the Header and Other Stories*; Thesis Director: Jeanne Larsen

BA, May 1985, Saint Olaf College, Northfield, MN, English and Education

Employment History--Principal

Professor, July 2014-Present, Department of English, The University of New Mexico, Albuquerque, NM

Faculty Member, December 2004-Present, Low-Residency MFA. Program at Queens University of Charlotte, Queens University of Charlotte, Charlotte, NC

Director of Creative Writing, July 2012-July 2015 and July 2017 to present, Department of English, The University of New Mexico, Albuquerque, NM

Acting Chair, July 2010-December 2010, Department of English, The University of New Mexico, Albuquerque, NM

Associate Chair for Undergraduate Studies in English, July 2009-July 2010, Department of English, The University of New Mexico, Albuquerque, NM

Associate Professor, July 2006-July 2014, Department of English, The University of New Mexico, Albuquerque, NM

Assistant Professor, July 2001-July 2006, Department of English, The University of New Mexico, Albuquerque, NM

Visiting Assistant Professor (3-Year Renewable Contract), January 2001-December 2001, Department of English, Dartmouth College, Hanover, NH

Visiting Assistant Professor, August 2000-December 2000, Department of English, The University of New Mexico, Albuquerque, NM

Visiting Assistant Professor, January 2000-April 2000, Department of English, Western Michigan University, Kalamazoo, MI

Teaching-Writing Fellow (TWIF), August 1999-May 2000, The Iowa Writers' Workshop, The University of Iowa, Iowa City, IA

Guided Correspondence Fiction Instructor, August 1998-August 1999, The University of Iowa, Iowa City, IA

Writing Coordinator, July 1994-July 1996, The Fine Arts Work Center, Provincetown, MA

Henry Hoyns Teaching Fellow, July 1989-July 1991, Department of English, The University of Virginia, Charlottesville, VA

Books Authored

Nights I Dreamed of Hubert Humphrey; Outpost 19 Books; San Francisco/New York; 216 pages; 2013.

How Animals Mate: Stories; The Overlook Press/Sewanee Writers' Series; New York; 191 pages; 1999.

Selected Stories/Essays in Refereed Journals

"The Way They Do in Movies," *Gargoyle*, forthcoming 2019.

"Nothing Has to Happen," *Free State Review*, forthcoming 2019.

- “B-Side,” *Solstice: A Magazine of Diverse Voices* (www.solsticelitmag.org/content/b-side/), Spring 2018; and in print, forthcoming 2018.
- “Antivenom,” *Gargoyle*, No. 68, 2018.
- “Cache le Poudre: A Memoir in Five Parts,” *Booth: A Journal* (www.booth.butler.edu), Feb. 16, 2018; and in *Booth 12* (print), May 2018.
- “The Palisades,” *Chicago Quarterly Review*, Vol. 26, 2018.
- “Always Funny,” (b)OINK (www.boinkzine.com/2017/12/12/always-funny/); Issue Ten, December 2017.
- “The Middle Ground,” *The Iowa Review*, Vol. 47, No. 1, pp. 146-162, Spring 2017.
- “The Embers”; *The Writing Disorder* (www.writingdisorder.com); Summer 2015.
- “We Don’t Have to Go Back Yet”: *StoryQuarterly*; Vol. 46/47; pp. 73-82; 2014.
- “I Killed It, You Cook It”; Santa Fe Writers’ Project Online Journal (www.sfwp.com/i-killed-it-you-cook-it-by-daniel-mueller-sfwp-finalist/); 2013.
- “Pleased to Meet Me”; *Joyland Retro*; Vol 1, No. 2; pp. 85-99; 2012; and *Joyland Magazine* (<http://joylandmagazine.com/>); 2012.
- “I’m OK, You’re OK”; *The Missouri Review*; Vol. 33, No. 4; pp. 30-40; Winter 2010.
- “At Night We Play Hearts”; *The Iowa Review*; pp. 131-145; Winter 2010.
- “Spoils”; *Gargoyle*; No. 53; pp. 301-305; Summer 2008.
- “Say Anything and Everything”; *The Cincinnati Review*; Vol. 5, No. 1; pp. 81-101; Spring 2008.
- “Connected”; *Prairie Schooner*; Vol. 81, No. 4; pp. 118-133; Winter 2007.
- “Red Cinquefoil”; *CutBank*; Issue 67; pp. 123-139; Spring 2007.
- “Huntsville Rodeo, 1968”; *Another Chicago Magazine*; No. 40; pp. 159-173; Spring 2002.
- “Doctor Golf,” *Orchid: A Literary Review*; Vol. 1, No. 1; pp. 65-82; Spring 2002.
- “German Nudists”; *Wandler*; No. 29; pp. 118-119; Spring 2002.
- “Tina Louise”; *StoryQuarterly*; Vol. 36; pp. 150-162; 2000.
- “Zero”; *Story*; pp. 85-93; Summer 1996.
- “How Animals Mate”; *The Mississippi Review*; Vol. 23, Nos. 1 & 2; pp. 179-209; Winter 1994.
- “Burden of Vision”; *Shankpainter*; No. 34; pp. 53-57; 1994.
- “P.M.R.C.”; *Timbuktu*; No. 6; pp. 85-97; Spring 1991.
- “The Night My Brother Worked the Header”; *Playboy Magazine*; pp. 94-180; October 1990.
- “Torturing Creatures at Night”; *The Crescent Review*; Vol. 8, No. 1; pp. 121-128; Spring 1990.

Selected Stories/Essays Appearing in Edited Volumes/Anthologies

- “I’m OK, You’re OK”; *Going Mental: Essays on the Fringe* (eBook); Michael Nye, ed.; The Missouri Review Press, The University of Missouri, Columbia, MO.
- “How Animals Mate”; *The Mississippi Review 30 Year Anthology*; Vol. 39, Nos. 1-3; Julia Johnson, ed.; The Center for Writers, The University of Southern Mississippi, Hattiesburg, MS; pp. 475-495; 2012.
- “The Man I Have Put at the Wheel is You”; *Boomtown: Explosive Writing from Ten Years of the Queens University of Charlotte MFA Program*; Fred Leebron & Michael Kobre, eds.; Press 53; Winston-Salem, NC; pp. 274-276; 2011.
- “Red Cinquefoil”; *Surreal South 09*; Laura Benedict & Pinckney Benedict, eds.; Press 53, Winston-Salem, NC; pp. 36-49; 2009
- “The Night My Brother Worked the Header”; *Playboy’s College Fiction*; Alice K. Turner, ed.; Playboy Press/Steerforth Press; New York NY/Hanover NH; pp. 60-76; 2007.
- “P.M.R.C.”; *Henfield Prize Stories*; John Birmingham, Laura Gilpin, & Joseph McCrindle, eds.; Warner Books; New York, NY; pp. 165-183; 1992.

“Ice Breaking”; *Elvis in Oz: New Stories and Poems from the Hollins Creative Writing Program*; Mary Flinn & George Garrett, eds.; University of Virginia Press; Charlottesville, VA; pp. 154-167; 1992.

SELECTED AWARDS AND RECOGNITIONS

First Place, Prairie Lights Bookstore Short Story Prize, \$500 in books awarded for “Trivial Pursuit” (a short story in manuscript), 2000, Prairie Lights Bookstore, Iowa City, IA.

Teaching-Writing Fellowship (TWIF), \$20,000 + tuition remission, one of five top-tier teaching fellowships awarded to fiction writers at The Iowa Writers’ Workshop, August 1999-May 2000, The University of Iowa, Iowa City, IA.

How Animals Mate noted in “Book Currents,” *The New Yorker*, October 7, 1999, p. 28.

Borders Original Voices Selection, *How Animals Mate*, Borders Bookstores, 1999.

One of *Esquire Magazine*’s “Distinguished Books of the Year,” *How Animals Mate*, 1999.

Walter E. Dalkin Fellowship, travel + tuition + room + board at the Sewanee Writers’ Conference, July 1999, Sewanee Writers’ Conference, University of the South, Sewanee, TN.

Sewanee Fiction Prize, \$5000 advance + book publication, 1998, *How Animals Mate: Stories*, Sewanee Writers’ Series, University of the South, Sewanee, TN.

Truman Capote Fellowship, \$8000 + tuition remission to study at The Iowa Writers’ Workshop, August 1998-May 1999, The University of Iowa, Iowa City, IA.

John N. Wall Fellowship, travel + tuition + room + board at the Sewanee Writers’ Conference, July 1998, Sewanee Writers’ Conference, The University of the South, Sewanee, TN.

Individual Literature Grant, \$15,000, 1996, National Endowment for the Arts.

Individual Literature Grant, \$5000, 1996, Massachusetts Cultural Council.

Citation, Other Distinguished Stories of 1994, “How Animals Mate,” *Best American Short Stories of 1994*.

Creative Writing Fellowship, eight-month residency + \$375 monthly stipend, 1993, The Fine Arts Work Center in Provincetown, Provincetown, MA.

Residency Fellowship, one-month residency + board, January 1992, The Virginia Center for the Creative Arts.

Citation, Other Distinguished Stories of 1990, “The Night My Brother Worked the Header,” *Best American Short Stories of 1990*.

First Place, *Playboy* College Fiction Contest, \$3000 + story publication, 1990, “The Night My Brother Worked the Header,” *Playboy Magazine*.

Transatlantic Review Award, \$3000 for a single story, 1990, “P.M.R.C.,” Henfield Foundation.

Henry Hoyns Fellowship, \$12,000 + tuition remission to study in the MFA Program, 1989, The University of Virginia.

Julianne Newmark, PhD

Principal Lecturer

Assistant Director of Core Writing

Program Coordinator: Technical & Professional Communication

Editor-in-Chief: *Xchanges* journal (www.xchanges.org)

EDUCATION

PhD 2004 English, Wayne State University

School for Criticism and Theory (Diana Fuss's seminar), Cornell University, Summer 2001

MA 2000 English, Wayne State University

BA 1996 English and Comparative Literature, University of Michigan

POSITIONS HELD

Principal Lecturer, University of New Mexico, 2015-present

Associate Professor of English, CLASS Dept., New Mexico Tech, 2012-15

Assistant Professor of English, CLASS Dept., New Mexico Tech, 2007-2012

Visiting Assistant Professor of English, Humanities Department, New Mexico Tech, 2006-7

Instructor, University of New Mexico Department of Language and Literature, 2005-6

Postdoctoral Teaching Fellow, Wayne State University Honors Program, 2004-5

AWARDS AND FELLOWSHIPS

NCTE/CCCC Emergent Research(er) Award, 2017-2019

University of New Mexico Provost's Core Curriculum Fellowship, 2018-2019

Charles Redd Center for Western Studies, Brigham Young U. Visiting Scholar, Spring 2014, 2009

Newberry Library/South Central Modern Language Association Research Fellowship, 2007

Charles Redd Center for Western Studies, Brigham Young U. Short-term Fellowship, 2006

Newly-Published Scholar Award, International D. H. Lawrence Conference, 2005

Postdoctoral Fellowship, Honors Program, Wayne State University, 2004-5, 2005-7 (declined)

Summer Dissertation Fellowship, Wayne State University, Summer 2004

Thomas Rumble Dissertation Fellow, Wayne State University, 2003-4

PUBLICATIONS -- Technical and Professional Communication (TPC) and Writing Studies

BOOK MANUSCRIPTS

"Reports of Agency: Retrieving Indigenous Professional Communication in Dawes Era Indian Bureau Agency Documents." Currently in progress.

"Using Usability: History, Practice, and Applications of User-Centered Design and Usability Testing in Technical & Professional Communication Curricula. A Multi-Genre Resource Book." Co-author. In proposal stage.

JOURNAL SPECIAL ISSUES AND ARTICLES

"The Formal Conventions of Colonial Medicine: Bureau of Indian Affairs' Agency Physicians' Reports, 1880-1910." Currently under review by *College Composition and Communication*.

"Fostering Community through Metacognitive Reflection in Online Technical Communication Courses." First author and designer, with Tiffany Bouelle. Currently under review by *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.

Edited special issue. "User-Centered Design and Usability in the Composition Classroom." *Computers and Composition*. Co-edited with Tiffany Bouelle and Joseph Bartolotta. Forthcoming, Fall 2018.

- “Engaging With Online Design: Undergraduate User-Participants and the Practice-Level Struggles of Usability Learning.” With Joseph Bartolotta and Tiffany Bourelle. *Communication Design Quarterly*. 5.3 (2017): 63-72.
- “Revising the Online Classroom: Usability Testing for Training Online Technical Communication Instructors.” With Joseph Bartolotta and Tiffany Bourelle. *Technical Communication Quarterly*. 26.3 (2017):287-299.
- “Learning Beyond the Classroom and Textbook: Workplace Enculturation via Technical Communication Client Projects and Internships.” With Beth Kramer-Simpson and Julie Ford. *IEEE Transactions on Professional Communication*. 58.1 (Spring 2015): 106-122.
- "An Academic Ejournal as Technical Communication Client Project: Enculturation, Production, and Assessment." First author, with Julie Ford. *Technical Communication*. 59.4 (November 2012): 288-301.
- “Xchanges Journal--Web Journal as the Writing Classroom: On Building an Academic Web Journal in a Collaborative Classroom.” With Jacoby Boles. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. 16.1 (Fall 2011). (<http://www.technorhetoric.net/16.1/praxis/boles/>)
- “Emphasizing Research (Further) in Undergraduate Technical Communication Curricula: Involving Undergraduate Students With an Academic Journal’s Publication and Management.” With Julie Ford. *The Journal of Technical Writing and Communication*. 41.3 (Fall 2011) 311-324.

BOOK CHAPTERS

- “Balancing Two Cultures: Writing Program and Writing Center Administration at New Mexico Tech.” With Maggie Griffin Taylor and Steve Simpson. In *Writing Program Architecture: Thirty Cases for Reference and Research*. University of Utah Press. 2017. Eds. Bryna Siegel Feiner and Jamie White-Farnum.
- Writers Among Engineers and Scientists: New Mexico Tech's Bachelor of Science in Technical Communication." With Julie Ford and Rosário Durao. *Undergraduate Writing Majors: Nineteen Program Profiles*. Eds. Greg Giberson, Jim Nugent, and Lori Ostergaard. Utah State University Press, 2015. 106-119.

PUBLICATIONS -- Literary Studies

BOOKS

- The Pluralist Imagination from East to West in American Literature*. University of Nebraska Press, 2015. Reviewed in *American Literary History*, *Studies in American Indian Literatures (SAIL)*, and *The D. H. Lawrence Review*.

JOURNAL ARTICLES

- “D. H. Lawrence and Networks of American Literary Criticism.” *The D. H. Lawrence Review*. 41.1 (Spring 2017): 63-89.
- “Claims to Political Place through the National Council of American Indians: Locating Gertrude and Raymond Bonnin in the Nation’s Capital.” *Modern Language Studies*. 45.1 (Summer 2015): 68-93.
- “A Prescription for Freedom: Carlos Montezuma, *Wassaja*, and the Society of American Indians.” *American Indian Quarterly*. 37.3 (Summer 2013): 139-158.
- “Pluralism, Place, and Gertrude Bonnin's Counter-Nativism, From Utah to Washington D.C.” *American Indian Quarterly*. 36.3 (Summer 2012): 318-347.
- “An Introduction to Neonativist Collectives: Place, Not Race, in Cather's *The Professor's House* and Lawrence's *The Plumed Serpent*.” *Arizona Quarterly*. 66.2 (Summer 2010): 89-120.
- “Language, Absence, and Narrative Impossibility in Mario Vargas Llosa's *El hablador*.” *Latin American Literary Review*. 61 (January-June 2003): 5-22.

“Writing (and Speaking) in Tongues: Zitkala-Sa's *American Indian Stories*.” *Western American Literature*. 37.3 (Fall 2002): 335-358.

“D. H. Lawrence, 'Whitman,' and the Leap to the Irrational.” *Etudes Lawrenciennes*. 28 (Spring 2003): 109-32.

