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 Ortíz, 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 coursework. 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.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Current Course # (√ = Satisfies Writing &amp; Speaking Area, 9 hours)</th>
<th>Fall-2019 Course # ( = Satisfies Communication Area, 6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Composition</td>
<td>110 ✓</td>
<td>1110</td>
</tr>
<tr>
<td>Composition I</td>
<td>111</td>
<td>1110x</td>
</tr>
<tr>
<td>(Stretch I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition II</td>
<td>112 ✓</td>
<td>1110y</td>
</tr>
<tr>
<td>(Stretch II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced Composition (Studio)</td>
<td>113 ✓ (3 hours)</td>
<td>1110z</td>
</tr>
<tr>
<td>Composition III</td>
<td>120 ✓</td>
<td>1120 ✓</td>
</tr>
<tr>
<td>Technical and Professional Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>219 ✓</td>
<td>1219 ✓</td>
</tr>
<tr>
<td>Expository Writing</td>
<td>220 ✓</td>
<td>1220 ✓</td>
</tr>
</tbody>
</table>
Current Course # (✓ = Satisfies Humanities Area, 6 hours) | Fall-2019 Course # (✓ = Satisfies “Humanities” Area, 3 hours)
--- | ---
The Study of Literature | 150 ✓ | 1150 ✓
World Literatures: Ancient–16th C | 292 ✓ | 1292 ✓
World Literatures: 17th 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.

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

Page | 17
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:

<table>
<thead>
<tr>
<th>English</th>
<th>Cross-listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>266: African American Lit I</td>
<td>AFST: 251</td>
</tr>
<tr>
<td>366: African-American Lit II</td>
<td>AFST: 381</td>
</tr>
<tr>
<td>306: Arthurian Legends/ Romance</td>
<td>COMP1: 306</td>
</tr>
<tr>
<td>324: Introduction to Screenwriting</td>
<td>Media Arts: 324</td>
</tr>
<tr>
<td>330: Topics in Comparative and World Literature</td>
<td>COMP: 331</td>
</tr>
<tr>
<td>331: Asian Lit/Culture Topics</td>
<td>COMP: 331</td>
</tr>
<tr>
<td>332: Topics in African Literature and Culture in Translation</td>
<td>COMP: 332</td>
</tr>
<tr>
<td>333: Latin Lit/Culture Topics</td>
<td>COMP: 333</td>
</tr>
<tr>
<td>334: Greek Lit/Culture Topics</td>
<td>COMP: 334</td>
</tr>
<tr>
<td>335: French Lit/Culture Topics</td>
<td>COMP: 335</td>
</tr>
<tr>
<td>336: German Lit/Culture Topics</td>
<td>COMP: 336</td>
</tr>
<tr>
<td>337: Italian Lit/Culture Topics</td>
<td>COMP: 337</td>
</tr>
<tr>
<td>338: Russian Lit/Culture Topics</td>
<td>COMP: 338</td>
</tr>
<tr>
<td>339: Japanese Lit/Culture Topics</td>
<td>COMP: 339</td>
</tr>
<tr>
<td>341: Introduction to Premodern Japanese Literature and Culture in Translation</td>
<td>COMP: 341</td>
</tr>
<tr>
<td>342: Introduction to Modern Japanese Literature and Culture in Translation</td>
<td>COMP: 342</td>
</tr>
<tr>
<td>343: Topics in Chinese Literature and Culture in Translation</td>
<td>COMP: 343</td>
</tr>
<tr>
<td>345: The Supernatural in Japanese Fiction, Folklore and Drama</td>
<td>COMP: 345</td>
</tr>
<tr>
<td>347: Viking Mythology</td>
<td>MDVL: 347</td>
</tr>
<tr>
<td>350: Medieval Tales/Wonder</td>
<td>COMP: 350</td>
</tr>
<tr>
<td>364: Native American Literature</td>
<td>AMST: 356</td>
</tr>
<tr>
<td>424: Creative Writing Workshop Script</td>
<td>MA: 424</td>
</tr>
</tbody>
</table>

1 Department of Comparative Literature and Cultural Studies
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 Mdvl Electives* consist of three courses in English or related disciplines. Many students satisfy this requirement with coursework transferred from their MA degree.

*PhD Mdvl 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 Mdvl 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 Mdvl 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
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:

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](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](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.
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).

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:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>ENGL</th>
<th>UNM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic American</td>
<td>20.45%</td>
<td>24.64%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.41%</td>
<td>4.58%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.14%</td>
<td>2.53%</td>
</tr>
<tr>
<td>African American</td>
<td>1.14%</td>
<td>2.12%</td>
</tr>
<tr>
<td>Native Hawai’ian</td>
<td>0.00%</td>
<td>0.18%</td>
</tr>
<tr>
<td>White</td>
<td>65.91%</td>
<td>44.40%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>2.27%</td>
<td>2.41%</td>
</tr>
<tr>
<td>Foreign</td>
<td>7.95%</td>
<td>16.12%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.41%</td>
<td>3.02%</td>
</tr>
</tbody>
</table>

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/oer-fall-2108.pdf](http://oia.unm.edu/facts-and-figures/oer-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.

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

![Undergraduate Graduation Counts](chart.png)
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.

![Undergraduate Students Receiving Honors](image)

**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](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](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](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. Bourelle, 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
- Los Angeles Review
- MELUS: Journal of the Society for the Study of Multi-Ethnic Literature of the US
- Modern Language Quarterly
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](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 Giovani, 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**

**Public-Facing Talks**
“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](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)
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 Carmina Philosophiae: Journal of the International Boethius Society.
Co-Organizer, 2019 International Society of Anglo-Saxonists Biannual Conference.
Program Committee member, Medieval Association of the Pacific / Rocky Mountain Medieval and Renaissance Association Joint Conference, University of Nevada, Las Vegas, 2017–18.
Co-Organizer, 2016 Rocky Mountain Medieval and Renaissance Association Conference.
Bilinski Fellowship Selection Committee Member, 2017–present.
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](http://wpacouncil.org/committee-assignments)), 2016 – 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
Allied and Activist, United We Dream (https://unitedwedream.org), 2016 to Present
Allied and Activist, New Mexico Dream Team (http://nymndreamteam.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.

