<table>
<thead>
<tr>
<th>Program:</th>
<th>Department of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director/Coordinator Name:</td>
<td>Eric Berlatsky</td>
</tr>
<tr>
<td>Program Self-Study Contact:</td>
<td>Eric Berlatsky</td>
</tr>
<tr>
<td>Self-Study Contact email:</td>
<td><a href="mailto:eberlats@fau.edu">eberlats@fau.edu</a></td>
</tr>
<tr>
<td>Self-Study Contact Phone Number:</td>
<td>561-297-3831</td>
</tr>
</tbody>
</table>
Table of Contents

A. Mission and purpose of the program .................................................................................. 6
   The Department’s place within the University Strategic Plan .............................................. 7

B. Date and description of the last external review ................................................................. 9
   Findings and recommendations .......................................................................................... 9
   Major changes made since last review ............................................................................. 11

C. Instruction: Baccalaureate Programs .............................................................................. 14
   The English Major .............................................................................................................. 14
   The English Minor ............................................................................................................ 14
   Quality of Instruction ....................................................................................................... 15
   Goals for student learning (Assessment) ......................................................................... 21
   For baccalaureate programs, review of lower level prerequisite courses to ensure that the program is in compliance with state-approved prerequisites ............................................. 23
   Limited Access Programs ................................................................................................ 23
   Admissions criteria ............................................................................................................ 23
   Enrollment information (headcount and Student Credit Hour (SCH) production) ............ 23
   Average class size and faculty/student ratio ...................................................................... 27
   Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS) .......................................................... 28
   Internships, Study Abroads, and Field Experiences ......................................................... 28
   Innovation in Teaching and Distance Learning ................................................................. 29
   Scope of institutional contributions, such as to the Intellectual Foundations Program, cross-listed courses, “service courses,” inter-professional education efforts, certificate programs .......................................................... 31
   Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships ................................ ......................... 32
   Advising procedures ........................................................................................................ 36
   Retention rates (2nd year retention/persistence rates of students with a Grade Point Average (GPA) above 2.0—FL SUS Metric #5) .......................................................... 36
   Graduation rates (6th year graduation rates for full-time and part-time First-Time-In-College (FTIC) students - FL SUS Metric #4) ..................................................... 38
   Licensure rates (if applicable) – N/A ................................................................................ 39
   Placement rates/employment profile – (Source = Metric One – earning at least $25,000 or enrolled in a graduate program one year post graduation) ....................................... 39
   Student recruitment ........................................................................................................ 40

C. Instruction: Graduate Programs .................................................................................... 40
Informat

MFA in Creative Writing ................................................................. 51
English MA Program .................................................................. 40

Student Recruitment .................................................................. 58
Retention rates ............................................................................ 58
Graduation Rates ......................................................................... 58
Student recruitment .................................................................... 58

Information about scholarships and assistantships for graduate students in both programs ....59

C. Instruction: Faculty ................................................................. 61

Administrative Structure .................................................................. 61

Faculty teaching load and methods of calculation ........................................ 69

Summary of faculty scholarship and research productivity, including grants and publications ....69

Strategic Planning for Hires ............................................................ 71
Abbreviated vita for each full-time faculty member ..................................... 72

D. Research .................................................................................. 73

Review of Part II of the Departmental Dashboard Indicators for Department, Center, or Unit faculty ................................................................. 73
Interdisciplinary efforts and community engagement efforts ......................................................... 73
Establishment of Goals for Research ........................................................................................... 74
Assessment of how well goals are being met ............................................................................... 74
E. Service and Community Engagement. .................................................................................. 75
Discussion of community engagement including public service, special projects, service learning,
and other services to the community ......................................................................................... 75
Review of Part III of the Departmental Dashboard Indicators .................................................. 77
Establishment of goals for service ............................................................................................... 78
Assessment of how well goals are being met ............................................................................... 78
F. Other Program Goals ............................................................................................................. 79
G. Strengths and Opportunities that support achievement of program goals ............................ 79
Strengths and Opportunities ....................................................................................................... 79
H. Weaknesses and threats that impede program progress ....................................................... 81
I. Resource analysis .................................................................................................................... 83
J. Future Directions ..................................................................................................................... 84
K. Student Feedback ................................................................................................................... 86
Undergraduate Strengths ........................................................................................................... 86
Undergraduate areas for improvement ....................................................................................... 87
MA program student feedback .................................................................................................... 87
MFA program feedback ............................................................................................................... 88
L. Questions for Reviewers .......................................................................................................... 88
Thanks ........................................................................................................................................ 89