BOOK CHAPTERS

“Sensing Re-Placement in New Mexico: D. H. Lawrence, John Collier, and (Post)Colonial Textual Geographies.” “*Terra Incognita*”: *D. H. Lawrence at the Frontiers*. Madison and Teaneck, NJ: Fairleigh Dickinson University Press, 2010. 157-183.

BOOK REVIEWS

Red Bird, Red Power: The Life and Legacy of Zitkala-Ša by Tadeusz Lewandowski. *Western American Literature*. 23.2 (2018): 257-259.

The American Lawrence by Lee M. Jenkins. *D. H. Lawrence Review*. 2016.

Native Historians Write Back by Susan A. Miller and James Riding In. *Studies in American Indian Literatures*. 25.4 (Winter 2013): 107-111.

For Home and Country: World War I Propaganda on the Home Front by Celia Malone Kingsbury. *Rocky Mountain Review*. 65.2 (Fall 2011): 229-232.

Everything You Know about Indians Is Wrong by Paul Chaat Smith. *Studies in American Indian Literatures* (SAIL). 21.4 (2009): 93-96.

The Complete Critical Guide to D. H. Lawrence by Fiona Becket. *D. H. Lawrence Review*. Fall 2004.

2018 CONFERENCE PRESENTATIONS -- Technical Communication and Writing Studies

“Engaging Oglala Lakota Presence in Early-Twentieth-Century Office of Indian Affairs Bureaucratic Documents.” Cultural Rhetorics Conference. East Lansing, Michigan. November 2018.

“Perspectives on Assessment of Online Writing Classrooms: Testing Effectiveness and Striving for Balance.” Congreso ALES. Santiago, Chile. October 2018.

“Documenting Agency: Conventions, Allowances, and Expectations in Indian School and Agency Reports, 1910-1920.” Panel organizer/chair: “Story, Resistance, and Indigenous Professional Writing: Decolonial Tactics in Native North American Bureaucratic Documents.” Conference on College Composition and Communication (CCCC). Kansas City, MO. March 2018.

CARMEN NOCENTELLI

EDUCATION

PhD, Stanford University, Comparative Literature, 2004

MA, American University, Literature, 1992

Laurea (Summa Cum Laude), English - Università degli Studi di Roma "La Sapienza", 1990

ACADEMIC EMPLOYMENT

2012- Associate Professor of English and Comparative Literature, University of New Mexico

2004-2012 Assistant Professor of English and Comparative Literature, University of New Mexico

PUBLICATIONS: BOOKS

Empires of Love: Europe, Asia, and the Making of Early Modern Identity. Philadelphia: U of Pennsylvania P, 2013. 262 pp.

PUBLICATIONS: ARTICLES, BOOK CHAPTERS, AND TRANSLATIONS

"Teresa Sampsonia Sherley: Amazon, Traveler, and Consort," *Travel and Travail: Early Modern Women, English Drama, and the Wider World*, ed. Bernadette Andrea and Patricia Akhimie. Lincoln: U of Nebraska P, 2019. 81-101.

"The Dutch Black Legend," *MLQ: Modern Language Quarterly* 75.3 (2014): 355-83.

"Made in India: How Meriton Latroon Became an Englishman," *Indography: Writing the "Indian" in Early Modern England*, ed. Jonathan G. Harris. New York: Palgrave, 2012. 223-34.

"Spice Race: *The Island Princess* and the Politics of Transnational Appropriation," *PMLA* 125.3 (2010): 572-88.

"The Erotics of Mercantile Imperialism: Cross-Cultural Requitedness in the Early Modern Period," *Journal for Early Modern Cultural Studies* 8.1 (2008): 134-53.

"Discipline and Love: Linschoten and the Estado da Índia," *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires*, ed. Margaret R. Greer, Walter D. Mignolo, and Maureen Quilligan. Chicago: U of Chicago P, 2007. 205-24.

"Consuming Cannibals: Léry, Montaigne, and Communal Identities in Sixteenth-Century France," *Nuevo Texto Crítico* 12.23-24 (2000): 93-114.

Spostare il centro del mondo: la lotta per le libertà culturali, translation into Italian from an original by Ngũgĩ wa Thiong'o. Rome: Meltemi, 2000. 210 pp. Winner: 2001 Nonino International Prize.

"Castruccio secondo Machiavelli e Mary Shelley: biografia e metáfor,." Translation into Italian from an original by Betty T. Bennett. In *Shelley e l'Italia*, ed. Lilla Crisafulli, 185-197. Naples: Liguori, 1998.

SELECTED HONORS AND AWARDS

2016-2017 National Endowment for the Humanities Fellowship, Folger Shakespeare Library

2016-2017 Solmsen Fellowship, U of Wisconsin-Madison Center for the Humanities (declined)

2016-2017 Berenson Fellowship, Villa I Tatti (declined)

2015 Aldo and Jeanne Scaglione Prize for Comparative Literary Studies. Awarded by the Modern Language Association for *Empires of Love*.

2014 Roland H. Bainton Prize in Literature. Awarded by the Sixteenth Century Society for *Empires of Love*.

2011 Small Research Grant, UNM Research Allocation Committee

2011 Gladys Kriebel Delmas Foundation Grant, Folger Shakespeare Library

2008-2009 National Endowment for the Humanities Fellowship, Newberry Library

2008 Julia M. Keleher and Telfair Hendon Jr. Faculty Award, Dept. of English, UNM

- 2007 Mayers Fellowship, Huntington Library
- 2006 Audrey Lumsden-Kouvel Fellowship, Newberry Library
- 2006 Large Research Grant, UNM Research Allocation Committee
- 2005 Susan Geiger Faculty Award, UNM Feminist Research Institute Board
- 2005 Small Research Grant, UNM Research Allocation Committee
- 2003 J. Douglas Canfield Award for Postgraduate Scholarship, *Journal for Early Modern Cultural Studies (JEMCS)* editorial board
- 1998-1999 Mrs. Giles Whiting Dissertation Fellowship, Stanford University
- 1997-1998 Stanford Humanities Center Pre-Doctoral Fellowship
- 1993 Salzburg Seminar Fellowship
- 1990-1992 Fulbright Scholarship

SELECTED SEMINARS, CONFERENCE PAPERS, AND INVITED TALKS

- Apr. 2018 “Hollandophilia and the Question of Europe,” *Exploring Entangled Histories*, Folger Shakespeare Library, Washington, DC (invited).
- Apr. 2017 “Asia in the Making of Europe” Seminar Leader (with Su Fang Ng). Shakespeare Association of America, Atlanta, GA.
- Mar. 2017 “Europe and the Black Legend.” Medieval & Early Modern Studies Lecture, University of Maryland, College Park, MD (invited).
- Jun. 2016 “Of Burning Widows and Dancing Whores.” Dahlem Humanities Center, Freie Universität, Berlin, Germany (invited).
- Feb. 2015 “Early Modern Globalization and the Invention of Europe.” Medieval & Renaissance Studies Lecture, University of Pittsburgh, Pittsburgh, PA (invited).
- Oct. 2014 “‘Abominable matters’: Portuguese India and Domestic Heterosexuality.” American Portuguese Studies Association, Albuquerque, NM.
- Dec. 2013 “Beyond the Black Legend.” IMEMS/Culture and Difference Lecture, Durham University, Durham, United Kingdom (invited).
- Feb. 2013 “Empires of Love: Race, Sexuality, and the European-Asian Encounter.” School for Advanced Research, Santa Fe, NM (invited).

COURSES TAUGHT

GRADUATE: Shakespeare and Cultural Transmission (ENGL582/COMP580); Epic and Empire: From Virgil to Spenser (ENGL680); Early Modern Embodiments (ENGL552); The Global Renaissance (ENGL552/COMP580); Shakespeare and Race (ENGL582).

UNDERGRADUATE: Witches: From the Burning Times to the Present Day (COMP224); World Literature I (COMP224); Magic, Witchcraft, and Science (COMP432/ENGL432/FREN432); The Global Renaissance (ENGL452); The Renaissance and Its Discontents (COMP480/ENGL452); Inventing America, 1492-1624 (COMP432/ENGL432/FREN432/LTAM400); Early Shakespeare (ENGL352); Later Shakespeare (ENGL353); European Literature and the Age of Exploration (COMP380/ENGL315); Literary Questions: Images of the State (COMP224).

GRADUATE MENTORING

Alain M. Antoine, PhD in French 2015-present (Cmte. Member); Karra Shimabukuro, PhD in English 2013-2017 (Cmte. Member); Carrie Classon, MFA in Creative Writing, 2015 (Cmte. Member); Nichole Neff, MA in English, 2014 (Cmte. Member); Kate Baca, MA in English, 2013 (Cmte. Chair); Jason Bengtson, MA in English, 2013 (Cmte. Chair); Caley S. McGill, MA in Comparative Literature and Cultural Studies, 2013 (Cmte. Member); Bruce Carroll, PhD in English, 2010-2013 (Cmte. Member); Aaron Anderson, MA in English, 2012 (Cmte. Member); Colleen Cummins, MA in English, 2012

(Cmte. Chair); Carmen Halstead, MA in English, 2012 (Cmte. Member); Jessica Wells, MA in Comparative Literature and Cultural Studies 2012 (Cmte. Member); David Lawrence, MA in English, 2011 (Cmte. Member); Scott Barnard, MA in Comparative Literature and Cultural Studies, 2011 (Cmte. Member); Cassandra Amundson, PhD in English 2010 (Cmte. Member); Mariam Durrani, MA in English 2008 (Cmte. Member)

PROFESSIONAL SERVICE

National Endowment for the Humanities FPIRI Evaluator (2018)
Advisory Board Member, Early Modern Feminisms Book Series, U of Delaware P (2017-Present)
Manuscript referee for The University of Toronto P (2016-Present); *Genre* (2012-Present); *The Journal for Early Modern Cultural Studies* (2011-Present)
Aldo and Jeanne Scaglione Prize for Comparative Literary Studies Selection Cmte., Modern Language Association (Member: 2016, 2017; Chair: 2018)
Delegate Assembly, Modern Language Association (2012-2015)
UNM Feminist Research Institute Board (2007-2008; 2009-2010)

SELECTED DEPARTMENTAL SERVICE

Executive Cmte., Dept. of English (2018-Present); Junior Faculty Mentor, Dept. of English (2016-2017); Job Search Cmte., Dept. of English (2015); Director, Program in Comparative Literature and Cultural Studies, Dept. of Foreign Langs (2014-2015); Graduate Cmte., Dept. of Foreign Langs (2014-2015; 2007-2008); Associate Chair for Tenure and Promotion, Dept. of English (2014-2015, 2011-2012); Director of Undergraduate Studies, Dept. of Foreign Languages (2011-2013)

NAME: Anita Obermeier

RANK: Professor

EDUCATION:

PhD English, Medieval Arizona State University
MA English Eastern Illinois University
BA English/History Ludwig-Maximilians-Universität, Munich

LIST OF RESEARCH/WRITING INTERESTS:

Authorship studies, feminist, gender, queer, and disability approaches, intertextualities, medievalism, mystics, saints' lives, translation criticism, and medieval medical theories and their manifestations in literature.

Literary Criticism: Books

Co-editor with Georgiana Donavin of *Romance and Rhetoric: In Honour of Dhira B. Mahoney. Disputatio* 19. Turnhout: Brepols, 2010. 281 pp.

The History and Anatomy of Auctorial Self-Criticism in the European Middle Ages. Internationale Forschungen zur Allgemeinen und Vergleichenden Literaturwissenschaft 32. Amsterdam and Atlanta: Rodopi, 1999. 314 pp.

Human, Divine, and Demonic Conception in Medieval Art, Culture, and Literature. 300pp. In progress.

Literary Criticism: Chapter in a Book (Peer-Reviewed)

“The Genius Concept of Medieval Women Writers.” *Weibliche Genieentwürfe. Eine alternative Geschichte des schöpferischen Subjekts (Women Geniuses: an Alternative History of Feminine Creativity)*. Ed. Barbara Ventarola. Königshausen & Neumann. Forthcoming 2019. 20 pp.

“The Censorship Trope in Geoffrey Chaucer’s *Manciple’s Tale* as Ovidian Metaphor in a Gowerian and Ricardian Context.” *Author, Reader, Book: Medieval Authorship in Theory and Practice*. Eds. Stephen Partridge and Erik Kwakkel. Toronto: U of Toronto P, 2012. 80-105.

“The Rhetoric of Symbolism: the Grail of Fertility and Sterility.” *Romance and Rhetoric: In Honour of Dhira B. Mahoney*. Eds. Georgiana Donavin and Anita Obermeier. *Disputatio* 19. Turnhout: Brepols, 2010. 193-221.

“Witches and the Myth of the Medieval ‘Burning Times.’” *Misconceptions about the Middle Ages*. Ed. Stephen J. Harris and Bryon L. Grigsby. New York and London: Routledge, 2007. 226-237.

“Chaucer’s ‘Retraction’.” *Sources and Analogues of the Canterbury Tales*. Eds. Robert Correale and Mary Hamel. Vol. 2. Cambridge: D. S. Brewer, 2005. 775-808.

“Joachim’s Infertility in the St. Anne’s Legend.” *Chaucer and the Challenges of Medievalism: Studies in Honor of Henry Ansgar Kelly*. Eds. Donka Minkova and Theresa Tinkle. Bern: Peter Lang, 2003. 289-307.

“Medieval Narrative Conventions and the Putative Anti-Medievalism of Twain’s *Yankee*.” *Reinventing the Middle Ages and the Renaissance*. Ed. William Gentrup. Turnhout: Brepols, 1998. 223-39.

Co-author with Robert E. Bjork of “Date, Author, and Audience of *Beowulf*.” *A Beowulf Handbook*. Eds. Robert E. Bjork and John D. Niles. Lincoln: U of Nebraska P, 1997. 13-34.

Literary Criticism: Articles in Journals (Peer-Reviewed)

“Maximum Humor: Sir Dinadan’s Post-Medieval Capers.” *Gwen to the Max: A Festschrift for Gwendolyn Morgan. The Year’s Work in Medievalism* 31 (2016): 181-92.

<https://sites.google.com/site/theyearsworkinmedievalism/all-issues/31-2016>.

“Merlin’s Conception by Devil in William Rowley’s Play *The Birth of Merlin*.” *Arthuriana* 24.4 (2014): 48-79. Special issue dedicated to “Arthur on the Stage.”

- “Postmodernism and the Press in Naomi Mitchison’s *To the Chapel Perilous*.” *Studies in Medievalism* 13 (2004): 237-58.
- Co-author with Rebecca Kennison of “The Privileging of *Visio* over *Vox* in the Mystical Experiences of Hildegard of Bingen and Joan of Arc.” *Mystics Quarterly* 23:3 (1997): 137-67.
- “Modern Scandinavian Literature in Translation at the University of Nebraska Press.” *Translation Review* 29 (1989): 11-16.