**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.
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.
Member, Poetry Professor Search Committee, Spring 2002.

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

Profession
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.
Judge, University of New Mexico’s Graduate Fiction Prize, 1997.
Judge, Second Street Gallery Young Writers’ Fiction Contest, 1992.

Community
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. *Communication Design Quarterly*. 2017
Article reviewer. *Multi-Ethnic Literatures of the United States (MELUS)*. 2017
Listserv Manager. D. H. Lawrence Society of North America, 2019-present
Social Media Coordinator. D. H. Lawrence Society of North America, 2012-present
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  
Search Committee for the Dean of the Office of Graduate Studies, UNM, 2012.  
President, UNM Chapter of Phi Kappa Phi, 2011-2012.  
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.  
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:
Concerning 2), the Department receives a course fee of $4 per student in Core Writing courses and $20 per student 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 department’s 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 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

CHAIR

Executive Committee

Associate Chair
Graduate Studies
- Scheduling
- Advising
- Curriculum
- Student
- Complaints
- Scholarships
- RT Grants
- Orientation
- Admissions
- Exams/Defenses
- Assessment
- Job Search
- Workshops
- Policy

Associate Chair
Undergraduate Studies
- Teach ENGL 249
- Scheduling
- Honors
- Sigma Tau Delta
- Scholarships
- Policy
- Assessment
- Institute new curriculum
- Collect/Supervise making of group brochures

Associate Chair
Core Writing
- Scheduling
- Advising
- Supervise TAs
- Curriculum
- Orientation TAs
- 110, 111, 112, 113
- 219/220
- Assessment
- Portfolio
- Policy

Directors of
Literary Studies,
Creative Writing,
Rhetoric and
Writing/
Professional
Writing, Medieval
Studies
- Scheduling
- Lead subgroup meetings
- Advise students
- Curriculum changes
- Articulate hiring needs

Associate Director
Assist Associate Chair

Assistant Director
Assist Associate Chair
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

Placement: Test Scores and Prerequisite Courses

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

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

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.

* School of Communication and New Media
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 SLO, 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.

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

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

<table>
<thead>
<tr>
<th></th>
<th>1, 3</th>
<th>Met expectations: 33% Exceeded expectations: 43%</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>SLO A</th>
<th>Mean Score (on the scale 0-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Use</td>
<td>2.7</td>
</tr>
<tr>
<td>Understanding and Articulation</td>
<td>2.2</td>
</tr>
<tr>
<td>SLO A combined</td>
<td>2.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO F</th>
<th>Mean Score (on the scale 0-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Use</td>
<td>2.8</td>
</tr>
<tr>
<td>Understanding and Articulation</td>
<td>2.1</td>
</tr>
<tr>
<td>SLO F combined</td>
<td>2.5</td>
</tr>
</tbody>
</table>

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.
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](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.

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

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.
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)**

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.

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.

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.

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.

5. Reflection: In reflecting on major writing assignments, students will be able to explain course outcomes and how they have achieved them.

**NM HED Area & Competency #/UNM Learning Goal**

**Percent of students met or exceeded expectations**

1. Analyze Rhetorical Situation: NM HED Area I Core Competencies 2 and 3 88%

2. Find and Evaluate Information: NM HED Area I Core Competency 5 86%

3. Compose Documents: NM HED Area I Core Competencies 3 and 4 86%

4. Present Documents: NM HED Area I Core Competencies 3, 4, and 5 86%

5. Reflection: 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.
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](http://artsci.unm.edu/assessment/gened-assessment.html)).

<table>
<thead>
<tr>
<th>Course</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 292</td>
<td>2.5, 2.</td>
<td>2.5, 3</td>
<td>2, 2.5</td>
</tr>
<tr>
<td>English 293</td>
<td>3, 2.5</td>
<td>3, 2.5</td>
<td>1.5 (2), 2.5 (ranking of 1.5 was changed to 2 after discussion)</td>
</tr>
</tbody>
</table>

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, on 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.

<table>
<thead>
<tr>
<th>SLO (list complete SLOs, not just a number)</th>
<th>NM HED Area &amp; Competency #/UNM Learning Goal</th>
<th>Percent of students that met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>V 3,4 K, S, &amp; R</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>I: 1; V: 1 K &amp; S</td>
<td></td>
</tr>
</tbody>
</table>
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 traditions, 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

<table>
<thead>
<tr>
<th>Name of Degree or Certificate Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s in English, Concentration in Literature</td>
<td>Master of Arts</td>
</tr>
</tbody>
</table>

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.**

100
Program Goal

Knowledge: comprehend primary texts and master secondary texts

SLO

Comprehension: Students will demonstrate comprehensive understanding of primary texts in the field.

UNM Student Learning Goals

_X_ Knowledge

_X_ Skills

___ 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

Knowledge: comprehend primary texts and master secondary texts

SLO

Hermeneutics, History, Theory: Students will demonstrate mastery of secondary texts, including literary history, literary criticism, and theory.

UNM Student Learning Goals

_X_ Knowledge

_X_ Skills

_X_ 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| Research: independently identify critical problems and research a contribution | Independent Thinking and Critical Methods: Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools. | _X__ Knowledge
_X__ Skills
_X__ 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
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<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research: independently identify critical problems and research a contribution</td>
<td>Intellectual Contribution: Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.</td>
<td><em>X</em>_ Knowledge&lt;br&gt; <em>X</em>_ Skills&lt;br&gt; <em>X</em>_ Responsibility</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition/Presentation:</td>
<td>Analysis, Evaluation, Synthesis: Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.</td>
<td><em>X</em>_ Knowledge</td>
</tr>
<tr>
<td>formulate and present research in appropriate style</td>
<td></td>
<td><em>X</em>_ Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em>_ Responsibility</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Program Goal</th>
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<th>UNM Student Learning Goals</th>
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</thead>
<tbody>
<tr>
<td>Composition/Presentation:</td>
<td><em>Mastery of Writing Style:</em> Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.</td>
<td><em>X</em> Knowledge</td>
</tr>
<tr>
<td>formulate and present research in appropriate style</td>
<td></td>
<td><em>X</em> Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Responsibility</td>
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</table>

**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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalization: articulate academic and professional goals</td>
<td><em>Professionalization:</em> Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their goals</td>
<td><em>X</em> Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Responsibility</td>
</tr>
</tbody>
</table>
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.
Name of Degree or Certificate Program | Degree Level  
--- | ---  
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

Graduates will have the knowledge and experience to productively and ethically engage as citizen scholars with the academic, professional, and civic worlds they encounter.