Appendix A: English Major Checklist (including list of catalog courses)

Appendix B: English Minor Checklist (including list of catalog courses)

Appendix C: English Major Four-Year Flight Plan

Appendix D: Student Learning Outcomes Assessments

Appendix E: English Honors Program(s) requirements and application

Appendix F: Most recent Assessment Reports: Undergraduate, MA, and MFA

Appendix G: Annual Evaluation Criteria
Appendix H: Tenure and Promotion Criteria

Appendix I: SPE Criteria

Appendix J: F.A.I.R. Definitions

Appendix K: Faculty Vitas
A. Mission and purpose of the program

At the time of our last program review, in 2012, the program reviewer, Marta Caminero-Santagelo, from the University of Kansas, advised that the department construct a mission statement. In the immediate aftermath, we did so. The Mission Statement is now posted on our website, as below:

The Department of English promotes scholarly and creative discovery within FAU’s uniquely diverse community. English study trains students in textual analysis, communication, and critical thinking, thus preparing our students for any job requiring imaginative thinking, analytical thinking, and/or communication skills. These jobs exist in numerous fields, including, but not limited to: business, publishing, marketing, advertising, teaching, public relations, law, technical and professional writing, public radio, and medicine.

We encourage our students to make original and important contributions to the discipline and develop their own analytic and creative voices through innovative assignments, research papers, one-on-one interactions between faculty and students, and significant feedback on student work, enabled by our small classes and rigorous instruction. Our faculty’s creative activity and groundbreaking research model a culture of investigation for our students while expanding human knowledge and enriching the arts. Additionally, the Department of English plays a dynamic role in the community, providing a hub of intellectual and cultural activity in South Florida.

The English tenure-line faculty are sited on two campuses, Boca Raton and Davie, and the department provides courses on a third, Jupiter. The program offers three degrees: A BA and MA in English, and an MFA in Creative Writing. It contributes significantly to the College’s interdisciplinary MA in Women, Gender, and Sexuality Studies (WGSS), to the Peace, Justice, and Human Rights Initiatives, to the recently launched Our Americas project, and to the Jewish Studies program. In primary collaboration with faculty in the Department of Languages, Linguistics, and Comparative Literature, the faculty of English contributed to the successful
2013 relaunch of the Dorothy F. Schmidt College of Arts and Letters’ Comparative Studies Ph. D. program, with the “Cultures, Languages, and Literatures” track.

The Department’s place within the University Strategic Plan: The FAU strategic plan specifies that FAU pursue excellence in its mission of research, scholarship, creative activity, teaching and active engagement with its communities. As the below report should indicate, the Department of English has been, over the course of the review period, one of the most productive in terms of scholarship and creative activity, producing important, influential and award-winning scholarship and creative writing. Likewise, English has been a model of excellent and respected teaching, as judged by SPOT scores, Annual Report scores, awards, and more anecdotal metrics. Likewise, English faculty have been among the leaders in FAU’s renewed commitment to Community Engagement.’

Though the university Pillars are defined largely within STEM disciplines outside the purview of our department, the Department of English has both research and coursework oriented toward some of the pillars. As support for the Environmental Sciences pillar, the Department of English offers a course entitled “Literature and the Environment” and have recently hired an Assistant Professor in the area of Environmental Humanities (hired for the 2017-18 academic year). That professor, Stacey Balkan, is publishing research, and working on an important book addressing the intersection of environmental issues, postcolonial histories and economies, and literary study, particularly in regard to the impact of environmental disaster and climate change in South Asia, and the literature that addresses it. Prof. Andrew Furman’s creative work, including his last two books, a book of nonfiction called Bitten and a novel entitled Goldens Are Here, address the relationship of the Florida environment and its human inhabitants. Another new hire (17-18), Devin Garofalo, in 19th century British poetry, does work relating to the intersection of literature and the environment, as does even more recent hire, Shelby Johnson (18-19) whose work is on Colonial and Early American literature.