Literary Criticism: Book Reviews

- Smith, Joshua Byron. *Walter Map and the Matter of Britain*. Philadelphia: U of Pennsylvania P, 2017. Forthcoming in *Reading Religion* (online) in January 2019. 4 pp.
- Baltussen, Han and Peter J. Davis, eds. *The Art of Veiled Speech: Self-Censorship from Aristophanes to Hobbes*. Philadelphia: U of Pennsylvania P, 2015. Forthcoming in *The Medieval Review* (online) in 2019. 5 pp.
- Rose, Mary Beth. *Plotting Motherhood in Medieval, Early Modern, and Modern Literature*. Palgrave Macmillan, 2017. *Modern Philology* 116.3 (2018): E000.
- Quinlan, Jessica. *Vater, Tochter, Schwiegersohn: Die erzählerische Ausgestaltung einer familiären Dreierkonstellation im Artusroman französischer und deutscher Sprache um 1200*. Heidelberg: Universitätsverlag Winter, 2012. *Mediävistik* 30 (2018). 426-28.
- Fichte, Joerg O. *From Camelot to Obamalot: Essays on Medieval and Modern Arthurian Literature*. Trier: Wissenschaftlicher Verlag Trier, 2010. *Journal for English and Germanic Philology* 114.3 (2015): 453-56.
- Scattergood, John. *Occasions for Writing: Essays on Medieval and Renaissance Literature, Politics, and Society*. Dublin: Four Courts Press, 2010. *Mediävistik* 26 (2013): 288-89.
- Mieszkowski, Gretchen. *Medieval Go-Betweens and Chaucer’s Pandarus*. New York: Palgrave Macmillan, 2006. *Journal for English and Germanic Philology* 108.1 (2009): 117-20.
- Frantzen, Allen J. *The Bloody Good: Chivalry, Sacrifice, and the Great War*. U of Chicago P, 2004. *The Medieval Review* (online) <http://scholarworks.iu.edu/journals/index.php/tmr/article/view/15751/21869>. May 2004. 1625 words.
- Benson, Robert G., and Susan J. Ridyard, eds. *New Readings of Chaucer’s Poetry*. D.S. Brewer, 2003. *The Medieval Review* (online) <http://scholarworks.iu.edu/journals/index.php/tmr/article/view/15722/21840>. March 2004. 1628 words.
- Utz, Richard. *Chaucer and the Discourse of German Philology: A History of Reception and an Annotated Bibliography of Studies, 1793-1948*. Brepols 2002. *Quidditas* 23 (2002): 117-20.
- Baswell, Christopher. *Virgil in Medieval England: Figuring the Aeneid from the Twelfth Century to Chaucer*. Cambridge UP 1995. In *Journal of the Rocky Mountain Medieval and Renaissance Association* 16-17 (1995-96): 206-8.
- Classen, Albrecht, ed. *Love and Eroticism in the Middle Ages*. American Heritage 1995. In *Journal of the Rocky Mountain Medieval and Renaissance Association*. 16-17 (1995-96): 208-9.
- Tharaud, Barry, trans. *Beowulf*. U of Colorado P, 1990. *Journal of the Rocky Mountain Medieval and Renaissance Association* 13 (1993): 103-4.

Literary Criticism: Handbook and Encyclopedia Articles

- Co-author with Marisa Sikes. “Augustine’s *Retractationes*.” *The Oxford Guide to the Historical Reception of Augustine*. Eds. Karla Pollmann and Willemien Otten. 3 vols. Oxford: Oxford UP, 2013. 1: 467-70.
- “The Mangle’s Prologue and Tale.” *The Literary Encyclopedia* (online) <http://www.litencyc.com/index.php>. 2011. 9 pp.

- “J. M. Manly.” *Handbook of Medieval Studies: Terms, Methods, Trends*. Ed. Albrecht Classen. 3 vols. Berlin and New York: de Gruyter, 2010. 3: 2511-15.
- “F. N. Robinson.” *Handbook of Medieval Studies: Terms, Methods, Trends*. Ed. Albrecht Classen. 3 vols. Berlin and New York: de Gruyter, 2010. 3: 2594-99.
- Co-author with Marisa Sikes. “The Wife of Bath’s Prologue and Tale.” *The Literary Encyclopedia* (online) <http://www.litencyc.com/index.php>. 2009. 9 pp.
- “Chaucer’s ‘Retraction’.” *The Literary Encyclopedia* (online) <http://www.litencyc.com/index.php>. 2008. 9 pp.
- “Apuleius, Lucius.” *Cyclopedia of World Authors, Revised Third Edition*. Englewood Cliffs, NJ: Salem Press, 1997. 82.
- The Clan of the Cave Bear. Masterplots II: Juvenile and Young Adult Literature, Supplement*. Englewood Cliffs, NJ: Salem Press, 1997. 241-3.
- “Faludi, Susan.” *Cyclopedia of World Authors, Revised Third Edition*. Englewood Cliffs, NJ: Salem Press, 1997. 657.
- “Guillaume de Lorris and Jean de Meung.” *Cyclopedia of World Authors, Revised Third Edition*. Englewood Cliffs, NJ: Salem Press, 1997. 862-3.
- “Navarre, Marguerite de.” *Cyclopedia of World Authors, Revised Third Edition*. Englewood Cliffs, NJ: Salem Press, 1997. 1354-5.
- “Petrarch.” *Cyclopedia of World Authors, Revised Third Edition*. Englewood Cliffs, NJ: Salem Press, 1997. 1590-1.

HONORS AND AWARDS Research/Scholarship

- Elected Member of the 21 Club, UNM, 2018.
- Wertheim Lecturership, Senior Faculty Award for Outstanding Contributions to the English Department, UNM, 2005, 2012.
- Research Allocation Committee Grant, UNM (\$3,000), 2011.
- Winner of the Limited Competition for NEH Summer Stipend, UNM 2008.
- Named Global Ambassador by the International Student Program, Eastern Illinois University, 2007.
- Selected as one of the two outstanding MA graduates of Eastern Illinois University’s English Department in the last 50 years, October 2004.
- Research Allocation Committee Grant, UNM (\$3,500), 2004.
- Research Grant from the Feminist Research Institute, UNM (\$1,200), 2003.
- Research Allocation Committee Grant, UNM (\$3,500), 2002.
- Nomination for the Distinguished Dissertation of America Award, ASU, 1992 (1 nomination per institution).
- Outstanding Graduate Student Award for 1992, ASU, 1992 (1 award per institution).

Teaching

- Nomination for the Provost’s Faculty Service Award, UNM, 2013.
- Office of Graduate Studies Faculty Mentor Award, UNM, 2012.
- Best Professor, English Graduate Student Association, UNM, 2012.
- Accessibility Resource Center Faculty Excellence Award, UNM, 2011.
- Student Nomination for Outstanding Student Service Provider, Division of Student Affairs, UNM, 2011.
- Alumni Association’s Faculty Award for Outstanding Teaching and Service to Students, UNM, 2010.
- Student Nomination for the Presidential Teaching Fellowship, UNM, 2005, 2010.
- Student Organization Awards: Advisor of the Semester for being the advisor of the Medieval Studies Student Association, UNM, Spring 2009.
- Teaching Allocation Subcommittee Grant, UNM, 2001-02, 2004-05, 2007-08.
- Outstanding Teacher of the Year Award, UNM, 2005.

Keleher Assistant Professor Award, English, UNM, 2003.

TEACHING Taught 35 different courses.

For details on my teaching, see my website at <https://www.anitaobermeier.com>

Doctoral Advisement

Chair, Dissertation Committees: English

Dalicia Raymond, "Free Will and Love Magic in Medieval Romances." In Progress

Francesca Tuoni, "The Lexical Influence of Arabic on Middle English." In Progress.

Doaa Omran, "Archetypes of Female Heroism in the Medieval Arabic *Sira* and the European Romance." In Progress.

Karra Shimabukuro, "Devilish Leaders, Demonic Parliament, and Diabolical Rebels: Nationalistic English Literature from Malmesbury to Milton." 2017.

Lisa Myers, "The Wilderness in Medieval English Literature: Genre, Audience and Society." 2015.

Christine Kozikowski, "Private Matters: The Place of Privacy in English Legal Records, Romances, and Letters, 1300-1500." 2013.

Marisa Sikes, "Conducting Women: Gender, Power, and Authority in the Rhetoric of French and English Conduct Literature of the Later Middle Ages." 2012.

Cynthia Fillmore, "Satan, Saints, and Heretics: The History of Political Demonology in the Middle Ages." 2008.

MAJOR SERVICE ACTIVITIES

Chair, Department of English, UNM, 2015-

Director of the Medieval Studies Program in English, UNM, 2011-

Director of the Feminist Research Institute, UNM, 2005-15.

Associate Chair for Graduate Studies in English, UNM, 2009-15.

President of The Consortium for the Teaching the Middle Ages (TEAMS), 2012-16.

President of the Medieval Association of the Pacific, 2012-14.

Member of the Medieval Academy of America and Medieval Association of the Pacific Joint Conference Committee, UCLA, 2013-14.

Program Chair of the 26th Annual International Conference on Medievalism, "Medievalism, Arthuriana, and Landscapes of Enchantment," at UNM 2011

Vice President of the Medieval Association of the Pacific, 2010-12.

Vice President of the Consortium for Teaching the Middle Ages (TEAMS), 2009-12.

Program Chair of the Medieval Association of the Pacific Meeting, UNM, 2009.

Elected Member of the Executive Committee in English, UNM 2008-10.

Chair, Search Committee for Director of Religious Studies Program, UNM, 2008.

MLA Delegate Assembly 2007-09.

Research Allocation Committee, UNM, 2012-15.

Search Committee for the Dean of the Office of Graduate Studies, UNM, 2012.

Charles Paine

Education

PhD in English, Duke University, Durham, NC

Major areas: Rhetoric and Composition, Sociology of Literacy, 19th-Century American Literature, American Modernism

Dissertation: *The Writing Self: Composition History and the Goals of Learning to Write*

MA in English, University of Massachusetts at Boston, Boston, MA

BA in English and Psychology, University of New Mexico, Albuquerque, NM

Employment History

Professor of English, UNM, August 2011–present

Associate Professor of English, UNM, July 2000–July 2011

Assistant Professor of English, UNM, August 1994–June 2000

University and Department Administrative Appointments

Associate Chair of Core Writing, English, May 2011–present

Director of Rhetoric and Writing, English, May 2011–present

Special Assistant to the Dean for Assessment (0.5 FTE, 12-month), College of Arts & Sciences, UNM, February 2008–July 2010

Director, Rhetoric and Writing, English, UNM. June 2005–February 2008

Associate Dean for Academic Affairs (0.5 FTE, 12-month), University College, UNM, May 2004–June 2005

Director of Rhetoric and Writing September 2000–September 2004

Director, Rhetoric and Writing, English, UNM, June 1998–June 2000

Research and Teaching Areas

Teaching Writing: composition theory, genre theory

Rhetorical theory and history (especially classical and 19th-century American rhetoric)

Writing Program Administration: assessment, preparing teachers, curriculum design

Selected Scholarly Achievements

Books Authored and Co-Authored

Richard Johnson-Sheehan and Charles Paine. *Writing Today*, 4th edition. Boston: Pearson, 2019. Print.

Richard Johnson-Sheehan and Charles Paine. *Writing Today*, 3rd edition. Boston: Pearson, 2015. Print.

Richard Johnson-Sheehan and Charles Paine. *Writing Today: Brief Edition*, 3rd edition. Boston: Pearson, 2015. Print.

Richard Johnson-Sheehan and Charles Paine. *Writing Today*, 2nd edition. Boston: Pearson, 2012. Print.

Richard Johnson-Sheehan and Charles Paine. *Writing Today: Brief Edition*, 2nd edition. Boston: Pearson, 2012. Print.

Books Edited or Co-Edited

Teaching with Student Texts: Essays Toward and Informed Practice. Ed. Joseph Harris, John D. Miles, Charles Paine. Logan: Utah State UP, 2010. Print.

Articles in Refereed Journals

- Anderson, Paul, Chris M. Anson, Tom Fish, Robert M. Gonyea, Margaret Marshall, Wendy Menefee-Libey, Charles Paine, Laura Palucki-Blake, Susan Weaver. "How Writing Contributes to Learning: New Findings from a National Study and Their Local Application." *Peer Review*. Forthcoming, 2016.
- Anderson, Paul, Chris M. Anson, Robert M. Gonyea, and Charles Paine. "How To Create High-Impact Writing Assignments That Enhance Learning and Development and Reinvigorate WAC/WID Programs: What Almost 72,000 Undergraduates Taught Us." *Across the Disciplines*. Forthcoming, 2016.
- Anderson, Paul, Chris M. Anson, Robert M. Gonyea, and Charles Paine. "The Contributions of Writing to Learning and Development: Results from a Large-Scale Multi-institutional Study." Co-authored with. *Research in the Teaching of English*. 50:2 (2015): 199–235.

Articles Appearing in Chapters in Edited Volumes

- Paine, Charles, Chris M. Anson, Robert M. Gonyea, and Paul Anderson. "Using National Survey of Student Engagement Data and Methods to Assess Teaching in First-Year Composition and Writing Across the Curriculum." *Assessing the Teaching of Writing: Twenty-First Century Trends and Technologies*. Ed. Amy E. Dayton. Logan: Utah State University Press, 2015. 171-186.

Refereed Presentations at Professional Meetings

- "A New Stage for the NSSE Writing Questions – CWPA's Continued Involvement." Council of Writing Program Administrators Conference, Albuquerque, NM , July 21, 2012.
- "Broadening the Habits of Mind for WPAs and Students Informing WPA Theory and Practice with The Framework for Success in Postsecondary Writing." Council of Writing Program Administrators Conference, Albuquerque, NM , July 20, 2012.
- "Delbanco's Plea: What Does a Defense of Liberal Arts Have to Do with a Writing Program?" Council of Writing Program Administrators Conference, Albuquerque, NM , July 20, 2012.
- "Examining the Role of Graduate Students in Program Writing Assessment." Council of Writing Program Administrators Conference, Baton Rouge, LA. July 16, 2011.
- "Joint Hiring Positions: How We're Partnering with the College of Education to Address College Readiness." Council of Writing Program Administrators Conference, Baton Rouge, LA. July 16, 2011.
- "What's Behind the NSSE Findings: Connecting Institutional Data to NSSE Results to Uncover the Relationships between Writing Practices and Student Success. CCCC. Louisville, KY. March 18, 2010.

Service

- Departmental Committees (since 2005)
Executive Committee, Fall 2008–present
Graduate Committee, AY2005-2006, AY2006-07, AY2009-10, AY2010-11
WAC Steering Committee, Fall 2005–present
University Committees & Service
Extended University 2010 Distance Education Committee, 2009–present
Provost's Committee on Assessment, 2008–present
Provost's Core Curriculum Task Force, AY2009-10
BA/MD Steering Committee, Co-Chair Success Subcommittee, 2008–present
President's HLC Accreditation Steering Committee, 2008–2009: Primary data collector for and author of the "Criterion Three: Student Learning and Effective Teaching" section of UNM's self-study

Title V ePortfolio Committee, 2008–2009
 AAUP Bylaws Committee, 2008-2009
 Freshman Learning Communities Evaluation Committee, Fall 2002–May 2008
 Provost’s BEAMS Committee, AY2006-07, AY2006-07
 Provost’s Committee on Graduation and Retention, AY2006-07
 Continuing Success Subcommittee
 Preparation Subcommittee
 Provost’s CELAC Review Committee, AY2005-06
 Provost’s Core Curriculum Committee, AY2005-06
 Head, Writing and Speaking Subcommittee
 Title V Planning Grant Committee, AY2005-06
 New Student Orientation Committee, AY2005-06
 Arts & Sciences Representative to UNM National Network for Educational Renewal, AY2004-05,
 AY2005-06
 President’s Committee for Evaluation of Dean Viola Florez, Spring–Summer 2005
 State and National Service to the Field
 State of New Mexico Higher Education Department, General Education Steering Committee, Head,
 Communications Core Area, November 2014–present
 Workshop Co-Leader. With Peggy O’Neill, Heidi Estrem, and Sheila Carter-Tod. WPA Summer
 Workshop, Raleigh, NC. July Boise, ID. July 10–13, 2016.
 Workshop Co-Leader. With Peggy O’Neill. WPA Summer Workshop, Boise, ID. July 12–15, 2015.
 Workshop Co-Leader. With Linda Adler-Kassner. WPA Summer Workshop, Boise, ID. July 13–16,
 2015.
 Conference Co-Organizer, Council of Writing Program Administrators Conference, 2012
 Executive Board Member, Council of Writing Program Administrators. July 2009–2012
 Editorial Board, *Writing Program Administration*, 2007–present
 Ongoing Journal Reviewer: *College English*, *College Composition and Communication*, *Research in the
 Teaching of English*, *WPA Journal*
 Coordinator and co-creator, Consortium for the Study of Writing in College (joint partnership between
 the Council of Writing Program Administrators and the National Survey of Student
 Engagement), July 2008–present
 State of New Mexico Higher Education Department, Chair of Communications Area Subcommittee,
 2002– 2006

Rachael Gray Reynolds, PhD

Education

PhD, Rhetoric – Texas Woman’s Univ., May 2018

Dissertation: *Reading for Empathy, Reflecting for Awareness: A Pilot Study for Improving Self and Other Awareness through Writing*

Advisor: Dr. Gretchen Busl

MA, English (Literature) – Texas Woman’s Univ., Aug 2012

BA, English (Creative Writing) – Univ. of New Mexico, May 2009

Thesis: *From Author to Audience, Theory and the Tom Robbins Reading Experience*

Advisor: Dr. Sandra Renee Faubion

Teaching Experience

Lecturer III, University of New Mexico, Aug 2018 – present

ENGL 110 Accelerated Composition (online)

ENGL 219 Technical and Professional Writing (face-to-face; online 8-week term)

Associate Faculty Member, Ashford Univ., Nov 2016 – 2018

ENG 121 English Composition 1 (19 online sections)

Graduate Teaching Assistant/Instructor of Record, Texas Woman’s Univ., Fall 2011 – Spring 2018

Administrative Experience

Assistant Director eComp, UNM, Fall 2018 – present

Assist director with day-to-day operations

Present informational workshops for Online Learning Assistants

First Year Composition Graduate Assistant/Program Assistant, Fall 2016-Spring 2017

Assist day-to-day operations for writing program serving 1,300-1,500 students/semester

Provide support for First Year Composition Graduate Assistants and Adjuncts:

Creating and tailoring projects, assignments, and daily prompts Providing pedagogical support and resources for classroom management Training new instructors on LMS

Troubleshooting Blackboard and other technological issues

Maintain First Year Composition Blackboard area

Post service, scholarship, and department announcements

Provide pedagogical resources and tools

Serve as representative of Graduate Assistants and Adjuncts in faculty meetings

Service

UNM Core Writing Administrative Committee, Fall 2018 – present.