SLO

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.

UNM Student Learning Goals

__X__ Knowledge
___ Skills
__X__ 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

Graduates will have the knowledge and experience to productively and ethically engage as citizen scholars with the academic, professional, and civic worlds they encounter.

SLO

Compose traditional and multimodal texts for a variety of audiences across communities.

UNM Student Learning Goals

__X__ Knowledge
__X__ Skills
___ 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| 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. | _X_ Knowledge  
_X_ Skills  
___ 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| 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. | X Knowledge  
X Skills  
___ 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.
Name of Degree or Certificate Program: Master’s in English, Concentration in Medieval Studies

Degree Level: 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  
Knowledge: comprehend primary texts and master secondary texts

SLO  
Comprehension: Students will demonstrate comprehensive understanding of primary texts in the field.

UNM Student Learning Goals  
**X** Knowledge

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  
Knowledge: comprehend primary texts and master secondary texts

SLO  
Hermeneutics, History, Theory: Students will demonstrate mastery of secondary texts, including literary history, literary criticism, and theory.

UNM Student Learning Goals

**X** Knowledge

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.

<table>
<thead>
<tr>
<th>Program Goal</th>
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</thead>
<tbody>
<tr>
<td>Research: independently identify critical problems and research a contribution</td>
<td><em>Independent Thinking and Critical Methods:</em> Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools.</td>
<td><em>X</em> Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Responsibility</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| Research: independently identify critical problems and research a contribution | *Intellectual Contribution:* Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue. | _X__ Knowledge  
_X__ Skills  
_X__ 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition/Presentation:</td>
<td><em>Analysis, Evaluation, Synthesis</em></td>
<td>X Knowledge</td>
</tr>
<tr>
<td>formulate and present research</td>
<td>Students will demonstrate the ability to</td>
<td>X Skills</td>
</tr>
<tr>
<td>in appropriate style</td>
<td>formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.</td>
<td>X Responsibility</td>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
<th>Program Goal</th>
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<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition/Presentation:</td>
<td><em>Mastery of Writing Style</em>: Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.</td>
<td><em>X</em>_ Knowledge</td>
</tr>
<tr>
<td>formulate and present research</td>
<td></td>
<td><em>X</em>_ Skills</td>
</tr>
<tr>
<td>in appropriate style</td>
<td></td>
<td><em>X</em>_ Responsibility</td>
</tr>
</tbody>
</table>

**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.

<table>
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<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalization: articulate</td>
<td><em>Professionalization</em>: Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their academic and professional goals</td>
<td><em>X</em>_ Knowledge</td>
</tr>
<tr>
<td>academic and professional goals</td>
<td></td>
<td><em>X</em>_ Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em>_ Responsibility</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Name of Degree or Certificate Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s in Fine Arts</td>
<td>MFA</td>
</tr>
</tbody>
</table>

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
---|---|---
Composition/Presentation: | Book-length creative work: Students will produce a book-length manuscript (length should be appropriate for the genre: poetry, creative nonfiction, fiction). | __X_ Knowledge __X_ Skills ___ Responsibility

demonstrate high level ability to write book-length, publishable material | | |

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.
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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| Composition/Presentation:     | Quality of Writing: Students will produce a manuscript of publishable quality. | _X__ Knowledge
| demonstrate high level ability to write book-length, publishable material | _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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Knowledge/Research/Practice:</em> contextualize writing within contemporary literary practice.</td>
<td><em>Knowledge of Literary Tradition and Practice:</em> Students will demonstrate knowledge of contemporary literary practice and tradition and be able to place their work in the context of these.</td>
<td><em>X</em> Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Responsibility</td>
</tr>
</tbody>
</table>

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

**Knowledge/Research/Practice:**
contextualize writing within contemporary literary practice.

**SLO**

*Knowledge of Theory and Craft:* 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.

**UNM Student Learning Goals**

_ 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. 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| **Knowledge/Research/Practice:**
contextualize writing within contemporary literary practice. | **Mastery of Writing Style:**
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- | _ X__ Knowledge
_ X__ Skills
_ X__ 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| Knowledge/Research/Practice: contextualize writing within contemporary literary practice. | Oral Communication: 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 | __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. 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)**
Name of Degree or Certificate Program

<table>
<thead>
<tr>
<th>Name of Degree or Certificate Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in English</td>
<td>PhD</td>
</tr>
</tbody>
</table>

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.**
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.
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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| Research: independently identify critical problems and research a contribution | *Independent Thinking and Critical Methods:* Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools. | _X__ Knowledge  
_X__ Skills  
_X__ 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
Research: independently identify critical problems and research a contribution

SLO
Intellectual Contribution: Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.

UNM Student Learning Goals
_X__ Knowledge
_X__ Skills
_X__ 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.