In relation to the Healthy Aging Pillar, the Department of English, opened a dialogue with the College of Medicine in 2016-17, and had several meetings discussing the ways in which literary study could impact their Medical Humanities initiative. Though these talks have been on hold for slightly over a year, recent hire (18-19) Clarissa Chenovick’s work on 17th century poetry examines the intersection of medical and literary discourse. She is eager to renew our proposed collaboration with the College of Medicine, as well as potentially teaching courses about the relationship of medicine and literature.

In relation to the Neuroscience pillar, creative nonfiction writer, and faculty member, Kate Schmitt has published a memoir, Singing Bones, about psychiatric illness and mental health. Her latest works continues to address these issues, combining poetry and visual art.

Many of FAU’s Platforms are impacted by English research, creative activity, and teaching. Another recent hire, Carla Thomas (18-19), was hired because of her facility with Digital Humanities work, a field which may ultimately yield work in Big Data Analytics.

Another longtime faculty member, Wendy Hinshaw, is the College of Arts and Letters’ liaison to the university Community Engagement efforts, and the university-wide attempt to gain the
Carnegie designation. Prof. Hinshaw’s research and teaching nearly always engages the community, as she is a board member for Exchange for Change, a nonprofit organization that facilitates understanding between incarcerated people and those on the “outside.” This understanding is accomplished through writing exchanges, and Prof. Hinshaw has facilitated many writing exchanges between FAU students, in a number of her classes, and prisoners. Prof. Hinshaw also teaches a Writing for Nonprofits class that encourages community engagement and oversees a robust internship program (more details below) that connects English students to their community. In addition to Prof. Hinshaw’s efforts, several other English classes have been designated “service learning.” Prof. Jeff Galin not only oversees the University Center for Excellence in Writing, but the more recently founded (2014) Community Center for Excellence in Writing, which provides writing tutoring and help to community members. The Creative Writing program at FAU (overseen by Prof. Becka McKay) offers Community Workshops (taught by MFA in Creative Writing graduate students) to feed and foster the community desire for writing instruction.

Many English faculty and courses are devoted to fostering Diversity and open-minded thinking among our students. The undergraduate curriculum requires students to take six credits in multicultural and/or world literatures, including African-American literature pre-1895 and 1895-present, U. S. Latinx Literatures, Asian American Literature, Postcolonial Literatures, Major Writers of World Literature in English, World Literature: Critical Approaches, Asian Literatures in English, American Indian Literature, Black Literatures, and Caribbean Literature. English also runs courses in Women in Literature and has a new course on the books on LGBTQI+ literatures. The graduate curriculum has an MA track in Multicultural and World Literatures as well. Over the past two years, the department has made a variety of hires in these areas (Asian world literatures, early African-American literature, Caribbean Literature) in the interest of fostering diverse faculty and meeting the needs and intellectual desires of a diverse student body. English Assistant Professor Adam Spry was a member of the university Diversity Council until he departed the University in Spring 2018. Likewise, many of these hires and courses address the Global Perspectives and Participation Platform, as they provide students context and information about English-speaking nations and cultures around the world (including South Asia, Africa, and the Caribbean).

English is also a heavy contributor to the Peace, Justice, and Human Rights initiative. Several of our faculty members are either PJHR fellows (Wendy Hinshaw) or affiliate faculty (Stacey Balkan), and many of our courses (including those named in the previous paragraph, as well as Literature and Social Movements) address Human Rights concerns, and questions of peace and justice. Likewise, several English faculty are among those developing the Barb Schmidt Fellowship Program dedicated to Community Involvement, Activism, and Social Change. (This program also addresses the Platform of Community Engagement).