UNM Core Writing Committee, Fall 2018 – present.

UNM Core Writing Sub-Committee: Technology and Accessibility, Fall 2018 – present.

UNM Lightning Rounds Committee, Fall 2018 – present.

UNM FLC Liaison, Fall 2018 – present.

UNM Time for Teaching Conference Committee, Fall 2018.

TWU VAP FYC Assistant Director Search Committee Member, 2016.

TWU FYC Scheduling Committee Member, Fall 2015.

TWU English and Rhetoric Graduate Organization—Rhetoric Society of America, President, 2015-2016; Social Coordinator, 2012-2013; Faculty Liaison, 2010-2011.

TWU FYC Program Assessment Rater, Fall 2012, Fall 2013, Spring 2014.

TWU FYC Essay Contest Reviewer, Spring 2013.

TWU Student Library Advisory Group Member, Spring 2013.
TWU FYC Senior Secretary Search Committee Member, April 2011.

Awards and Scholarships

TWU Outstanding Graduate Assistant Award, 2016 - 2017 (nominated)
TWU Outstanding Graduate Student Teaching Award, 2015 - 2016 (nominated)
TWU English Speech Foreign Language Department's J. Dean Bishop Teaching Excellence Award, 2013 - 2014
TWU Graduate Student Scholarship, 2012 - 2018

Conferences and Workshops

Professional Presentations

"Empathy through Stories, Empowerment through Writing: Building More Compassionate Readers and Clearer Writers." National Council of Teachers of English. Washington, DC. 2014.
"Creating Access and Making Connections: Two Approaches to Twitter in the Classroom." Co-Presenter. Texas Woman's Univ. Teaching and Learning Symposium. Denton, TX. 2014.
"Learning Information Literacy across the Curriculum" Session chair. Conference on College Composition and Communication. Las Vegas, NV. 2013.
"Shirley Jackson: A Domestic Pioneer." Federation Rhetoric Symposium: Women and Rhetoric. Denton, TX. Apr 2012.
"From Author to Audience, Theory and the Tom Robbins Reading Experience." 2008 Southwest Rocky Mountain Roland E. McNair Research Conference and Graduate and Professional School Fair. Albuquerque, NM. Oct. 2008.

Professional Training

How To: NVivo. Center for Research Design and Analysis, Spring 2017.
Gamification and Faculty Development: Practices from a Pilot Program, Spring 2017.
Oral Presentations and Group Meetings in the Virtual World: YouSeeU's Video Assignments and Virtual Classroom Meetings in Desire2Learn (D2L), Spring 2017.
Learning to Teach Virtually: An Investigation into Synchronous Virtual Classroom Training, Fall 2016.
Canvas: The LMS for the 21st Century, Fall 2016.
Practices for Instruction and Learning for Online Teaching (PILOT) Course, Summer 2015.

Memberships

National Council of Teachers of English
Council of Writing Program Administrators
Sigma Alpha Pi National Society of Leadership and Success
English Rhetoric Graduate Organization – Rhetoric Society of America
Sigma Tau Delta
Ronald E. McNair Post-baccalaureate Program

Learning Management Systems Experience

Blackboard
Canvas
E-College
Waypoint

Multimodal Experience

CamStudio

Pixlr

SlideShare

Tumblr

Canva

Powtoon

Storify

Twitter

Pictochart

Prezi

Thinglink

Wevideo

Richard Robb

EDUCATION

Master of Fine Arts *with distinction*, Creative Fiction. University of New Mexico — 2012.

Bachelor of Arts, *magna cum laude* with *summa cum laude* awarded in English (Creative Writing), minor in Media Arts (Film). University of New Mexico — 2009.

TEACHING EXPERIENCE

Planned and taught various first and second-year writing courses in face-to-face, online, and hybrid format. Regularly updated curriculum based on in-class experience, student feedback, and new practices. Commented on and graded student assignments. Met with students during regular office hours and conferences.

Fall 2012 — Present

Instructor (Adjunct Lecturer II) — *University of New Mexico*

Courses Taught: Technical and Professional Communication (Intermediate Level)

Face-to-Face and Online

Accelerated Composition / Expository Writing I (Composition I)

Argument and Analysis (Composition II)

Enhanced Composition with Studio (Composition III)

Expository Writing II (Intermediate Level)

Introduction to Creative Writing

Summer 2013, Spring 2014, Spring 2015

Instructor (Part-Time) — *Central New Mexico Community College*

Courses Taught: College Writing (Composition I)

Analytic Writing (Composition II)

Technical Writing

Fall 2009 — Spring 2012

Teaching Assistant (Instructor of Record) — *University of New Mexico*

Courses Taught: Expository Writing (Composition I) Face-to-Face and Online

Argument and Analysis (Freshman Comp. II)

Introduction to Creative Writing

PRIOR WORK EXPERIENCE

May 2005 — December 2007, Manager of Advertising Department, American Furniture. Albuquerque, NM

March 2002 — April 2005, Advertising Coordinator, Rowland Nurseries. Albuquerque, NM

February 1994 to August 2001, Advertising Department Manager, Furr's Supermarkets. Albuquerque, NM

PUBLICATIONS

Elevations Ancillary Textbook. Co-editor. Fall 2018.

DISSERTATION

- 2012, MFA Dissertation - *A Falling Sky* (Novel with Critical Preface.)
- 2011, MFA Comprehensive Exam — *A Falling Sky: Defining Post-9/11 Literature and Its Place in My Writing*.

PROFESSIONAL DEVELOPMENT

- February 2018, *Main Campus Researcher (IRB)* Certification
- Fall 2017, *Multimodal and Online Pedagogies Teaching Practicum*.
- May 2016, *Stretch/Studio Composition Courses Teaching Practicum*.
- May 2014 and January 2016, Center for Teaching Excellence Course Design Institute.

AWARDS, HONORS, AND DISTINCTIONS

- 2016-2017: *Lecturer or Affiliated Teacher of the Year Award* Nominee.
- Spring 2013: *Outstanding English 102 Sequence* Nominee.
- Spring 2012: MFA dissertation awarded “with distinction” honors.
- 2009-2010: Vicente Jimenez Scholar.
- 2009-2012, Teaching Assistantship, UNM.
- 2009: Delivered Undergraduate Address for English Department Convocation.
- 2009: Awarded *summa cum laude* for Senior Honors Thesis: *Not What I Wanted to Be When I Grew Up: Stories of the American Working-Class in a Post-9/11 Economy*.
- 2009: Awarded *magna cum laude* from University of New Mexico.
- Spring 2005-Spring 2006: Dean’s List, Albuquerque TVI/CNM.
- Fall 2007-Spring 2009: Dean’s List, University of New Mexico.
- Fall 2008, Words Afire Festival. Short screenplay selected for live staged reading.

ACADEMIC and PROFESSIONAL ACTIVITIES

- 2018 Co-Editor *Elevations* Ancillary Textbook for First-Year Writing Students.
- 2018/2019 Core Writing Committee Member.
- 2016/2017 *Be Kind UNM* Committee Member.
- January 2016, Center for Teaching Excellence Online Course Design Institute.
- August 2014/2015, “ExceedU” Presenter: Core Writing Classes incoming freshmen discussion.
- July 2014, Outcomes Assessment for English 220 review panel.
- July 2012, Taos Summer Writers’ Conference.
- 2009-2013, Volunteer Tutor, “Write On! Workshops” (End-of-semester portfolio coaching).
- Spring 2011, Graduate Student Representative to Creative Writing Program Faculty.
- Spring 2010-Spring 2011, Fiction Panel Participant, 11th Week Colloquia.
- 2009-2010, Freshman Composition Textbook Selection Committee member.
- Fall 2010, Outcomes Assessment English 102 portfolio review panel.
- 2009-2011, Writing Across Curriculum.
 - 2010-2011, Coordinator, Write On! Workshops (WOW).
 - 2010-2011, Civil Rights Symposium Steering Committee member.
 - 2010-2011, Earth Day Conference Steering Committee member.
- Spring 2009, Joseph M. Russo MFA Tutorial (Tutee) inaugural semester.
- 2009, Senior Honors Program.
- Fall 2008, Co-Vice President, UNM Chapter of Sigma Tau Delta English Honor Society.

- 2008-2009, Blue Mesa Review, Manuscript Reader.

ACADEMIC AFFILIATIONS

- New Mexico Council of Teachers of English.
- Modern Language Association.
- Association of Writers and Writing Programs.
- Sigma Tau Delta, English Honor Society.
- Phi Kappa Phi, National Honor Society.
- Phi Theta Kappa, National Honor Society.

AREAS OF INTEREST

From a scholarly standpoint, I am interested Post-9/11 literature—particularly fiction and film—as both as a genre and as a means of examining the changes in both personal and mass media communication in the years since 9/11.

Pedagogically, I am concerned with the place of first- and second-year writing courses in assisting students in developing both a stronger interest *in*—and a better understanding *of*—their chosen careers and the importance of communication in that field. Most recently, I have taken an interest in integrating social activities and exercises intended to foster kindness, compassion, empathy and civility into my professional writing curriculum. I hope to work with students in a service learning setting as well.

Todd Ruecker

EDUCATION

PhD Rhetoric and Composition, University of Texas at El Paso, El Paso, TX. May 2012.

Dissertation: *Writing Across Institutions: Studying the Curricular and Extracurricular Journeys of Latina/o Students Transitioning to College.*

MA English, Truman State University, Kirksville, MO. December 2005.

Thesis: *Understanding and Improving the Success of Peer Review Involving Native and Nonnative Speakers of English.*

BA English, Truman State University, Kirksville, MO. Minor: Classics. May 2003.

ACADEMIC/TEACHING APPOINTMENTS

Associate Professor, Department of English Language and Literature, The University of New Mexico, Albuquerque, NM	2018-present
Affiliate Faculty, Educational Linguistics, The University of New Mexico, Albuquerque, NM	2015-present
Assistant Professor, Department of English Language and Literature, The University of New Mexico, Albuquerque, NM	2012-2018
Assistant Instructor, Department of English, The University of Texas at El Paso, El Paso, TX	2008-2012
Intern and EFL Instructor (public high school), English Opens Doors, Chilean Ministry of Education, Santiago, Chile	2008
EFL Instructor, The Bell School, Prague, Czech Republic	2006-2007
EFL Instructor, Dialog Russian Gymnazium (junior high/high school), Prague, Czech Republic	2006-2007
Graduate Teaching Research Assistant, Truman State University, Kirksville, MO	2004-2005

MAJOR PUBLICATIONS

Books

[under contract] Crusan, D. & **Ruecker, T.** *Context-driven assessment for language learners.* Ann Arbor, MI: University of Michigan Press.

[under contract] Ruecker, T. & Svihla, V. (Eds.) *Navigating challenges in qualitative education research: Research, interrupted.* New York, NY: Routledge.

Ruecker, T. & Crusan, D. (Eds.) (2018). *The politics of English second language writing assessment in global contexts.* New York, NY: Routledge.

Ruecker, T., Shepherd, D., Estrem, H., & Brunk-Chavez, B. (Eds.) (2017). *Retention, persistence, and writing programs.* Logan, UT: Utah State University Press.

Ortmeier-Hooper, C. & **Ruecker, T.** (Eds.) (2017). *Linguistically diverse immigrant and resident writers: Transitions from high school to college.* New York, NY: Routledge.

Ruecker, T. (2015). *Transiciones: Pathways of Latinas and Latinos writing in high school and college.* Logan, UT: Utah State University Press.

Articles

- Ruecker, T., Frazier, S., Tseptsura, M. (2018). "Language difference can be an asset": Exploring the experiences of nonnative English speaking teachers of writing. *College Composition and Communication*, 69(4), 612-41.
- Mangelsdorf, K. & **Ruecker, T.** (2018). Peer reviews and graduate writers: engagements with language and disciplinary differences while responding to writing. *Journal of Response to Writing*, 4(1), 4-33.
- Ruecker, T. & Ives, L. (2015). "White native English speakers needed": The construction of privilege in online English language teaching recruitment spaces. *TESOL Quarterly*, 49(4), 733-756.
- Ruecker, T., Chamcharatsri, B., & Saengngoen, J. (2015). Teacher perceptions of the impact of the Common Core assessments on linguistically diverse high school students. *Journal of Writing Assessment*, 8(1), <http://journalofwritingassessment.org/article.php?article=87>
- Ruecker, T. (2014). Here they do this, over there they do that: Latinas/os writing across institutions. *College Composition and Communication*, 66(1), 91-119.
- Ruecker, T., Shapiro, S., Johnson, E., & Tardy, C. (2014). Exploring the contexts of writing instruction in TESOL. *TESOL Quarterly*, 48(2), 401-412.
- Ruecker, T. (2013). High-stakes testing and Latina/o students: Creating a hierarchy of college readiness. *Journal of Hispanic Higher Education*, 12(3), 303-320.
- Ruecker, T. (2012). Exploring the digital divide on the U.S.-Mexico border through literacy narratives. *Computers and Composition*, 29(3), 239-253.
- Ruecker, T. (2011). Challenging the native and non-native English speaker hierarchy in ELT: New directions from race theory. *Critical Inquiry in Language Studies*, 8(4), 400-422.
- Ruecker, T. (2011). Improving the placement of L2 writers: The students' perspective. *WPA: Writing Program Administration*, 35(1), 92-118.
- Ruecker, T. (2011). The potential of dual-language cross-cultural peer review. *ELT Journal*, 65(4), 398-407.
- Ruecker, T. (2011). Reimagining English 1311: Expository English Composition as Intro to Rhetoric and Writing Studies. *Composition Studies*, 39(1), 87-112.
- Ruecker, T. (2011). Creating an alternative rhetoric through theatre during the height of authoritarian control in communist Czechoslovakia. *Kosmas*, 24(2), 1-17.