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<tr>
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<tbody>
<tr>
<td>Composition/Presentation:</td>
<td><em>Analysis, Evaluation, Synthesis</em></td>
<td><em>X</em>_ Knowledge</td>
</tr>
<tr>
<td>formulate and present research</td>
<td>Students will demonstrate the</td>
<td><em>X</em>_ Skills</td>
</tr>
<tr>
<td>in appropriate style</td>
<td>ability to formulate and defend</td>
<td><em>X</em>_ Responsibility</td>
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<tr>
<td></td>
<td>surprising, contestable, and</td>
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<td></td>
<td>critically significant arguments</td>
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<td>in which they analyze, evaluate,</td>
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<td></td>
<td>and synthesize material</td>
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<td></td>
<td>effectively.</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Program Goal</th>
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<th>UNM Student Learning Goals</th>
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</thead>
<tbody>
<tr>
<td>Composition/Presentation:</td>
<td><em>Mastery of Writing Style</em></td>
<td><em>X</em> Knowledge</td>
</tr>
<tr>
<td>formulate and present research in appropriate style</td>
<td>Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.</td>
<td><em>X</em> Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em> Responsibility</td>
</tr>
</tbody>
</table>

**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.

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<tr>
<th>Program Goal</th>
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<tbody>
<tr>
<td>Professionalization: articulate academic and professional goals</td>
<td><strong>Professionalization:</strong> 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.</td>
<td>_<em>X</em> Knowledge _<em>X</em> Skills _<em>X</em> Responsibility</td>
</tr>
</tbody>
</table>

**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.
Name of Degree or Certificate Program: PhD in English, Concentration in Medieval Studies

Degree Level: 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  | Comprehension: Students will demonstrate comprehensive understanding of primary texts in the field.  | __X_ Knowledge

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.
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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research: independently identify critical problems and research a contribution</td>
<td>Independent Thinking and Critical Methods: Students will identify critical problems in the field and conduct independent research that utilizes the most relevant critical methods and tools.</td>
<td><em>X</em>_ Knowledge <em>X</em>_ Skills <em>X</em>_ Responsibility</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
</table>
| Research: independently identify critical problems and research a contribution | Intellectual Contribution: Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue. | _X__ Knowledge  
_X__ Skills  
_X__ 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.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>SLO</th>
<th>UNM Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition/Presentation:</td>
<td>Analysis, Evaluation, Synthesis: Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.</td>
<td><em>X</em>_ Knowledge</td>
</tr>
<tr>
<td>formulate and present research in appropriate style</td>
<td></td>
<td><em>X</em>_ Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>X</em>_ Responsibility</td>
</tr>
</tbody>
</table>

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

Composition/Presentation: formulate and present research in appropriate style

SLO

Mastery of Writing Style:
Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.

UNM Student Learning Goals

_X__ Knowledge

_X__ Skills

_X__ 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 | **Professionalization:** 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. | ____X_ Knowledge
| ____X_ Skills
| ____X_ 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

<table>
<thead>
<tr>
<th>Full First and Last Name</th>
<th>Faculty Appointment</th>
<th>Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)</th>
<th>Program Level(s)</th>
<th>Faculty Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jesse Alemán</td>
<td>TP</td>
<td>University of Kansas, Lawrence – PhD in English</td>
<td>Undergraduate</td>
<td>TDDR</td>
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<td>Graduate</td>
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<td>Doctoral</td>
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<tr>
<td>2. Katherine Alexander</td>
<td>AD</td>
<td>University of New Mexico – PhD in English</td>
<td>Undergraduate</td>
<td>TDDR</td>
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<td>Doctoral</td>
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</tr>
<tr>
<td>3. Stephen Benz</td>
<td>TTAP</td>
<td>University of New Mexico – PhD in English</td>
<td>Undergraduate</td>
<td>TDDR</td>
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<td>Doctoral</td>
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</tbody>
</table>

**Notes:**
- **Only Terminal Degree is Necessary**
- Please include this template as an appendix in your Self-Study Report for Criterion 5A.
<table>
<thead>
<tr>
<th>Full First and Last Name</th>
<th>Faculty Appointment</th>
<th>Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)</th>
<th>Program Level(s)</th>
<th>Faculty Credentials</th>
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</thead>
<tbody>
<tr>
<td>4. Andrew Bourelle</td>
<td>TTAP</td>
<td>University of Nevada, Reno – PhD in English</td>
<td>Undergraduate X</td>
<td>TDDR</td>
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<td>Graduate X</td>
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<td>Doctoral X</td>
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<tr>
<td>5. Tiffany Bourelle</td>
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<td>University of Nevada, Reno – PhD in English</td>
<td>Undergraduate X</td>
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<td>Doctoral X</td>
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<tr>
<td>6. Michelle Brooks</td>
<td>LT</td>
<td>University of Houston – PhD in Creative Writing and Literature</td>
<td>Undergraduate X</td>
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<td>Doctoral X</td>
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<td>7. Mark Caughey</td>
<td>LT</td>
<td>Arizona State University, AZ – MFA in Creative Writing: Poetry</td>
<td>Undergraduate X</td>
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<td>Doctoral X</td>
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<tr>
<td>8. Lisa Chavez</td>
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<tr>
<td>9. Marisa Clark</td>
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<tr>
<td>10. Finnie Coleman</td>
<td>TAP</td>
<td>University of Virginia – PhD in English</td>
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<tr>
<td>11. Jesús Costantino</td>
<td>TTAP</td>
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<td>12. Bethany Davila</td>
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<tr>
<td>13. Jonathan Davis-Secord</td>
<td>TAP</td>
<td>University of Notre Dame – PhD in Medieval Studies</td>
<td>Undergraduate X</td>
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<td>Graduate X</td>
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</table>