English is also deeply involved in the South Florida Culture platform devoted to making FAU an “international hub for the arts and humanities.” The Creative Writing Program’s Off the Page series invites 5-6 influential and important writers to read from their work each year, both for the community and the student body. Additionally, each year we bring the Lawrence A. Sanders Writer-in-Residence to read from their work, answer questions, and deliver a one-week seminar to MFA graduate students. Off the Page also frequently invites literary agents, an event that is
very popular in the community, as many local authors attend the event in order to ask questions about the publishing and marketing of their literary work. FAU also invites scholars in the Humanities to discuss their scholarship, including, in recent years, such scholars as John Lennon (from the University of South Florida), Daniel Cross Turner (Coastal Carolina University), Pawel Frelik (Marie Curie-Sklodowska University, Lublin), and Faith Smith (Brandeis University). FAU has also launched their own international literary magazine, *The Swamp Ape Review*, in the interest of becoming a “hub for the arts.” A grant from the South Florida Culture Platform allowed the previously online *Swamp Ape Review* to publish their first print issue in Spring 2018.

Finally, English has been quick to embrace the **Undergraduate Research and Inquiry** Platform. Over the past three years, *Coastlines*, FAU’s in-house literary magazine has become exclusively for FAU undergraduates, allowing them to develop and publish their work. We have also launched a scholarly undergraduate Honors program which requires students to produce original research (and we have recently officially labeled the Honors Research course as RI—or Research Intensive). The Creative Writing Honors programs also teaches students how to produce original creative work and requires a capstone project. Faculty member Julieann Ulin has been awarded OURI grants to develop assignments for undergraduate research, and faculty member Lisa Swanstrom, before departing the university, worked with several students on undergraduate research projects, while serving as College liaison to OURI for two years.

English is also, of course, cooperating with University-wide initiatives to improve the BOG-determined metrics, including improving retention and graduation rates, promoting timely graduation, increasing numbers of eLearning offerings, expanding summer offerings, helping students get into graduate programs of their choosing and to become employed upon graduation.

Despite FAU’s commitment to primarily funding STEM-related pillars, English has “supported” those pillars through developing programs that address the Platforms of the Strategic Plan (and where possible, the Pillars) often with little or no related funding.

### B. Date and description of the last external review

The Department of English was last evaluated in the Fall of 2012. The program was also reviewed by the Southeastern Southern Association of Colleges and Schools Commission on Colleges (SACSCOC or SACS) in the context of the university’s overall re-accreditation in 2013.

**Findings and recommendations**

The 2012 review made five of primary recommendations. These are listed below.

1. The department should consider a substantial conversation about its larger mission, strategic vision, and articulation of disciplinary contribution to the production of knowledge (and, if possible, craft a mission statement for the department).
2. The department should discuss whether exposure to the principles of disciplinary research is important to its own sense of its educational goals for the major, and if so, how such a goal might be met.

3. The department should discuss and consider the rationale behind current concentrations in the major and whether or not they ought to be revised.

4. The department should consider creative strategies for meeting increasing student demand through higher enrollment caps.

5. The department should consider ways to challenge and push students through active learning strategies, how to ensure how they master “content” information, how to make pedagogy transparent so that students understand and participate in the goals of the classroom, etc.

The 2012 review also made three secondary or supplementary recommendations regarding data collection.

1. The department might consider supplementing the English major exit survey with a few questions assessing student satisfaction with the major.

2. The department should continue records gathering on professional/graduate school placement outcomes for undergraduate students; office support for the effort, with regard to graduate students in particular, should be funded as soon as budget permits.

3. The department might also consider how to gather information in a more systematic way about expectations of graduate applicants—for example, in an entrance survey. It might, in addition, consider including some information on its website and/or application materials about realistic expectations for outcomes.

The 2012 review also made a series of recommendations about institutional support.

1. Increase GTA stipends as soon as financially possible.

2. Increase financial support for faculty travel and research.

3. Provide institutional commitment to the proposed Cultures, Languages, and Literatures Ph. D. track.

4. Hold class enrollment caps down wherever possible, particularly in writing-intensive classes. Grant unit flexibility to handle to pressure to increase caps in creative ways.