Book Chapters

- Crusan, D. & **Ruecker, T.** (in press). Standardized testing pressures and the temptation of the five-paragraph essay. In N.A. Caplan & A.M. Johns (Eds.) *Teaching purposeful writing: Practices beyond the Five-Paragraph Essay*. Ann Arbor, MI: University of Michigan Press.
- Ruecker, T. (2017). Publishing as an early career L2 writing scholar. In P.K. Matsuda, S. E. Snyder, & K. D. O'Meara (Eds.) *Professionalizing second language writing* (pp. 66-79). West Lafayette, IN: Parlor Press.
- Ruecker, T. (2017). Stranger in a strange land: Conducting qualitative research across borders. For the collection. In S.A. Mirhosseini (Ed.) *Reflections on qualitative research in language and literacy education* (pp. 45-58). Cham, Switzerland: Springer.
- Ruecker, T. (2016). "I don't want to be special:" English language learners in rural and small town high schools." In C. Ortmeier-Hooper & T. Ruecker (Eds.) *Linguistically diverse immigrant and resident writers: Transitions from high school to college* (pp. 82-94). New York, NY: Routledge.

- Simpson, S., **Ruecker, T.**, Carrejo, D., Flores, B., & Gonzalez, H. (2016). Leveraging development grants to create graduate writing support at three Hispanic-Serving Institutions. In S. Simpson, M. Cox, N. Caplan, & T. Phillips (Eds.) *Graduate writing support: Research, pedagogy, and program design* (pp. 171-91). Ann Arbor, MI: University of Michigan Press.
- Ruecker, T. & Brunk-Chavez, B. (2016). Digital writing spaces across institutions on the U.S.-Mexico border. In J. P. Purdy & D. N. DeVoss (Eds.) *Making space: Writing instruction, infrastructure, and multiliteracies* (digital publication). Ann Arbor, MI: Digital Rhetoric Collaborative/UM/Sweetland Press.
- Ruecker, T. (2015). Response to 'developing a professional profile.' In R. Skinnell, J. Holiday, C. Vassett, & T. Skeen (Eds.) *What we wish we'd known: Negotiating graduate school* (pp. 209-212). Southlake, TX: Fountainhead Press.
- Ruecker, T. (2014). Analyzing and addressing the effects of native speakerism on linguistically diverse peer review. In S. J. Corbett, M. LaFrance, & T. E. Decker (Eds.) *Peer pressure, peer power: Collaborative peer review and response in the writing classroom* (pp. 91-106). Southlake, TX: Fountainhead Press.

RESEARCH GRANTS

Internal

- \$30212 College of Education Summer Research Grant, Spring 2014, funded
- \$5437 Research Allocations Committee Grant, Spring 2014, funded
- \$26683 College of Education Interdisciplinary Summer Research Grant, Spring 2013, not funded
- \$3858 Research Allocations Committee Grant, Spring 2013, not funded
- \$1900 dissertation research grant, University of Texas at El Paso Graduate School, Spring 2011, funded
- \$800 dissertation research grant, University of Texas at El Paso Graduate School, Spring 2010, funded
- \$100 TESOL special project grant, Teachers of English to Speakers of Other Languages, Fall 2009 (with Christine Tardy, Erik Johnson, and Shawna Shapiro), funded

External

- \$500000 William T. Grant Scholars Program, 2016, not funded
- \$70000 National Academy of Education/Spencer Postdoctoral Fellowship, 2015 funded
- \$3950 Council of Writing Program Administrators Research Grant, Spring 2013, not funded
- \$10000 Conference on College Composition and Communication Research Initiative grant, Fall 2012, not funded

Nicholas P. Schwartz

EDUCATION

- PhD**, Department of English, University of New Mexico; 2015
Concentration: Medieval Studies
Dissertation Title: “Rulers and the Wolf: Archbishop Wulfstan, Anglo-Saxon Kings, and the Problems of His Present”
Committee: Dr. Jonathan Davis-Secord (Director), Dr. Timothy Graham, Dr. Anita Obermeier, Dr. Helen Damico
- MA**, Department of English, University of Toledo 2010
- BA, cum laude**, Canisius College, Buffalo, NY 2008
Major: English

PUBLICATIONS

Review of *Textus Roffensis: Law, Language, and Libraries in Early Medieval England*, ed. Bruce O’Brien and Barbara Bombi. *Speculum* 92.4 (2017): 1226-28.

“Wulfstan the Forger: the ‘Peace of Edward and Guthrum’” (under review; submitted to *Anglo-Saxon England*)

“Anglo-Saxon Children and the Law” (in preparation)

“Archbishop Wulfstan’s Old English *Chronicle* Poetry” (in preparation)

PROFESSIONAL APPOINTMENTS

- Visiting Lecturer, Department of English, UNM 2015-Present
- Teaching Associate, Department of English, UNM 2010-2014

Medieval Outreach Fellow, Institute for Medieval Studies, UNM Fall 2011-Spring 2013
Responsibilities: coordinate with local high school instructors to arrange in-class presentations by members of the Institute for Medieval Studies.

Teaching Associate, Department of English, University of Toledo 2008-2010

HONORS AND AWARDS

Visiting Viking Scholar, Institute for Medieval Studies, UNM Spring 2016
and 2019

Russell J. and Dorothy S. Bilinski Dissertation Fellowship, Bilinski Educational 2014
Foundation, UNM

UNM Institute for Medieval Studies Best Graduate Essay Prize 2013
Description: winner is awarded an expenses-paid trip to present a version of his/her paper at the International Congress on Medieval Studies at Western Michigan University, Kalamazoo, MI.

Summers Graduate Essay Prize, University of Toledo 2009

CONFERENCE PRESENTATIONS

“Manipulating History: Wulfstan and the *Anglo-Saxon Chronicle*,” 39th Annual Medieval and Renaissance Forum, Keene State University, Keene, NH, April 2018

“Anglo-Saxon Children and Royal Law,” 38th Annual Medieval and Renaissance Forum, Keene State University, Keene, NH, April 2017

“Wulfstan’s Vision for the Governance of England during Cnut’s Reign,” 51st International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 2016

“Wulfstan and the Governance of England under Cnut,” 37th Annual Medieval and Renaissance Forum, Keene State University, Keene, NH, April 2016

“Wulfstan the Forger: The ‘Peace of Edward and Guthrum,’” 36th Annual Medieval and Renaissance Forum, Keene State University, Keene, NH, April 2015

“Wulfstan and King Edgar: A New Perspective,” 35th Annual Medieval and Renaissance Forum, Plymouth State University, Plymouth, NH, April 2014

“Wulfstan and the Old English Boethius: A (Partial) Reconsideration of the Textual Transmission of the ‘Three Orders’ in Anglo-Saxon England” and “Taking it Public:

Programming, Pedagogy, and Outreach” (roundtable), 48th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 2013

“Wulfstan and the Three Orders in Anglo-Saxon England,” 34th Annual Medieval and Renaissance Forum, Plymouth State University, Plymouth, NH, April 2013

“Alfred the Great and Wulfstan: Towards a Connection,” 33rd Annual Medieval and Renaissance Forum, Plymouth State University, Plymouth, NH, April 2012

“Wulfstan’s ‘Admonition to Bishops’: A Commentary and Work in Progress,” 32nd Annual Medieval and Renaissance Forum, Plymouth State University, Plymouth, NH, April 2011

“Lady Meeds in Training? Rose the Reqrator and Betoun the Brewster in the B Text,” 31st Annual Medieval and Renaissance Forum, Plymouth State University, Plymouth, NH, April 2010

“Drink is Bitter in *Beowulf*,” 30th Annual Medieval and Renaissance Forum, Plymouth State University, Plymouth, NH, April 2009

RESEARCH INTERESTS

Old English Language and Literature
Middle English Language and Literature
Paleography and Codicology
Anglo-Saxon History
Anglo-Saxon Law
Source and Analogue Study
Medieval Forgery

TEACHING INTERESTS

Old English Language and Literature
Middle English Language and Literature
Norse Mythology
Folklore and Mythology
British Literature

COURSES TAUGHT

University of New Mexico:

ENGL 101: Expository Writing
ENGL 110: Accelerated Composition
ENGL 102: Analysis and Argument
ENGL 120: Composition III
ENGL 150: The Study of Literature
ENGL 219: Tech and Professional Writing
ENGL 220: Expository Writing
ENGL 305: Mythology
ENGL 347: Viking Mythology
ENGL 349: From Beowulf to Arthur
ENGL 350: Medieval Tales of Wonder
ENGL 351: Chaucer

ENGL 445: History of the English Language
ARCH 696: Master's Project
Documentation and Dissemination

Teaching Assistant, for Dr. Renee Faubion, Department of English, UNM; English 305:
Mythology, Fall 2013

University of Toledo: ENGL 1110: Composition I
ENGL 1130: Discourses and Disciplines

SERVICE

Honors Thesis Advisor, 2017-2018
Student Project: "Spiritual Validation: The Old English Poetic *Genesis* and
the Sacralizing of Secular Verse"
Student Awarded the Elsie and James Demas Scholarship for her work.

Fall Semester Core Writing Orientation 2013
Presentation: "Teaching Composition as a Non-Rhetoric and Writing
Graduate Student"

LANGUAGES

Advanced Knowledge: Old English, Middle English
Reading Knowledge: Old Norse, Latin, German

Educational History:

MFA, 1990, Sarah Lawrence College, Bronxville, New York

Field of Study: Creative Writing

Airfields, Thesis Advisor: Jerome Badanes

BA, 1987, CUNY Hunter College, New York, New York

Field of Study: English/Philosophy

Absence & Shadows, Thesis Advisor: David Winn

Employment History (teaching):

Professor of English, August 2009 – present, University of New Mexico, Albuquerque, New Mexico

Associate Professor of English, August 2003 – July 2009, University of New Mexico, Albuquerque, New Mexico

Assistant Professor of English, August 1998 – July 2003, University of New Mexico, Albuquerque, New Mexico

Visiting Assistant Professor/Writer-in-Residence in Fiction, August 1997 - May 1998, Mills College, Oakland, California

Professor of Creative Writing, August 1993 - May 1997, Institute of American Indian Arts, Santa Fe, New Mexico

Part-Time English Department and Developmental Studies Faculty, September 1992 - August 1993, Santa Fe Community College, Santa Fe, New Mexico

Writing Coordinator, September 1989 - May 1992, Sarah Lawrence College, Bronxville, New York

Graduate Assistant, September 1988 - May 1989, Sarah Lawrence College, Bronxville, New York

Adjunct Writing Instructor, September 1987 - May 1989, CUNY Hunter College, New York, New York

Employment History (non-teaching):

Special Assistant to the Dean of Arts & Sciences, University of New Mexico, Albuquerque, New Mexico, August 2012 – present

Director, proposed Asian American Studies Program, University of New Mexico, Albuquerque, New Mexico, Fall 2007 – present

Director, Creative Writing Program, University of New Mexico, Albuquerque, New Mexico, Fall 2008 – Spring 2011

Editor, *Blue Mesa Review*, August 2000 – January 2007, University of New Mexico, Albuquerque, New Mexico

Fiction Editor, *Blue Mesa Review*, Fall 2005 – Spring 2006, University of New Mexico, Albuquerque, New Mexico

Director, Santa Fe Writers' Conference, December 1992 - August 1994, Recursos de Santa Fe, Santa Fe, New Mexico

Founding Editor, *One Meadway*, April 1988 - August 1992, Sarah Lawrence College, Bronxville, New York

Professional Recognition, Honors, etc.:

Wertheim Award for Outstanding Contributions to the Profession, 2010
Association of Asian American Studies National Literary Award for *Unending Nora*, Fall 2009
Japanese American Citizen's League Literary Award, Spring 2006
California Council for the Humanities Documentaries Project Award, December 2005
Skirball (Getty) Foundation grant, December 2005
Visual Communications fiscal sponsorship, December 2005
University of New Mexico Research Allocation (RAC) Grant December 2005
Julia A. Keleher Teaching Award, English Department, University of New Mexico, 1999
PEN Oakland Josephine Miles Award for Excellence in Literature, 1997
Barnes & Noble Discover Great New Writers Award, finalist, 1996
Writing Fellowship, The MacDowell Colony, Peterborough, New Hampshire, January 1992
Writing Fellowship, The Millay Colony for the Arts, Austerlitz, New York, June 1991
American Japanese National Literary Award, 1991
Henfield Writing Contest Award, *Transatlantic Review*, 1989

Books Authored:

The Unauthorized Biography of X, a work-in-progress, January 2018 - present
Fist Full of Stars, a young adult novel, draft completed October 2018
In Plain View, a novel, The Unnamed Press, November 2016
Beep on Me, novella and short story collection, individual stories published in various literary journals, completed Summer 2012
Unending Nora, a novel, Red Hen Press, October 2008
Invisible Gardens, a novel, St. Martin's Press, June 2003
A Bridge Between Us, a novel, Anchor/Doubleday, hardcover edition, March 1995
A Bridge Between Us, a novel, Anchor/Doubleday, paperback edition, March 1996
Barn Af Det Bla Hus, Gyldendal Publishers, A/S Haslev, Denmark, 1995
Barn Av Et Blatt Hus, Tiden Norsk Forlag, A/S Oslo, Norway, 1995
Brucken der Sehnsucht, Wilhelm Heyne Verlag GmbH & CO. KG, Munchen, Germany, hardcover edition, 1999
Brucken der Sehnsucht, Diana Verlag, Kabel Verlag GmbH, Hamburg, Germany, paperback edition, 1997

Other Writings:

The Race, chapter in book authored by Patrick Nagatani, October 2017
"Twenty Carrots," *Asian American Literary Review*, Issue 2, Spring 2011
"Why Teach Creative Writing?" a short essay, *American Book Review*, May 2009
"Elephant Story," Writing in the Schools anthology for middle school students, Red Hen Press, Fall 2009
"The Problem with Eating Japanese," Writing in the Schools anthology for high school students, Red Hen Press, Fall 2009
"Natural History," *The Los Angeles Review*, Fall 2009
"Make a Wish, Ring the Bell," *A Gathering of Voices*, a collection of stories from Sarah Lawrence faculty and alumnae/i, Spring 2003
"Hunting," *Many Mountains Moving*, Spring 1996

"Krista Rising," *On A Bed of Rice: An Asian American Erotic Feast*, Anchor/Doubleday,
November 1995

Creative Works in Progress:

Manju Mammias & the An-Pan Brigade, a 60-minute video documentary

Full CV including service, teaching, recognition, readings available upon request –

Mark Sundeen

Education

Master of Professional Writing, 1999, University of Southern California, Los Angeles, California
BA English Literature, 1992, Stanford University, Stanford, California

Books

The Unsettlers, New York: Riverhead, 2017.
The Man Who Quit Money, New York: Riverhead, 2012.
The Making of Toro, New York: Simon & Schuster, 2003
Car Camping, New York: HarperCollins, 2000.

Foreign Editions: *The Man Who Quit Money* was translated into French, Italian, Japanese Turkish, and Czech, 2014.

Le "Making of" de Toro, Paris: Editions Gallmeister, 2010.
Car Camping, Edinburgh: Canongate, 2001.

Academic Positions

Russo Chair in Creative Writing, University of New Mexico, Albuquerque, N.M., 2017 – present.
Instructor of Fiction and Creative Nonfiction, MFA Creative Writing Program, Southern New Hampshire University, Manchester, N.H., 2012-present.
Writer in Residence in Fiction and Creative Nonfiction, MFA in Creative and Professional Writing Program, Western Connecticut State University, Danbury, Conn., 2005-2011.
Visiting Writer in Creative Nonfiction, Department of English, University of New Mexico, Albuquerque, N.M., Winter Semester, 2007.
Instructor, Taos Summer Writers Conference, University of New Mexico, 2008-present.

Awards & Grants

Grand Prize, Green Book Festival, 2015, *The Man Who Quit Money*.
Montana Arts Council Innovative Artist Award, 2011.
Society of American Travel Writers Foundation, Silver Medal, Environmental Tourism Article, 2009.
Utah Arts Council Individual Artist Grant, 2005.
Utah Book Award Finalist, *The Making of Toro*, 2003.
Wendover Artist Residency (NEA-funded), Center for Land-Use Interpretation, 1999.