**Only Terminal Degree is Necessary**

- 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)
<table>
<thead>
<tr>
<th>Full First and Last Name</th>
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<th>Program Level(s)</th>
<th>Faculty Credentials</th>
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<tbody>
<tr>
<td>Cristyn Elder</td>
<td>TAP</td>
<td>Purdue University, Indiana – PhD in English, Biology, CPA License (2016-2018)</td>
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<td>• Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</td>
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<td>X</td>
<td>• Other (Explain)</td>
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<tr>
<td>Kyle Fiore</td>
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<td>Brenna Gomez</td>
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<td>Program Level(s)</td>
<td>Faculty Credentials</td>
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<tr>
<td>Feroza Jussawalla</td>
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<td>Faculty completed a terminal degree in the discipline/field (TDD);</td>
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<td>Graduate X</td>
<td>Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</td>
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<td>Doctoral X</td>
<td>Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</td>
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<td>Other (Explain)</td>
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<td>Minjung Kang</td>
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<td>Michelle Kells</td>
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<td>Gregory Martin</td>
<td>TP</td>
<td>The University of Arizona, Tucson - MFA in Creative Writing: Creative Nonfiction</td>
<td>Undergraduate X</td>
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<tr>
<td>Daniel Mueller</td>
<td>TP</td>
<td>University of Iowa - MFA in Creative Writing: Fiction</td>
<td>Undergraduate X</td>
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<tr>
<td>Julianne Newmark</td>
<td>LT</td>
<td>Wayne State University - PhD in English</td>
<td>Undergraduate X</td>
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<tr>
<td>Carmen Nocentelli</td>
<td>TAP</td>
<td>Stanford University – PhD Comparative Literature</td>
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<tr>
<td>Anita Obermeier</td>
<td>TP</td>
<td>Arizona State University – PhD in Medieval English</td>
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<tr>
<td>Rachel Reynolds</td>
<td>LT</td>
<td>Texas Woman’s University – PhD in Rhetoric</td>
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<tr>
<td>Charles Paine</td>
<td>TP</td>
<td>Duke University – PhD in English</td>
<td>Undergraduate X</td>
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**Only Terminal Degree is Necessary**
<table>
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<tr>
<th>Full First and Last Name</th>
<th>Faculty Appointment</th>
<th>Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)</th>
<th>Program Level(s)</th>
<th>Faculty Credentials</th>
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<td>• Lecturer (LT)</td>
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<td></td>
<td>• Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)</td>
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<td></td>
<td>• Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)</td>
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<td>• Prof. of Practice (PP) Temporary</td>
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<td>• Adjunct (AD)</td>
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<td>• Term Teacher (TMT)</td>
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<tr>
<td>34. Richard Robb</td>
<td>AD</td>
<td>University of New Mexico – MFA in English</td>
<td>Undergraduate X</td>
<td>TDD</td>
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<tr>
<td>35. Todd Ruecker</td>
<td>TAP</td>
<td>University of Texas, El Paso – PhD in Rhetoric and Composition</td>
<td>Undergraduate X</td>
<td>TDDR</td>
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<tr>
<td>36. Nicholas Schwartz</td>
<td>AD</td>
<td>University of New Mexico – PhD in English</td>
<td>Undergraduate X</td>
<td>TDDR</td>
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<tr>
<td>37. Julie Shigekuni</td>
<td>TP</td>
<td>Sarah Lawrence College – MFA in Creative Writing</td>
<td>Undergraduate X</td>
<td>TDD</td>
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<tr>
<td>38. Mark Sundeen</td>
<td>VR</td>
<td>University of Southern California – Master of Professional Writing</td>
<td>Undergraduate X</td>
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<tr>
<td>39. Diane Thiel</td>
<td>TP</td>
<td>Brown University – MFA in Creative Writing</td>
<td>Undergraduate X</td>
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<tr>
<td>40. Sarah Townsend</td>
<td>TTAP</td>
<td>University of California, Berkeley – PhD in English</td>
<td>Undergraduate X</td>
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<tr>
<td>41. Melina Vizcaín-Aleman</td>
<td>TAP</td>
<td>University of New Mexico – PhD in American Studies</td>
<td>Undergraduate X</td>
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<tr>
<td>42. Belinda Wallace</td>
<td>TTAP</td>
<td>University of Maryland, College Park – PhD in Comparative Literature</td>
<td>Undergraduate X</td>
<td>TDDR</td>
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<tr>
<td>43. Kathryn Wichelns</td>
<td>TTAP</td>
<td>Emory University – PhD in Comparative Literature</td>
<td>Undergraduate X</td>
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**Only Terminal Degree is Necessary**
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<th>Program Level(s)</th>
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<td>Carolyn Woodward</td>
<td>TAP</td>
<td>University of Washington – PhD in English</td>
<td>Undergraduate X</td>
<td>Faculty completed a terminal degree in the discipline/field (TDD);</td>
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<td>Graduate X</td>
<td>Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</td>
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<td>Doctoral X</td>
<td>Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</td>
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<td>Other (Explain)</td>
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**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)
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

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


“‘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.

“Authenticity, Autobiography, and Identity: The Woman in Battle as a Civil War Narrative.”


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 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
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

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 Deleuzean Metaphysics.” VSSA, Department of English Language and Literature, UNM, Albuquerque, NM

October, 2014 “Deleuzean 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

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


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 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 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” 150
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
Stephen Benz  
Department of English Language and Literature  
October 2018

**Educational History**

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<th>Degree</th>
<th>Year</th>
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<td>PhD</td>
<td>1989</td>
<td>University of New Mexico</td>
<td>English</td>
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<td>Dr. Fred Warner, director</td>
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<td>“Graham Greene and Latin America”</td>
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<tr>
<td>MA</td>
<td>1984</td>
<td>University of Illinois-Chicago</td>
<td>English</td>
<td>English</td>
<td>Dr. Gloria Fromm, director</td>
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<td>“George Orwell and Christianity”</td>
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<tr>
<td>BA</td>
<td>1980</td>
<td>Whitworth College, Spokane WA</td>
<td>English</td>
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**Employment History**

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<th>Position</th>
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<tr>
<td>Assistant Prof.</td>
<td>2014–current</td>
<td>University of New Mexico</td>
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<td>Lecturer</td>
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<td>University of New Mexico</td>
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<tr>
<td>Lecturer</td>
<td>2008–2011</td>
<td>Northern Arizona University, Flagstaff AZ</td>
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<tr>
<td>Instructor</td>
<td>2004–2008</td>
<td>Georgia Perimeter College, Clarkston GA</td>
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<tr>
<td>Associate Prof.</td>
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<td>Barry University, Miami FL</td>
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<tr>
<td>Assistant Prof.</td>
<td>1990–1997</td>
<td>Barry University, Miami FL</td>
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**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**


**Book Co-edited**


**Articles Published in Refereed Journals**


**Articles Appearing in Chapters in Edited Volumes**

**Other Publications**

**Professional Writing (Magazine Articles, Journalism, Literary Nonfiction)**
“Unapproachable Evanston.” *cream city review*, vol. 41, no. 2, Fall 2017, pp. 131-137.
“Forever West.” *Permafrost*, vol. 17, no. 1, Fall 2015, pp. 135-141.
“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.