5. Provide the department with financial/office staff support for data collection on retention of students in English compared with the trends in FAU as a whole.
6. Extend the appointment of the Director of Writing Programs to provide for summer appointment.

7. Conduct panel discussions or workshops on promotion and tenure (if this is not already done) so that untenured faculty can discuss expectations and application of criteria with College and University P & T Committees.

Of the above, the bolded were identified as “Critical Recommendations.”

Major changes made since last review

While the department has not been able to address all of the issues raised by the last review, many have been addressed or are in the process of being addressed.

Among the primary recommendations:

1) Mission and strategic planning: The department wrote a mission statement (included above) and have engaged in several strategic planning meetings to identify short and long term goals for the department.

2) Undergraduate research and creative activity: The department remodeled ENG 3822: Introduction to Literary Studies so as to require some research project of some kind of all English majors (ENG 3822 is one of only two courses required of all majors). In addition, the department began an Honors program for both literary study and creative writing. The two-semester literary study sequence concludes with a course entitled Honors Research, which includes a required research capstone project. This year, the course has been officially labeled RI (Research Intensive) by the Office of Undergraduate Research and Inquiry (OURI). The department also adopted undergraduate “DIR” (Directed Independent Research) courses to complement DIS (Directed Independent Study) courses. In addition, several English faculty have directed undergraduate research projects funded by OURI, and/or have applied for, and received, grants to help fund research assignments. Coastlines, FAU’s literary magazine, has been changed to now exclusively publish undergraduates and is edited by a team of undergraduates.

3) Concentrations: This recommendation seemed to be largely based upon a misunderstanding about our concentrations, as the reviewer(s) seemed to believe that all majors had to enroll in a concentration. This was never the case and, in fact, few English majors do complete a concentration. This issue was taken up by the undergraduate committee, but for now our concentrations remain the same.

4) Caps: Over the past six years, English did initiate creative strategies for meeting increasing demands, raising caps for upper division literary study to 35, running lower division surveys at 50, and running occasional boutique/popular courses at 50. Over more recent years, however, our number of majors has decreased (following national trends) sufficiently to return most of our caps to where they were before sudden
enrollment pressures (30 for upper division literary study, 15 for undergraduate writing workshops—other courses remaining the same). Lower division writing-intensive courses remained at 22 (first-year) or 26 (second year) over the entirety of this period. In short, the course cap crisis came and went and was managed as necessary over the six-year period.

5) Student-centered pedagogy and engaged learning: This recommendation was not particularly specific about what pedagogy the reviewer was recommending (or about whether or not such pedagogy is being used already). However, over the past 6 years, the English department has initiated pedagogy workshops (aka “Hacks and Snacks”) on a variety of topics, including online teaching, using Canvas/Blackboard for peer review, dealing with sensitive subject matter in the classroom, and related topics. Two of our faculty, Wendy Hinshaw (Associate Professor) and Sheryl Gifford (Senior Instructor) have been named “Master Teachers” by the College, and in that capacity are fostering innovative and effective instruction not only in our department, but across the College.

Among the secondary/supplementary recommendations:

1. Exit survey: The department remodeled the exit survey with the reviewer’s recommendations in mind. However, it became more difficult to administer that survey because the advisor assigned to English was reassigned to more general casework advising and we now have no central way to “force” students to fill out the survey. We now are left with the option of directing students to the survey by email, which has led to reduced responses.

2. The university is now keeping better records on undergraduate student outcomes (because of the state funding metrics requiring that we do so). We have been the beneficiary of this improved data collection, while still keeping our own anecdotal records. Though English did receive increased office support in the form of a Senior Secretary, this served more to alleviate an undue burden on our Coordinator of Academic Business Support Services, and did not create appreciably more time to devote to data collection of the kind the reviewer recommends. The graduate advisor continues to keep records of graduate student outcomes as much as it is possible to do so (by following alumni on social media and keeping in touch with them by email, among other methods).