Lectures

"*Car Camping* and the Landscape of Recreation." University of Utah, April 2015, Environmental Humanities Graduate Program
Commencement Address, SNHU MFA, January 2014
"The Man Who Quit Money." Utah Festival of the Book, Salt Lake Public Library, October 27, 2012
"Show Me the Money: The American Culture of Money." Montana Festival of the Book, Missoula, October 5, 2012.
"The Narrative Essay." Mayborn Literary Nonfiction Conference, July 2012
"Could You Quit Money?" Missoula Public Library, April 2012
"Making a Living As a Writer." WCSU Residency, August 2010
"Writing Magazine Features." WCSU Residency, January 2007
"Turning Nonfiction into Literature." WCSU Residency, Jan 2006

Magazine Publications

Features

- “The Green Green Grass of Home,” *Outside*, August, 2018
- “Why Noah Went to the Woods,” *Outside*, May 2012.
- “Namibia’s Magnificent Beast.” *National Geographic Adventure*, Sep 2008.
- “Don’t Fence Him In.” *National Geographic Adventure*, Dec 2008.
- “The West Will Rise Again.” *Outside*, March, 2008.
- “The Big–Sky Dem.” *New York Times Magazine*, October 8, 2006.
- “Uncouth, Ferocious Glee: Theodore Roosevelt and the Wendigo.” *McSweeney’s #17*, October 2005.
- “Eruptus Interruptus.” *Outside*, February 2005.
- “Vive Le Magpie!” *National Geographic Adventure*, April 2005.
- “Dry Run on the River of Sorrows.” *Outside*, June 2004.
- “Gauley-Palooza.” *National Geographic Adventure*, September 2003.

Essays

- “The African Hero.” *Saranac Review*, Issue 9, September 2014.
- “Ignoring the Warnings for a Honeymoon in Mexico.” *New York Times*, September 14, 2014.
- “The Dropout in Your Inbox.” *The Believer*, October, 2007.
- “The Man Who Would Be Jack London.” *The Believer*, August 2006.
- “Dancing With Elder Bob.” *New York Times Magazine*, July 25, 2004.
- “Who You Want To Run With.” *Outside*, October 2006.
- “Man Meets Desert.” *National Geographic Adventure*, March 2006.
- “The Cave Dreamer.” *Blue Mesa Review*, Spring 2007.
- “Tara Redux.” *Preservation*, Nov/Dec, 2004.

Travel

- “A Rinse and a Roll on a River in Nepal.” *New York Times*, June 21, 2013.
- “Guatemala, Trekking in the Highlands.” *New York Times*, March 25, 2011.
- “Back of Beyond.” *New York Times*, Dec 13, 2009.
- “The Ballad of Route 89.” *National Geographic Adventure*, Apr 2007.
- “Exploring the Crimean Coast.” *Men’s Journal*, April 2007.
- “Finding Bliss in Avalanche Country.” *New York Times*, Nov 19, 2006.
- “The Coldest Ride.” *Outside*, November 2006.
- “Iceland’s Ring Road.” *New York Times*, June 18, 2006.
- “Discovering a Yosemite Hushed by Winter’s Snow.” *New York Times*, February 19, 2006.
- “Secrets of the Grand.” *Men’s Journal*, May 2005.
- “Nicaragua’s Unsurfed Waves.” *New York Times*, May 15, 2005.
- “Notes From Tundra Ground.” *National Geographic Adventure*, June 2003.

Book Excerpts

- “Homeless by Choice: How to Live for Free in America,” *TheAtlantic.com*, March 7, 2012
- “Meet The Man Who Quit Money,” *Toronto Globe and Mail*, March 9, 2012.

DIANE THIEL

EDUCATION

MFA, Creative Writing (Poetry), Brown University, May, 1990

BA, English with Honors in Creative Writing, **Brown University**, May, 1988 (*Elected to Phi Beta Kappa*)

Wilhelm Pieck Universität, Rostock, Germany

1987 Study Abroad (Focus on Translation, East German Writers)

ACADEMIC POSITIONS

Professor, University of New Mexico, Albuquerque, New Mexico (2010-Present)

(Assistant Professor 2002-2005; Associate Professor 2005-2010) Taught English 522: Graduate Poetry Workshop; English 523: Graduate Creative Nonfiction Workshop; English 587: Poetics, English 472/572 Contemporary Poetry; English 322 and 422: Intermediate and Advanced Poetry Workshops; English 323 and 423: Intermediate and Advanced Nonfiction Workshops; English 321 Intermediate Fiction Workshop. Designed and taught six new online courses.

Fulbright Scholar, Odessa National University, Ukraine (2001-2002)

Taught graduate courses in Poetics, Theory and Practice of Translation, Modern and Contemporary American Literature. Advised curriculum development. Invited to present and consult at numerous universities in Ukraine.

Visiting Poet/Assistant Professor, University of Miami (2000-2001)

Taught graduate and advanced undergraduate workshops in poetry, nonfiction and fiction, including ENG 602 Graduate Poetry Workshop, ENG 504 Graduate Form in Poetry, ENG 406 Advanced Poetry, ENG 290 Writing Fiction. Conducted Master's and undergraduate theses.

Lecturer, University of Miami (1990-1999)

Taught undergraduate courses including Writing the Environment and other creative and expository writing courses. Mentored 13 graduate TA's, who attended/assisted in my courses.

Poet in Residence, Miami Book Fair International Grant Program (1996-1999)

Designed and taught workshops for students and teachers in Miami-Dade schools.

Lecturer, National Science Foundation "Ecology for Urban Youth" (Summers 1995-1998)

Taught Writing in an interdisciplinary class for urban youth, hosted by University of Miami T.A. Lecturer, Brown University (1990) --Taught undergraduate intermediate poetry.

ADMINISTRATIVE EXPERIENCE (SELECTED)

Associate Chair for Undergraduate Studies, English Dept., UNM (Fall 2015, Fall 2017-present)

Director of Creative Writing, (2016-2017)

Interim Director, Feminist Research Institute, UNM (Fall 2014)

Feminist Research Institute Board of Directors (2009-2015)

Vice-President and Co-Chair, Phi Beta Kappa Honor Society, UNM Chapter (2006-08)

GRANTS/AWARDS (Selected)

- 2015 University of the South School of Letters Summer Writer-in-Residence
2010-11 Sewanee Environmental Institute Writer-in-Residence
2011 PEN Translation Grant (for translation of Eugenia Fakinou's *The Great Green*)
2009 Summer Residency, International Writers' and Translators' House, Rhodes Greece
2009 *American Fugue* nominated for the National Translation Prize, Greece
2009 *American Fugue* nominated for the ALTA National Translation Award, U.S.
2007 NEA International Literature Award/Grant (in conjunction with Etruscan Press)
2006 Wertheim Award, UNM English Dept. (Awarded for research productivity and merit)
2005 *The White Horse: A Colombian Journey* (1 of 3 finalists for PEN SW Book Awards)
2005 "Nursery Shellgame" nominated for a Pushcart Prize
2004 *Resistance Fantasies* (nominated for the National Book Award)
2004 Foley Poetry Award Finalist
2001-02 FULBRIGHT Grant, Odessa, Ukraine
2001 *ForeWord* Magazine Book of the Year Award for 2000 (2nd Place)
2001 Glasgow Prize for Emerging Writers (short-listed)
2000 13th Annual Nicholas Roerich Poetry Prize (national book award)
2000 New Millennium Writings Award (national poetry award)
1999 Robert Frost Award, Frost Foundation (national poetry award)
1999 *So to Speak* Poetry Award (national poetry award, 2nd Place)
1999 Wesleyan Conference Fellowship
1998 Robinson Jeffers Tor House Foundation Prize (national poetry award)
1995-98 Participation in NSF *Ecology for Urban Students* Grant Program (Writing/Ethics)
1991 Hackney Literary Award (national short story award)
1990 Judith Siegel Pearson Award (national poetry award)

PUBLICATIONS

BOOKS

- Instructor's Manual for Three Genres: The Writing of Literary Prose, Poetry and Drama*; Pearson, Longman, 2013.
Three Genres: The Writing of Literary Prose, Poetry and Drama 9th Edition (co-author Stephen Minot); Pearson, Longman, 2012
American Fugue (Our translation received an NEA International Literature Award/Grant. One of three awarded nationally). Translation, with Constantine Hadjilambrinos, of Alexis Stamatis's novel, *Amerikaniki Fouga*. Etruscan Press, 2008.
Winding Roads: Exercises in Writing Creative Nonfiction. Addison, Wesley, Longman; 2008.
Crossroads: Creative Writing Exercises in Four Genres. Addison, Wesley, Longman; 2005.
Open Roads: Creative Writing Exercises in Poetry. Addison, Wesley, Longman; 2005.
Resistance Fantasies (nominated for the National Book Award). Story Line Press, 2004.
The White Horse: A Colombian Journey (One of 3 Finalists for PEN Southwest Book Award); Etruscan Press, 2004.
Writing Your Rhythm: Using Nature, Culture, Form and Myth. Story Line Press, 2001.
Echolocations (Winner of the 13th Annual Nicholas Roerich Poetry Prize) Story Line Press, 2000.
Cleft in the Wall (chapbook). Aralia Press, 1999.

Books in Progress

The Great Green, Translation of Eugenia Fakinou's *I Megali Prasini* (co-translator Constantine Hadjilambros). Manuscript in progress awarded PEN Translation grant. Under Revision.

Mythical Geography. Collection of Poetry. Twenty-five of these new poems have been published in journals, including *Prairie Schooner*, *The Sewanee Review*, and *Provincetown Arts*.

Shorter Publications in Anthologies and Journals

Poems, prose, and translations appear in over 130 major anthologies and journals including *Poetry*, *The Hudson Review*, *The Sewanee Review*, *Prairie Schooner*, *Contemporary Poetry from the United States* (NEA U.S./Northern Ireland Poetry Anthology), *Twentieth Century American Poetry* (McGraw Hill), NEA Russia/United States Anthology, *Poetic Form* (Pearson/Longman), *Contemporary American Poetry* (Pearson/Longman), *Composing to Communicate* (Cengage Learning), among numerous others.

LANGUAGES

Spanish (Fluency), German, French (Near Fluency), Greek (Fair)

SELECTED CONFERENCES/TEACHING AND PRESENTATIONS

Presentations at SW/Texas Pop Culture Conference, Albuquerque, NM (Spring 2018, 2017, 2015, 2013, 2012, 2009)

Reading and Presentation for University of New Mexico International Studies Institute (Fall 2018, Fall 2013)

Presentation and Reading, Edith Cowan University, Perth, Western Australia (Spring 2016)

Sewanee: University of the South, School of Letters Summer Program, Faculty and Plenary Reading (2015, 2011, 2010)

Presentations, Athens Institute for Education and Research Conference, Athens Greece (2014, 2013)

Reading and Lecture at International Writers' and Translators' House, Rhodes, Greece (2008)

Poetry and Translation Conference, University of Stirling, Scotland

Chaired one, presented on two other panels University of Stirling, Scotland (2008)

AWP Conference, presentations (2008, 2006, 2005)

Reading at the National Book Festival; Hosted by the Library of Congress, with opening ceremony at The White House. (One of nine poets invited, including U.S. poet laureate, Charles Simic and N. Scott Momaday). Reading recorded for Library of Congress and broadcast on C-Span. (Fall, 2007)

Lineas Conectadas, Cultural Institute of Mexico, Washington D.C. Invited to be the representative U.S. poet for a bilingual reading in Washington D.C. for book launch of *Lineas Conectadas*, a two volume anthology of U.S. and Mexican poets, translated into Spanish and English. (2006)

Faculty, Taos Writing Conference, Taos, New Mexico (Summer 2008, 2007, 2006, 2005, 2004, 2003)

Faculty and Featured Reader, West Chester University Conference on Form and Narrative, West Chester, PA (Summer 2008, 2006, 2004, 2003, 2002, 2001, 2000)

Georgia Poetry Circuit (Invited to visit five Georgia universities in 2004)

Miami Book Fair; Featured reader, 2004, 2002, 2000.

Faculty and Featured Reader, "Teaching Poetry" Conference, Santa Rosa, CA (2001, 2002, 2003)

Athens Center Writing Conference, Spetses, Greece (Summer 2002)

Fulbright Readings in Odessa, Kiev, Crimea, Mykolaiv, Belgrop Dnistrovsky, Zaporizha (2001-2002)

International Poetry Forum, Carnegie Lecture Hall, Pittsburgh, PA (Fall 2001). Featured reader in a season of six poets including Billy Collins, Jay Wright, Ellen Bryant Voigt

Nicholas Roerich Museum, New York City (2000). Featured reader, as the recipient of the 13th Annual Nicholas Roerich Book Award

Robert Frost Festival, Lawrence, MA (2000). Featured reader, as the recipient of the 1999 Robert Frost Award

SARAH L. TOWNSEND

ACADEMIC EMPLOYMENT

Assistant Professor of English, University of New Mexico, 2015-present
Visiting Fellow, Keough-Naughton Institute for Irish Studies, University of Notre Dame, 2014-15
Assistant Professor of English, University of South Dakota, 2011-2015
Graduate Teaching Associate, University of California, Berkeley, 2004-2010

EDUCATION

PhD University of California, Berkeley – English, May 2011
Dissertation: “Celtic Arrivals: Globalization and Irish Literature, 1907-2007”
Committee Directors: Ann Banfield, John Bishop

BA University of Michigan – English and History, May 2002, High Honors

PUBLICATIONS

Peer-reviewed articles and chapters

- “Legacies of Land and Soil: Irish Drama, European Union, and the Unfinished Business of Modernism.” *The Edinburgh Companion to Irish Modernism*. Ed. Maud Ellmann, Vicki Mahaffey, and Sian White. Edinburgh: Edinburgh University Press, 2019. Forthcoming.
- “Writing the Tiger: Economics and Culture.” *Irish Literature in Transition, Volume 6, 1980-2020*. Ed. Eric Falci and Paige Reynolds. Cambridge: Cambridge University Press, 2019. Forthcoming.
- “Muslim Integration and the *Hijabi Monologues Ireland*.” *Irish Migrant Adaptations: Memory, Performance and Place*. Ed. Matthew Spangler and Jason King. Cork: Cork UP, 2019. Forthcoming.
- “The Drama of Peripheralized *Bildung*: An Irish Genre Study.” *New Literary History* 48.2 (Spring 2017): 337-62.
- “‘Certainly Forbidden’ Subjects: Race, Migration, and the Vanishing Points of Post-Imperial British Security.” *Journal of Commonwealth Literature* 52.1 (March 2017): 183-200. Prepublished August 2015.
- “Porcine Pasts and Bourgeois Pigs: Consumption and the Irish Counterculture.” *Animals in Irish Literature and Culture*. Ed. Borbála Faragó and Kathryn Kirkpatrick. London: Palgrave Macmillan, 2015. 55-72.
- “Cosmopolitanism at Home: Ireland’s Playboys from Celtic Revival to Celtic Tiger.” *Journal of Modern Literature* 34.2 (Winter 2011): 45-64.

Book Reviews and Short Essays

- Rev. of *After Ireland*, by Declan Kiberd. *Contemporary Literature*. Forthcoming.
- Rev. of *Irish Drama and the Other Revolutions: Playwrights, Sexual Politics and the International Left, 1892-1964*, by Susan Cannon Harris. *TDR: The Drama Review* 62.4 (Winter 2018): 171-173.
- “Ulysses Here and Now: Using Twitter to Teach Experimental Literature.” *Journal of Interactive Technology and Pedagogy*, 1 Feb. 2017. Web. (1,650 words)

Rev. of *Synge and Edwardian Ireland*, ed. Brian Cliff and Nicholas Grene. *Modern Drama* 56.1 (Spring 2013): 130-132.

“New Ireland, Old Faultlines.” Rev. of *Facing the Other: Interdisciplinary Studies on Race, Gender and Social Justice in Ireland*, ed. Borbála Faragó and Moynagh Sullivan. *Irish Literary Supplement* 29.2 (Spring 2010): 18.

Works in Progress

Developmental Drift: Generic Evolution and Bildung in Modern Irish Literature. Monograph in progress, expected completion Dec. 2018.