Poetry Chapbook
American Journey. Longleaf Press, 2006. (16 pages)

Refereed Presentations at Professional Meetings
“Stephen Crane’s War Memories.” Rocky Mountain MLA, 2015, Santa Fe.
Andrew Bourelle
English
Oct. 26, 2018

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
- 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

*Also published in the following formats:*
- *Triple Threat* mass-market paperback
- *The Pretender* downloadable audiobook


--Selected “Best of Collection.”
-Listed as notable story in *Best Horror of the Year* edited by Ellen Datlow


Reprint:


-Listed as notable story in *Best Horror of the Year* edited by Ellen Datlow.


Reprint:


-Winner of the Ellen Nold Award for Best Article in Computers and Composition


**Classroom Teaching**

- English 120: Composition III
- English 219: Technical and Professional Writing
- English 220: Expository Writing
- English 224: Introduction to Creative Writing
- English 321: Intermediate Creative Writing—Fiction
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*
Ti
ffan
y Bourelle  Department of Language and Literature  9/26/17

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.

Professional Recognition and Honors for Teaching
Julia M. Keleher/Telfair Hendon Jr. Faculty Teaching Award (with Dr. Andrew Bourelle), 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 Bourelle, Anna Knutson, and Stephanie Spong), 2016
Outstanding Paper Award from Graduate Student Association (GSA), 2008, University of Nevada, Reno.

Scholarly Works
Books
Articles in Refereed Journals


**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.


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.

Instructor, 1990-1994, University of Houston, Houston, Texas.

**Professional recognition:**
Faculty Enrichment Grant, 2011, School of the Art Institute of Chicago.

**Poetry readings and juries:**
April 2018 *Blue Mesa* Works-in-Progress Reading, University of New Mexico, Albuquerque, New Mexico.
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
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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:
“Rebuilding the Hold” and “The Fore River Bridge”: Western Humanities Review, Fall 1995.
Lisa D. Chavez

Education

Teaching Experience
Assistant, Associate Professor of English, University of New Mexico. 2002 to present.

Publications, Poetry

Books

Anthologies

Magazines/Journals

Publications, Nonfiction

Anthologies


Magazines/Journals

BorderSenses. “Skin.” Vol. 18, Summer 2012

Publications, Fiction

Other Publications

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.
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.
Amherst College, workshop and reading, Nov. 2003.
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
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.

Conference Talks and Panel Discussion:
Associated Writers Program 1 panel April 2016, two panels in 2017
Chicago Cultural Center.
“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, Illionois Arts Council Grants, 2004
Judge, Ohio State Arts Council Grants, 2004
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.
Jean Chaille Memorial Scholarship, awarded for best dramatic monologue by Arizona State University student. 1990.
Phi Kappa Phi, inducted. 1990.
Dr. Marisa P. Clark
abbreviated C.V., 2018

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:
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.


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.
First prize winner in personal essay for “Fire”; Agnes Scott College Writers’ Festival, April 1997.
Judge: Pearl Cleage.
Judge: Jane Smiley.

Editing and Other Experience with Literary Journals

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
MAs, 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 Blaxploitation (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)


The Problem With Diversity; Moving Past the Numbers, NCHC Monograph Series (Setting the Table for Diversity) National Collegiate honors Society, 2010


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

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 Sodeman (Film & Media Studies, UC Irvine) and Alenda Chang (Film & Media Studies, UCSB).

Publications (under review)

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)

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.


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


Bethany A. Davila  English Language and Literature  Sept 2018

**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 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.


Other Scholarly Works

Works in Progress
Accepted for publication


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. “Shocked by the Incivility: Interviews on Bullying in the WPA Workplace” Conference on College Composition and Communication: Kansas City, MO; 2018.


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
Jonathan Davis-Secord

Education
PhD Medieval Studies, University of Notre Dame, 2008.
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.
Adjunct Instructor, Department of English, Rider University, 2005.

Publications
Book

Peer-Reviewed Articles and Book Chapters
http://www.oenewsletter.org/OEN/archive/44_3/davissecord.php [2,100 words]

Book Reviews

**OTHER PUBLICATIONS**


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.


**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*,” 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).


“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).


“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).


“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).


“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).
“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).
“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 Rewriting 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).
“Rewriting 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).
“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 Committee Member for Gerard Lavin.
PhD Committee on Studies Member for Dalicia Raymond.

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.
Program Committee member, Medieval Association of the Pacific / Rocky Mountain Medieval and Renaissance Association Joint Conference, University of Nevada, Las Vegas, 2017–18.
Co-Organizer, 2016 Rocky Mountain Medieval and Renaissance Association Conference.

COLLEGE AND UNIVERSITY SERVICE
Bilinski Fellowship Selection Committee Member, 2017–present.
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.
Job Seekers Workshop faculty mentor, 2012–14.
Dr. Cristyn L. Elder

English Language and Literature

November 26, 2018

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
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


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.


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
Kyle Fiore  Department of English Language and Literature  October 2018

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  1983-1988  Antioch University, Santa Barbara and San Francisco, CA
Director  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
184
Books Authored or Co-authored:

Scholarly Articles in Refereed Journals:

Other Writings:

Contributed Abstracts and/or Oral Presentations at Professional Meetings:
“Stitching Stories” (with Zakery Munos and Ella Joy Hernandez), Lightening 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

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

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
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

Peer-reviewed Articles and Books Chapters

Book and Theater Reviews
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.


**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.


**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

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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:


Refereed articles:
“Can the Flipped Classroom Deliver Deeper Disciplinary Learning?” (with Angela Bauer) in *New Directions in Teaching and Learning*, Fall 2017 Issue 151, 31-44.
“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.

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

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.
Keynote Speaker, Faculty College, Office of Professional and Instructional Development, University of Wisconsin System, May 31-June 2, 2011.
Plenary Speaker, Office of Professional and Instructional Development, University of Wisconsin, Milwaukee, April, 2009.
“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 Pierdas, 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)
“Remapping America: Rewriting Space in Maria 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


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.
Scarlett B. Higgins  English Department  Spring 2019

Educational History:
PhD, 2005, The University of Chicago, Chicago, IL, English Language & Literature.
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:

Articles Published in Refereed Journals:
“Purity of Essence in the Cold War: Dr. Strangelove, Paranoia, and Bodily Boundaries.” *Textual Practice,* 1 January 2017 (8,932 words, forthcoming in hard copy.).