GRANTS, AWARDS, AND HONORS (selected)

Research Allocations Committee Faculty Grant, University of New Mexico
“Developmental Drift: The Drama of *Bildung* in Modern Irish Literature”
Jan. 2018 - Jun. 2019 (\$4,163)

Feminist Research Institute Faculty Research Grant (\$1,000), University of New Mexico,
“Teresa Deevy and the Gender Politics of the Irish National Theatre”
May - Jun. 2018 (\$1,000)

Study Abroad Allocations Grant, Office of the Provost, University of New Mexico
“Imagining Ireland Short-Term Study Abroad Program”
May - Jun. 2017 (\$9,500)

Keough-Naughton Institute for Irish Studies Visiting Fellow, University of Notre Dame, 2014-15

University of Pittsburgh Humanities Center Early Career Fellowship, Finalist, 2014-15

College of Arts and Sciences Travel Grant, University of South Dakota, 2014, 2012

Institute for World Literature Seminar Fellowship, Harvard University, Summer 2013

Foreign Language and Area Studies Fellowship, U.S. Department of Education, 2003
Modern Irish, National University of Ireland, Galway

Educational History

PhD **2010** University of New Mexico, Albuquerque, American Studies
Dissertation: “Triptych Cultural Critique: Fray Angélico Chávez and Southwestern Critical Regionalism, 1939-2004,” Dr. A. Gabriel Meléndez, Director

MA **2003** University of New Mexico, Albuquerque, American Studies
 BA **2001** University of New Mexico, Albuquerque, American Studies

Employment History (Principal)

2017-present Associate Professor, English, University of New Mexico

2011-2017 Assistant Professor, English, University of New Mexico

2010-2011 Visiting Professor, English, University of New Mexico

Publications**Books, Authored**

Gender and Place in Chicana/o Literature: Critical Regionalism and the Mexican American Southwest. New York: Palgrave MacMillan, 2017 (142pp).

Articles Published in Referred Journals, Authored

“What is so Critical about Critical Regionalism: The Case of Fray Angélico Chávez and *New Mexico Triptych*.” *Western American Literature* 49.2 (Summer 2014): 199-222.

“Cross Currents and Counter-Currents: The Southwestern Poetry of John Gould Fletcher and Américo Paredes.” *Southern Literary Journal* 46.2 (Spring 2014): 208-222.

“The Autobiography of an Ancient Statue: Fray Angélico Chávez’s *La Conquistadora*.” *Aztlán: A Journal of Chicano Studies* 38.1 (Spring 2013): 45-71.

Other Scholarly Works, Authored

“Ann Petry.” *Oxford Bibliographies of American Literature*. Eds. Jackson Bryer and Paul Lauter. New York: Oxford UP (Fall 2014, updated Spring 2018
<http://www.oxfordbibliographies.com>) (9,771 words).

“Jovita González.” *Oxford Bibliographies in American Literature*. Eds. Jackson Bryer and Paul Lauter. New York: Oxford UP (Fall 2013, updated Fall 2017
<http://www.oxfordbibliographies.com/>) (8,146 words).

Professional Grants and Awards

2018 Oral History Capacity-Building Initiative Award, Center for Regional Studies, UNM (awarded: \$1,300)

2017 Faculty Research Grant, Center for Regional Studies. Center for Regional Studies, UNM (awarded: \$1,965)

- 2017** Department of English Travel Award, UNM (awarded \$800.00)
- 2016** Research Allocations Small Grant Award (RAC). Research Allocations Committee, UNM (awarded: \$1,884)
- 2015-2016** Department of English Travel Award, UNM (awarded \$900.00)
- 2015** Teaching Allocations Grant (TAG), Center for Teaching Excellence, UNM (awarded: \$3,000)
- 2014-2015** Department of English Travel Award, UNM (awarded \$1200.00)
- 2013** Center for Southwest Research, Celebrating Archives Month, dissertation included in the exhibit, "Researching the Southwest: Recent Works Using the Collections of the Center for Southwest Research & Special Collections"
- 2013** Julia M. Keleher Jr. Faculty Award, Department of English Language and Literature, UNM, New Teacher Award

Belinda Deneen Wallace

Education

PhD, Comparative Literature, University of Maryland at College Park, 2006.

Dissertation: Cartographic Memories and Geographies of Pain: Bodily Representations in Caribbean Women's Art.

Advisor: Dr. Merle Collins

MA, African American Studies, University of Maryland Baltimore County, 1995.

BA, English, The Pennsylvania State University, 1993.

Employment History

2014-Present. Assistant Professor in the Department of English Language and Literature, University of New Mexico

2011-2014. Visiting Assistant Professor in the Department of English Language and Literature and the Africana Studies Program, University of New Mexico

2009-2012. Programs Specialist in the Office for Equity & Inclusion, The University of New Mexico

Peer Reviewed Publications

"Queer Potentiality and Queering Home in Shani Mootoo's *Cereus Blooms at Night*." *Cultural Dynamics*. 30 1.2 (February-May 2018): 59-75.

"Accessing pan-African Feminist Humanism, Unlocking the Meta-Colonial in the Poetry of Una Marson and Dionne Brand." *Women, Gender Politics, and Pan-Africanism*. special issue *Women, Gender and Families of Color*. 2.2 (Fall 2016): 222-249.

"'I Will Pay for This Fearlessness': Post-Colonial Rebels and Revolutionary Lyricism in the Works of Dionne Brand." *Riding the Wave of Resistance*. Special Issue. *ProudFlesh: New Afrikan Journal of Culture, Politics, and Consciousness*. 8 (2013): 91-101.

Other Published Writings

"Power Interrupted: Antiracist and Feminist Activism inside the United Nations." Book Review. *National Political Science Review*. 19.1 (2018).

"Dionne Brand." *Blackwell Encyclopedia of Postcolonial Studies*. December 2015. DOI: 10.1111/b.9781444334982.2016.x

"The Intolerable Burden." Film Review. *The Journal of Negro Education*. 74.1 (Winter 2005): 89-91.

Works in Progress

Monograph: *Rise of the Queer Radical Champion: Imagining Caribbean Women, Rebellion, and the Rubble of History*. This project examines the role(s) of queer women in literary representations of Caribbean revolutions, revolts, and rebellions. Approximately 72K words.

"'Mi naa lock mi mout': Gendered Absurdities, Slackness, and the Rebirth of Marion Hall, 2001-2016." Approximately 30 pages.

"A Seat at the Table of Anger: Humor, Hair, and the Black Female Body." Approximately 25 pages.

Selected Presentations

“Between the Message and the Music: Teaching Solange Knowles’ *A Seat at the Table* as an Anti-Imperialist, Neo-Black Feminist Love letter.” 27th Annual British Commonwealth and Postcolonial Studies Conference. Savannah. (February 2018)

“Home, Heart, and Revolution: Reconciliation in Literary Texts: Shani Mootoo’s *Cereus Blooms at Night* and Merle Collins’ *Angel*.” Telling Our Stories of Home: Exploring and Celebrating Changing African and African Diaspora Communities. University of North Carolina, Chapel Hill. (March 2016)

“Seventh Region: Post Pan-African Subjectivity in Caribbean Women’s Poetry.” The 40th Annual Caribbean Studies Association Conference. New Orleans. (May 2015)

Interview by Dr. Boyce Watkins, *Your Black World*, Webcast. February 11, 2013.
<http://www.youtube.com/watch?v=GhsXPaGTIYs>

“It is only she that brings them to any life: the Poetry of Dionne Brand.” Radical Caribbeans/Los Caribes Radicales Conference. Tulane University (October 2013)

Recent Research Funding

Feminist Research Institute Faculty Research Award. \$1,500 (2018)

The University of New Mexico Research Allocation Committee Grant. \$10,000 (2015-2016)

Professional Organizations

Association of Caribbean Women Writers and Scholars

Caribbean Studies Association

Modern Language Association

Kathryn E. Wichelns

Academic Positions

Department of English, University of New Mexico; Assistant Professor (2012-present)

Women's Studies Program, University of New Mexico; Lecturer III (2007-2012)

Department of Comparative Literature, Emory University; Graduate Teaching Assistant (2002-2004)

Department of English, S.U.N.Y. Buffalo; Graduate Teaching Assistant (1999-2002)

Education

PhD in Comparative Literature, Emory University (2007)

Dissertation: *Enacting Sexual Difference: Re-Visions of Henry James in the Writing of Marguerite Duras and Emily Dickinson*

Directors: Professor Michael Moon, Professor Elissa Marder

MA in English, S.U.N.Y. Buffalo (2003)

BA in English, Fordham University (1997)

Areas of Expertise

Nineteenth- and Early-Twentieth-Century American Literature, Feminisms, Queer Theories

Areas of Interest

Nineteenth-Century Transatlantic Literary Culture, Twentieth-Century French Literature, Early American Literature, Critical Race Theory

Publications

Monograph:

Henry James's Feminist Afterlives: Annie Fields, Emily Dickinson, Marguerite Duras. New York: Palgrave, 2018.

Peer-Reviewed Journal Articles:

"Colonial Order and Disorder in Annie Fields's *Diary of a West Indian Tour*." Under review with *Legacy*, September 2018.

"How to Teach in High Heels: Porn Studies in the Interdisciplinary Classroom," *Radical Pedagogy* 14.1 (2017), 128-135.

"Collaborative Differences: Marguerite Duras, Eve Sedgwick, and 'The Beast in the Jungle,'" *Comparative Literature* 67.1 (2015), 79-93.

"From *The Scarlet Letter* to Stonewall: Reading the 1629 Thomas(ine) Hall Case, 1978-2009," *Early American Studies* 12.3 (2014).

"The Perversities of Marriage in Henry James's 'Maud-Evelyn'," *The Henry James Review* 32.1 (2011).

"Emily Dickinson's Henry James," *The Emily Dickinson Journal* 20.1 (2011).

Other Publications:

Guest co-editor, with Prof. Jesse Alemán, of a special issue, "Matters of Race in the Age of Realism," *American Literary Realism* 49.3 (Spring 2017).

“*Of Choice Do Us Part: Marriage Reform in the Progressive Era*, by Clare Virginia Eby” (book review), *American Literary Realism* 48.1 (2015), 87-89.

From Page to Place: American Literary Tourism and the Afterlives of Authors, edited by Jennifer Harris and Hilary Iris Lowe (book review). Contracted with *American Literary History*. Probable date of publication April 2019.

Languages

French (reading fluency)

Spanish (reading competence)

Select Lectures and Presentations:

“Unchecked Animal Creation”: Colonial Order and Disorder in Annie Fields’s “Diary of a West Indian Tour.” *C19: The Society of Nineteenth-Century Americanists Annual Conference* (2018).

“Commemorating Annie Fields’s Boston.” “Commemorating Henry James/ Commemoration in Henry James.” *2016 International Henry James Conference*.

“Reading Thomas(ine) Hall.” “Promiscuous Interdisciplinarity: Beyond the Binaries: Early America and the Writing of Trans* History.” Committee on Lesbian, Gay, Bisexual and Transgender History. *American Historical Association Annual Conference* (2015).

“Writing ‘Master’: Gender and the Epistle in Dickinson and Whitman.” *American Literature Association Annual Conference* (2014).

Doctoral Advisement

Director of the Committee on Studies for David Puthoff; PhD expected 2020

Member of the Committee on Studies for Natalie Kubasek; 2016; “Chicana Feminist Acts: Re-Staging Chicano/a Theater from the Early Twentieth Century to the Present”

Member of the Committee on Studies for Julie Williams, 2016; “Embodying the West: A Literary and Cultural History of Environment, Body, and Belief”

Member of the Committee on Studies for Vicki Vanbrocklin; PhD expected 2020

Member of the Committee on Studies for Todd Tyner Cronkhite; PhD expected 2019

Member of the Committee on Studies for Sinae Kang; PhD expected 2019

Masters Advisement

Member of the Committee on Studies for Jared Valdez; 2018; “The Crying of Oedipa Maas: A Reflection on White Identity”

Member of the Committee on Studies for Misty Thomas; 2017; “‘Obscurest Man of Letters’: Hawthorne’s Aesthetic and the Plight of the Artist”

Director of the Committee on Studies for Samantha Ridgway; 2016; “Representations of Black Female Identity in African American Women’s Literature: Harriet Wilson’s *Our Nig* and Ann Petry’s *The Street*”

Member of the Committee on Studies for Kelsey Byrne; MA 2016; “The Anxiety of Evolution in Stevenson and Poe”/ “Reinterpreting Yeats’s Eugenics: Ambivalence in *Purgatory* and ‘The Man and the Echo’”

Member of the Committee on Studies for Taylor Diaz; MA 2016; “‘What once I was, and what am now’: Melancholia, Mournability, and Monuments in *Samson Agonistes*”

Member of the Committee on Studies for Diana Filar; MA 2015; “Situating the Immigrant Novel in Contemporaneity: A Look Back and Forward”

Member of the Committee on Studies for Caitlin Barry; MA 2009 (American Studies); “Kate Southern’s Crime: Narratives of the Postbellum South”

Bachelor’s Honors Advisement

Director for Jared Valdez; 2015; BA in English; “What Raymond Carver Talked About When He Talked About Love”

Director for Matthew Aguilera; 2015; BA in English; “Violence, Education, and Assimilation: A Cross-Cultural Analysis of the (Un)Structured Identity in the Bildungsroman Novels *George Washington Gómez* and *Black Boy*”

Member of the Committee for Kirsten Romney; 2011; BA in Psychology and Women Studies; “Beyond Policy: Transgender Women and United States Prisons”

Carolyn Jane Woodward, abbreviated Curriculum Vitae

Educational History:

PhD, 1987, University of Washington, Seattle, WA, English
Thesis: "Sarah Fielding and Narrative Power for Women"
Professor Thomas Lockwood, Director

MA, 1981, University of Washington, Seattle, WA, English
BA, 1972, Temple University, Philadelphia, PA, English

Employment History:

Associate Professor, 1994-Present, English Department, University of New Mexico
Assistant Professor, 1987-1994, English Department, University of New Mexico
Acting Instructor, Teaching Fellow, 1977-83, English Department, University of Washington
Teaching Fellow, 1975-77, 1984-87, Women Studies Program, University of Washington
Adviser, 1978, 1979, Women Studies Program, University of Washington, Seattle

Professional Recognitions, Honors, Memberships:

Member: Modern Language Association, American Society for Eighteenth-Century Studies, Western
Society for Eighteenth-Century Studies, Aphra Behn Society
Chair, Gay & Lesbian Caucus, American Society 18th-Century Studies, 1994-96
President, Aphra Behn Society, 1990-91;
Conference Host and Program Director, Aphra Behn Society, 1991
NEH Award: Aston-Magna Academy, "The Culture of Early Georgian England, 1714-60," Yale
University, Summer 1997
Nominee, Women Studies Interim Director, UNM, 1992
Women Studies Research Scholar, UNM, 1991-92
Research Fellowship, Northwest Center for Research on Women, Seattle, 1982-83
Scholarship, English-Speaking Union, Seattle, 1982
First Runner-Up, Susannah J. McMurphy Graduate Fellowship, University of Washington, 1982

Books:

The Cry: A New Dramatic Fable. Sarah Fielding and Jane Collier (1754). Introd. and ed. Carolyn Woodward. The University of Kentucky Press, 400 pp., 2018.
Changing Our Power: An Introduction to Women Studies Ed. Carolyn Woodward, Jo Whitehorse Cochran, Donna Langston. Kendall/Hunt Publishers, Dubuque, Iowa, 416 pp., 1988; second edition, 1991.

Articles in Refereed Journals, Selected:

Jane Collier and Sarah Fielding's *The Cry* as Dressmaking. Word count 4,436. Under consideration at the journal *Women's Writing*.
"Sarah Fielding, the Modern Figure of the Author, and the Case of *The Histories of Some of the Penitents of the Magdalen House*." *English: Journal of the English Association*. 58. 223 (2009): 278-96. Print and Web
"Jane Collier, Sarah Fielding, and the Motif of Tormenting." *The Age of Johnson*, ed. Paul J. Korshin and Jack Lynch. Vol 16 (2005). 259-73.
"Crossing Borders with *Mademoiselle de Richelieu*: Fiction, Gender, and the Problem of Authenticity," Special Issue "On the Borders of Fiction," *Eighteenth-Century Fiction* (July 2004). 573-602.