Articles Appearing as Chapters in Edited Volumes:
Other Scholarly Work (Selected):

Works in Progress:

Accepted for publication (Chapters in Edited Volumes):


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):


Matthew R. Hofer
English Department
Fall 2018

**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:**

**Encyclopedia Edited:**

**Books Edited or Co-edited:**

**Journal Articles and Chapters:**

202
Other Writings:

Peer-Reviewed and Accepted for Publication (In Production)

Books Edited or Co-edited:

In Preparation:
---, “Poetic Vocabulary, BASIC English, and the Making of Robert Creeley” (article manuscript: submit date, winter 2018)
---, “The Bare Tree: Forms of Spareness 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

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.

Books

Articles in Refereed Journals
“When Did You Become Black?” Dialogue Fall 2018
“‘Pray don’t forget me my sweet little thing’: Charlotte Bronté’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.


“Gender Construction and the Kunstleroman: David Copperfield and Aurora Leigh” *Philological Quarterly* 72.2 (spring 1993): 213-36.


**Articles Appearing in Edited Volumes**


**Articles in Online Journals**


**Invited responses (online)**


**Book Reviews**


Film and Opera Reviews


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 Svhla, ASEE Conference Paper.
2017 “Missed Connections,” *Gordion Review*, Sam Houston University.
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

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.
2014-2015 Taos Summer Writers’ Conference, Director: Sharon Oard Warner, UNM.

AWARDS AND HONORS

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 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


Edited Books:
Emerging South Asian Women Writers: Essays and Interviews ed., (Berne/New York: Peter Lang, 2016), with Deborah Weagel

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


Recent Chapters in Books:
“‘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

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
“The Precarity of South Asian Diaspora Women Writers,” Invited lecture Department of English, Osmania University, Hyderabad, India, Feb. 1, 2019
“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
New Article

Poetry

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

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
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
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.

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.
2012 University of New Mexico Outstanding Teacher of the Year Award and Teaching Fellow. Nominated March 2012.
2011-2013 Senior Fellow. Robert Wood Johnson Foundation Center for Health Policy
2009-2010 University of New Mexico Faculty Research Sabbatical
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.”
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


Peer Reviewed Articles


“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/


“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.


“Dialogue, Dissonance, and Dialectic: Constructing a Textual History of Ellen Glasgow’s In This Our Life.” Ellen Glasgow Newsletter. 44 (Spring 2000): 1-5.

Chapters
“Vicente Ximenes and LBJ's Great Society: The Rhetorical Imagination of the American GI Forum.”


Invited Encyclopedia Entries


Invited Reviews & Essays

WORK UNDER CONTRACT
Gregory Martin October 2018

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
“When Jason Collins and my father coming out will no longer matter” (op-ed) The Seattle Times, May 18, 2013
“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.

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 Office of Arts & Cultural Affairs, October 2000

Seattle Arts Commission Award – Creative Nonfiction

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Daniel Mueller  Dept. of English Language & Literature  10.26.2018

**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
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.

**Selected Stories/Essays in Refereed Journals**


221
“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.
“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.
“Connected”; Prairie Schooner; Vol. 81, No. 4; pp. 118-133; Winter 2007.
“Huntsville Rodeo, 1968”, Another Chicago Magazine; No. 40; pp. 159-173; Spring 2002.
“German Nudists”; Wandler; No. 29; pp. 118-119; Spring 2002.
“Zero”; Story; pp. 85-93; Summer 1996.
“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.
“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

**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.

Walter E. Dalkin Fellowship, travel + tuition + room + board at the Sewanee Writers’ Conference, July 1999, Sewanee Writers’ Conference, 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*.
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.

JOURNAL SPECIAL ISSUES AND ARTICLES


BOOK CHAPTERS


PUBLICATIONS -- Literary Studies
BOOKS

JOURNAL ARTICLES


“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.


BOOK CHAPTERS


BOOK REVIEWS


2018 CONFERENCE PRESENTATIONS -- Technical Communication and Writing Studies


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

PUBLICATIONS: ARTICLES, BOOK CHAPTERS, AND TRANSLATIONS

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.
2011 Small Research Grant, UNM Research Allocation Committee
2011 Gladys Krieble 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. 2017  “Asia in the Making of Europe” Seminar Leader (with Su Fang Ng). Shakespeare Association of America, Atlanta, GA.
Dec. 2013  “Beyond the Black Legend.” IMEMS/Culture and Difference Lecture, Durham University, Durham, United Kingdom (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. McGuill, 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 228
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
Human, Divine, and Demonic Conception in Medieval Art, Culture, and Literature. 300pp. In progress.

Literary Criticism: Chapter in a Book (Peer-Reviewed)

Literary Criticism: Articles in Journals (Peer-Reviewed)
https://sites.google.com/site/theyearsworkinmedievalism/all-issues/31-2016.


Literary Criticism: Book Reviews

Literary Criticism: Handbook and Encyclopedia Articles


*The Clan of the Cave Bear. Masterplots II: Juvenile and Young Adult Literature, Supplement.*


**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.
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 Organization Awards: Advisor of the Semester for being the advisor of the Medieval Studies Student Association, UNM, Spring 2009.
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](https://www.anitaobermeier.com)

**Doctoral Advisement**
Chair, Dissertation Committees: English
Dalícia 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.

**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.
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

Books Edited or Co-Edited
Articles in Refereed Journals

Articles Appearing in Chapters in Edited Volumes

Refereed Presentations at Professional Meetings
“Examining the Role of Graduate Students in Program Writing Assessment.” 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
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 Lightening 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

Professional Training
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 E-College
Canvas Waypoint
<table>
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<th>Multimodal Experience</th>
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<tr>
<td>CamStudio</td>
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<td>Canva</td>
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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

February 1994 to August 2001, Advertising Department Manager, Furr’s Supermarkets.
Albuquerque, NM

PUBLICATIONS

DISSERTATION
- 2012, MFA Dissertation - A Falling Sky (Novel with Critical Preface.)
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 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.
- 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 a 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.

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.