“Who Wrote *The Cry?*: A Fable for Our Times” *Eighteenth-Century Fiction*, 9, 1, pp. 90-97, 1996
“My Heart So Wrapt’: Lesbian Disruptions in Eighteenth- Century British Fiction” *Signs: Journal of Women in Culture and Society*, 18, 4, pp. 838-865, 1993

Presentations at Scholarly Conferences, Selected:

“Jane Collier, Sarah Fielding and Music Parties,” Annual Meeting of the Western Society for Eighteenth-Century Studies. February 12, 2016. University of California/Riverside, CA.
Moderator and Chair. Panel, “Collaborations: Women in the Arts.” Special session, The Aphra Behn Society for Women in the Arts, 1660-1830. Annual Meeting of American Society for Eighteenth-Century Studies. March 12, 2015. Los Angeles, CA.
“No English Mr Darcy, Either.” Presentation in Roundtable Discussion, “Why is there no French Mr Darcy?” Annual Meeting of American Society for Eighteenth-Century Studies. March 19, 2010. Albuquerque, NM.
Moderator and Chair. Panel, “Colliding World in Eighteenth-Century Narratives: Addison, Dacre, Austen.” 2005 Meeting of the Northwest Society for Eighteenth-Century Studies, Oct 14-15, Malaspina University College, Nanaimo, B.C., Canada.
“Reading Elsewheres in the Master House of British Fiction, 1740-60.” Paper. Eighteenth-Century Narratives Conference, University of Exeter, Exeter, Devon, England, July 2004.
[Emergency surgery prevented my attending, but paper was included.]
“Sarah Fielding, Jane Collier, and the Fine, Fine, SuperFine Art of Tormenting,” Meeting of South-Central Society for 18th-Century Studies, February 2004, Santa Fe, NM.

Selected Citations:

My work has been cited in *Lesbian Dames: Sapphism in the Long Eighteenth Century*, C. Gonda, 2016; “Taking Back Sappho: Poetic Adaptors, Translators, and her Legacy of Control.” S.C.Hodge [pdf], research-repository, uwa.edu.au; “Reading Clarissa’s ‘Conditional Liking’: A Queer Philology,” S Nicolazzo, *Modern Philology*, 2014; “Circulating Stories and Narrative Currency in *David Simple*,” K. Binhammer, *The Eighteenth Century*, 2015; *Gender and Utopia in the Eighteenth Century: Essays in English and French Utopian Writing*, B. Tooley, 2016; *A History of Women’s Political Thought in Europe, 1700-1800*, K. Green, 2014; “‘Barren Deserts of Arbitrary Words’: Language and Communication in Collier and Fielding’s *The Cry*,” R.A. Barr, *Women’s Writing*, 2016; “Diffusing Linguistic,” B. Ayers-Nachamkin, 2016; Electronic dissertation [pdf], S. Kitamura, King’s Research Portal, <https://kclpure.kcl.ac.uk/portal>; Oxford World Classics ed, Jane Collier, *Essay on the Art of Ingeniously Tormenting* (2006). Cited p. xvNote 9 and as part of Select Bibliography p. xlii; and by Thomas A. King, *The Gendering of Men, 1600-1750: The English Phallus* (2004). Cited p. 43 and 290n71. Catherine Craft-Fairchild, “Sexual and Textual Indeterminacy: Eighteenth-Century English and Representations of Sapphism,” *Journal of the History of Sexuality* 15.3 (July 2006): 408-431; James E. May, *Studies of authorship in the long eighteenth century, 1988-2006: Bibliography on the Web*, April 2007, p. 29; Devoney Looser, *British women writers and the writing of history, 1670-1820* (2005); Harriet Andreais, *Sappho in early modern England: female same-sex literary erotics, 1550-1714* (2001); Joyce Grossman, “‘Sympathetic Visibility,’ Social Reform and the English Woman Writer: *The Histories of Some of the Penitents in the Magdalen-House*,” in *Women’s Writing*, 7, 2 (2000), pp. 252 and 264n21.

Appendix F: Peer Comparison Template

Peer Comparison Template (For Use in Criterion 7)

With the understanding that not all programs are included in every peer institution, the APR Office recommends selecting 3 peer institutions to use as comparisons.

	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
University of New Mexico	24,393 (Fall 2018)	<ul style="list-style-type: none"> • 3 – BA • 1 – Certificate 	<ul style="list-style-type: none"> • 10 – English • 153 – English Studies • 11 – English – Philosophy 	<ul style="list-style-type: none"> • 3 – MA • 1 – MFA • 2 – PhD 	<ul style="list-style-type: none"> • 12 – MA Lit • 7 – MA MdvI • 11 – MA RW • 31 – PhD • 7 – PhD MdvI 	32		
Arizona State University	98,146 (Fall 2016)	<ul style="list-style-type: none"> • 7 – BA • 4 – Minor • 4 – Certificates 	<ul style="list-style-type: none"> • 876 – English (online) • 198 – English (Creative Writing) • 93 – English (Linguistics) • 33 – English (Secondary Language) • 220 – English (Literature) • 48 – English (Writing, Rhetorics & Literacies) • 107 – Film & Media Studies (Tempe) • 376 – Film & Media Studies (online) 	<ul style="list-style-type: none"> • 3 – MA • 4 – PhD • 1 – MFA • 2 – Graduate Certificates 	<ul style="list-style-type: none"> • 30 – MAS • 261 – MA • 22 – MFA • 18 – MA Linguistics & Applied Linguistics • 8 – MA English Ed • 12 – PhD English Ed • 41 – PhD Literature • 30 – PhD Writing, Rhetorics, & Literacies • 58 – PhD Linguistics & Applied Linguistics • 67 – MTESOL 	68	English; Creative Writing; Linguistics; Literature; Secondary Education; Writing, Rhetorics & Literacies; Film & Media Studies	

	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
The University of Texas at Austin	51,832 (Fall 2018)	<ul style="list-style-type: none"> • 1 – BA • 1 – Certificate (CW) 	<ul style="list-style-type: none"> • 748 majors • 166 certificate 	<ul style="list-style-type: none"> • 1 – PhD • 1 – MFA • 1 – MA dual degree 	<ul style="list-style-type: none"> • 97 – PhD • 13 – MFA • 3 – MA/MSIS 	81	English Literature; Creative Writing	
University of California-Riverside	23,278 (Fall 2017)	BA	540 majors	PhD	78 graduate students	25		

Appendix G: English Department Assigned Spaces

Site	Building	Building Description	Floor	Room	Room Desc	Area	Allocation Employee	Allocation Group	Survey Date
A	0081	HUMANITIES	01	108	11003-CLASSROOM - AUDITORIUM	1052		ENGLISH DEPARTM	
A	0081	HUMANITIES	01	164	11503-CLASSRM SRVC - STORAGE	110		ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	01	165	11503-CLASSRM SRVC - STORAGE	110		ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	02	207	31504-OFFICE SRVC - CIRCULATION	346		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	207A	31504-OFFICE SRVC - CIRCULATION	117		ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	02	207B	31504-OFFICE SRVC - CIRCULATION	34		ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	02	208	31506-OFFICE SRVC - STORAGE	19		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	209	31003-OFFICE - RECEPTION	193		ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	02	209CU1	31002-OFFICE - STAFF	59	DAVIS, RYAN	ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	02	211	31508-OFFICE SRVC - RESOURCE ROOM	137		ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	02	213	31002-OFFICE - STAFF	137	LOPEZ, DOLORES	ENGLISH DEPARTM	14-DEC-2016
A	0081	HUMANITIES	02	215	31002-OFFICE - STAFF	137	RODRIGUE, SANDY	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	217	35500-CONFERENCE ROOM SERVICE	205		ENGLISH DEPARTM	24-MAY-2012
A	0081	HUMANITIES	02	218	31005-OFFICE - GRADUATE STUDENT	160	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	219	31507-OFFICE SRVC - WORK ROOM	361		ENGLISH DEPARTM	12-DEC-2016
A	0081	HUMANITIES	02	220	31005-OFFICE - GRADUATE STUDENT	107	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018

A	0081	HUMANITIES	02	221	31507-OFFICE SRVC - WORK ROOM	325		ENGLISH DEPARTM	12-DEC-2016
A	0081	HUMANITIES	02	221A	31506-OFFICE SRVC - STORAGE	29		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	222	31005-OFFICE - GRADUATE STUDENT	107	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	223	31001-OFFICE - FACULTY	152	THIEL, DIANE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	224	31001-OFFICE - FACULTY	147		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	227	31001-OFFICE - FACULTY	233	OBERMEIER, ANITA	ENGLISH DEPARTM	24-MAY-2012
A	0081	HUMANITIES	02	228	31005-OFFICE - GRADUATE STUDENT	124	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	229	31001-OFFICE - FACULTY	161	DAVIS-SECORD, JONATHAN	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	230	31001-OFFICE - FACULTY	136		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	231	35500-CONFERENCE ROOM SERVICE	245		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	232	31005-OFFICE - GRADUATE STUDENT	147	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	234	31001-OFFICE - FACULTY	107	BOURELLE, TIFFANY	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	235	31502-OFFICE SRVC - LOUNGE	479		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	236	31001-OFFICE - FACULTY	106	BOURELLE, ANDREW	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	237	31504-OFFICE SRVC - CIRCULATION	106		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	238	31005-OFFICE - GRADUATE STUDENT	122	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	240	31005-OFFICE - GRADUATE STUDENT	122	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018

A	0081	HUMANITIES	02	244	31005-OFFICE - GRADUATE STUDENT	137	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	245	31504-OFFICE SRVC - CIRCULATION	342		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	245A	31504-OFFICE SRVC - CIRCULATION	63		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	245B	31504-OFFICE SRVC - CIRCULATION	83		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	246	31005-OFFICE - GRADUATE STUDENT	137	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	247	31001-OFFICE - FACULTY	122	BROOKS, MICHELLE	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	249	35500-CONFERENCE ROOM SERVICE	122		ENGLISH DEPARTM	
A	0081	HUMANITIES	02	250	31005-OFFICE - GRADUATE STUDENT	122	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	251	31001-OFFICE - FACULTY	106	TOWNSEND, SARAH	ENGLISH DEPARTM	30-MAY-2012
A	0081	HUMANITIES	02	252	31005-OFFICE - GRADUATE STUDENT	122	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	253	31001-OFFICE - FACULTY	107	BRANT-SMITH, CEDAR	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	254	31001-OFFICE - FACULTY	106	FIORE, KYLE	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	255	31001-OFFICE - FACULTY	147	WARNER, SHARON	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	256	31005-OFFICE - GRADUATE STUDENT	107	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	257	31001-OFFICE - FACULTY	124	MARTIN, GREGORY	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	258	31005-OFFICE - GRADUATE STUDENT	147	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	259	31002-OFFICE - STAFF	147	NEUSCHWANGER, KELLY	ENGLISH DEPARTM	19-DEC-2018

A	0081	HUMANITIES	02	260	31508-OFFICE SRVC - RESOURCE ROOM	133		ENGLISH DEPARTM	31-MAY-2012
A	0081	HUMANITIES	02	261	31001-OFFICE - FACULTY	107	CLARK, MARISA	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	262	31005-OFFICE - GRADUATE STUDENT	124	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	263	31001-OFFICE - FACULTY	107	SUNDEEN, MARK	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	264	31005-OFFICE - GRADUATE STUDENT	147	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	265	31002-OFFICE - STAFF	150	MULTIPLE	ENGLISH DEPARTM	31-MAY-2012
A	0081	HUMANITIES	02	266	31001-OFFICE - FACULTY	107	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	267	31002-OFFICE - STAFF	132	GAUNTT, DYLAN	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	268	31005-OFFICE - GRADUATE STUDENT	107	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	269	31002-OFFICE - STAFF	110	MCALLISTER, SUSAN	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	270	31005-OFFICE - GRADUATE STUDENT	146	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	272	31001-OFFICE - FACULTY	124	CHAVEZ, LISA	ENGLISH DEPARTM	
A	0081	HUMANITIES	02	274	31005-OFFICE - GRADUATE STUDENT	119	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	02	278	31506-OFFICE SRVC - STORAGE	19		ENGLISH DEPARTM	
A	0081	HUMANITIES	03	311	31001-OFFICE - FACULTY	155	HOFER, MATTHEW	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	313	31001-OFFICE - FACULTY	131	BASSO, VINCENT	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	315	31001-OFFICE - FACULTY	132	HIGGINS, SCARLETT	ENGLISH DEPARTM	

A	0081	HUMANITIES	03	317	31001-OFFICE - FACULTY	146		ENGLISH DEPARTM	
A	0081	HUMANITIES	03	319	31005-OFFICE - GRADUATE STUDENT	760	MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	321	31001-OFFICE - FACULTY	124	OBERMEIER, ANITA	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	323	31001-OFFICE - FACULTY	114	DAVIS-SECORD, JONATHAN	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	324	31508-OFFICE SRVC - RESOURCE ROOM	804		ENGLISH DEPARTM	
A	0081	HUMANITIES	03	325	31001-OFFICE - FACULTY	124	KELLS, MICHELLE	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	327	31001-OFFICE - FACULTY	146	BENZ, STEPHEN	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	329	31001-OFFICE - FACULTY	127	COLEMAN, FINNIE	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	331	31001-OFFICE - FACULTY	127	MUELLER, DANIEL	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	333	31001-OFFICE - FACULTY	124	THIEL, DIANE	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	335	31001-OFFICE - FACULTY	124		ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	338	31001-OFFICE - FACULTY	124	HERNANDEZ, BERNADINE	ENGLISH DEPARTM	25-MAY-2012
A	0081	HUMANITIES	03	339	31001-OFFICE - FACULTY	137	COSTANTINO, JESUS	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	343	31001-OFFICE - FACULTY	137		ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	347	31001-OFFICE - FACULTY	126	ROBB, RICHARD	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	349	31001-OFFICE - FACULTY	124	NOCENTELLI, CARMEN	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	350	31001-OFFICE - FACULTY	124	REYNOLDS, RACHAEL	ENGLISH DEPARTM	19-DEC-2018

A	0081	HUMANITIES	03	351	31001-OFFICE - FACULTY	184 MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	352	31001-OFFICE - FACULTY	124 MULTIPLE	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	353	31001-OFFICE - FACULTY	137 HOUSTON, GAIL	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	354	31001-OFFICE - FACULTY	108 VIZCAINO-ALEMAN, MELINA	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	355	31001-OFFICE - FACULTY	137 ELDER, CRISTYN	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	356	31001-OFFICE - FACULTY	109 CAUGHEY, MARK	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	357	31001-OFFICE - FACULTY	147 DAVILA, BETHANY	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	361	31001-OFFICE - FACULTY	124 GREENBERG, MARISSA	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	362	31001-OFFICE - FACULTY	120 HUNNINGS, KELLY	ENGLISH DEPARTM	19-DEC-2018
A	0081	HUMANITIES	03	363	31001-OFFICE - FACULTY	147 WICHELNS, KATHRYN	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	364	31001-OFFICE - FACULTY	121 DUNAWAY, DAVID	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	365	31001-OFFICE - FACULTY	123 PAINE, CHARLES	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	367	31001-OFFICE - FACULTY	122 ENGBERG, JULIANNE	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	368	31001-OFFICE - FACULTY	146 RUECKER, TODD	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	369	31001-OFFICE - FACULTY	156 WOODWARD, CAROLYN	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	370	31001-OFFICE - FACULTY	127 JUSSAWALLA, FEROZA	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	372	31001-OFFICE - FACULTY	127 ALEMAN, JESSE	ENGLISH DEPARTM	

A	0081	HUMANITIES	03	<u>374</u>	31001-OFFICE - FACULTY	136	SHIGEKUNI, JULIE	ENGLISH DEPARTM	
A	0081	HUMANITIES	03	<u>376</u>	31001-OFFICE - FACULTY	131	WALLACE, BELINDA	ENGLISH DEPARTM	14-DEC- 2016