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 Gymnasium (junior high/high school), Prague, Czech Republic 2006-2007
Graduate Teaching Research Assistant, Truman State University, Kirksville, MO 2004-2005

MAJOR PUBLICATIONS

Books
**Articles**


**Book Chapters**


**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


“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  
*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 Foundation, UNM  
2014

UNM Institute for Medieval Studies Best Graduate Essay Prize  
*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 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 Regrator 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
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
Julie Yuriko Shigekuni  Department of English Language & Literature  October 2018

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
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 Meadoway, 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
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

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**Creative Works in Progress:**
*Manju Mammas & 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

Foreign Editions: *The Man Who Quit Money* was translated into French, Italian, Japanese Turkish, and Czech, 2014.

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.
Instructor, Taos Summer Writers Conference, University of New Mexico, 2008-present.

Awards & Grants
Montana Arts Council Innovative Artist Award, 2011.
Utah Arts Council Individual Artist Grant, 2005.
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
“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
“Namibia’s Magnificent Beast.” National Geographic Adventure, Sep 2008.
“Vive Le Magpie!” National Geographic Adventure, April 2005.

Essays
“Who You Want To Run With.” Outside, October 2006.

Travel
“The Ballad of Route 89.” National Geographic Adventure, Apr 2007.
“Notes From Tundra Ground.” National Geographic Adventure, June 2003.

Book Excerpts
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
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.
The White Horse: A Colombian Journey (One of 3 Finalists for PEN Southwest Book Award); Etruscan Press, 2004.
**Books in Progress**


*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**


**LANGUAGES**

Spanish (Fluency), German, French (Near Fluency), Greek (Fair)

**SELECTED CONFERENCES/TEACHING AND PRESENTATIONS**


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)


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)


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)


Georgia Poetry Circuit (Invited to visit five Georgia universities in 2004)
Athens Center Writing Conference, Spetses, Greece (Summer 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
Committee Directors: Ann Banfield, John Bishop

BA University of Michigan – English and History, May 2002, High Honors

PUBLICATIONS

Peer-reviewed articles and chapters

Book Reviews and Short Essays
Rev. of *After Ireland,* by Declan Kiberd. *Contemporary Literature.* Forthcoming.


**Works in Progress**


**GRANTS, AWARDS, AND HONORS (selected)**

Research Allocations Committee Faculty Grant, University of New Mexico
“Developmental Drift: The Drama of *Bildung* in Modern Irish Literature”

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


Modern Irish, National University of Ireland, Galway
Melina Vizcaíno-Alemán  Department of English  November 2018

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

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.

Other Scholarly Works, Authored


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


**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**

**Other Published Writings**

**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.
Selected Presentations
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

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:**

**Peer-Reviewed Journal Articles:**
“Colonial Order and Disorder in Annie Fields’s *Diary of a West Indian Tour.*” Under review with *Legacy*, September 2018.

**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).


**Languages**
French (reading fluency)
Spanish (reading competence)

**Select Lectures and Presentations:**

**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:**

**Articles in Refereed Journals, Selected:**
“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
“’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:

Selected Citations:
### 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.

<table>
<thead>
<tr>
<th>University</th>
<th>Total University Enrollment</th>
<th>Unit Undergraduate Degrees/Certificates Offered</th>
<th>Unit Undergraduate Student Enrollment</th>
<th>Unit Graduate Degrees/Certificates Offered</th>
<th>Unit Graduate Student Enrollment</th>
<th>Total # of Unit Faculty</th>
<th>Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)</th>
<th>Other (please specify)</th>
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<tbody>
<tr>
<td>University of New Mexico</td>
<td>24,393 (Fall 2018)</td>
<td>• 3 – BA</td>
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<td>• 3 – MA</td>
<td>• 12 – MA Lit</td>
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<td>English; Creative Writing; Linguistics; Literature; Secondary Education; Writing, Rhetorics &amp; Literacies; Film &amp; Media Studies</td>
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<td></td>
<td></td>
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<td>• 153 – English Studies</td>
<td>• 1 – MFA</td>
<td>• 7 – MA Mdvl</td>
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<td>• 11 – English – Philosophy</td>
<td>• 2 - PhD</td>
<td>• 11 – MA RW</td>
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<td></td>
<td></td>
<td>• 31 – PhD</td>
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<td></td>
<td>• 7 – PhD Mdvl</td>
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<td>Arizona State University</td>
<td>98,146 (Fall 2016)</td>
<td>• 7 – BA</td>
<td>• 876 – English (online)</td>
<td>• 30 – MAS</td>
<td>• 8 – MA English Ed</td>
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<td>• 4 – Certificates</td>
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<td>• 22 – MFA</td>
<td>• 41 – PhD Literature</td>
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<td></td>
<td>• 33 – English (Secondary Language)</td>
<td>• 18 – MA Linguistics &amp; Applied Linguistics</td>
<td>• 30 – PhD Writing, Rhetorics, &amp; Literacies</td>
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<td></td>
<td>• 220 – English (Literature)</td>
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<td>• 48 – English (Writing, Rhetorics &amp; Literacies)</td>
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<tr>
<td>University</td>
<td>Total University Enrollment</td>
<td>Unit Undergraduate Degrees/Certificates Offered</td>
<td>Unit Undergraduate Student Enrollment</td>
<td>Unit Graduate Degrees/Certificates Offered</td>
<td>Unit Graduate Student Enrollment</td>
<td>Total # of Unit Faculty</td>
<td>Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)</td>
<td>Other (please specify)</td>
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<tr>
<td>The University of Texas at Austin</td>
<td>51,832 (Fall 2018)</td>
<td>1 – BA, 1 – Certificate (CW)</td>
<td>748 majors, 166 certificate</td>
<td>1 – PhD, 1 – MFA, 1 – MA dual degree</td>
<td>97 – PhD, 13 – MFA, 3 – MA/MSIS</td>
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<td>English Literature; Creative Writing</td>
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<td>University of California- Riverside</td>
<td>23,278 (Fall 2017)</td>
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<td>540 majors</td>
<td>PhD</td>
<td>78 graduate students</td>
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## Appendix G: English Department Assigned Spaces

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<th>Description</th>
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