3. Though FAU still does not administer an entrance survey for MA and MFA incoming students, the websites for graduate study has been updated to include more information about realistic outcomes for the MA and MFA degrees. The graduate committee also arranges information session about potential job opportunities post-graduation; advice for getting into Ph. D. programs; and related topics. This was our practice in 2012 and continues. In addition, we now have an orientation session for all new graduate students (not just for GTAs), that sets out expectations for the program and its potential impact upon students’ career trajectories.

Among the recommendations for institutional support:
1. The university has still not raised GTA stipends across the board and thus our baseline for GTA stipends remains $9000, with no medical benefits. However, the English department has found ways to supplement these stipends in a variety of ways. We continue to offer Lawrence Sanders Fellowships to those we deem, in recruitment, to be our finest MFA applicants in the genres of poetry and fiction. In addition, we have added a Sanders fellow each year in Creative Nonfiction. We have also increased the stipend enhancement for Sanders fellows from 12K/12K/15K (in each of three years of study) to 12K/15K/15K. These enhancements are through the generosity of The Lawrence Sanders Foundation (trustee, Dan Brede). We have also increased the number of Community Workshops we offer, which helps GTA’s in two ways. First, GTA’s teach the Community Workshops and are paid to do so, supplementing their GTA stipend. In addition, some of the profits from the workshops are kept in an account that is used to enhance/supplement MFA/GTA stipends. We have also started a summer Science Fiction Creative Writing camp, for which MFA GTA’s serve as camp counselors and are paid to do so. In the MA program, we have recently initiated “minority recruitment” funding, in which we offer higher stipends to our finest minority applicants in the interest of diversifying the program. The College has agreed to help us fund these efforts. The new Angela Griffin scholarship has provided support for students in both graduate programs. In addition, a limited number of “enhanced” GTA-ships provide 12K stipends rather than 9, and each year both MA and MFA programs have applied for (and occasionally received) Provost’s and Presidential Fellowships. “Enhanced,” Provost’s and Presidential fellowships all existed in 2012, as did the Sanders fellowships (at the lower rate). Other local efforts to improve funding described above are new since 2012. Nevertheless, the standard level of GTA support has not increased, because of lack of funding at the level of the institution.

2. 2012 was a year of budget cuts, and there were several years without faculty travel and research support around that time. Since then, budgets have improved and the College has resumed funding faculty travel at the rate of (this year) $1,000 per tenure-line faculty member. Previous years have been at or near that number. There is still no College-level line item in the budget for faculty travel, leaving support somewhat precarious. Nevertheless, financial support for faculty travel and research has increased and been relatively stable for several years.

3. The commitment to the Ph. D. program now exists and the Ph. D. track is on a much stronger institutional footing. The Ph. D. students in the program are attenders of English MA program courses, and English faculty frequently teach the Ph. D.-only courses in the Comparative Studies program.

4. English was able to handle enrollment pressure by flexibly handling pressure to increase caps (raising caps on select courses while maintaining low caps in writing intensive courses). Since 2012, our number of majors has decreased (in line with nationwide trends) and FAU’s enrollment strategy has shifted (away from a growth-at-all-costs model) and the pressures of the 2012 era are, for the moment, behind us.
5. Since 2012, there has been a change in the Director of Writing Programs, and the current Director is not seeking a 12-month appointment, preferring the flexibility of a 9 month appointment. In the interests of handling the workload, however, the English department has converted an Instructor to a half-time Associate Writing Program Director, allowing either the Director, or her Associate, to handle the program year-round.

6. The College of Arts and Letters has always run workshops on tenure expectations and requirements. The College has continued to do so from 2012-2018. In addition, the Chair had meetings with all 10 junior faculty currently in the department during their first week at the institution in order to establish expectations and answer questions. The Chair has also met individually with all junior faculty members to monitor progress. All junior faculty are also assigned a mentor whose duty it is to discuss life on the tenure-track and provide advice and clarify expectations.

C. Instruction: Baccalaureate Programs

The English Major

The BA in English requires 39 credits within the major per the plan listed below:

- ENG 3822: Intro to Literary Studies (3 Credits)
- LIT 3213: Literary Theory (3 Credits)
- Category I: Literatures of Ethnicity, Gender, and Culture (6 credits)
- Category II: American Literature, British Literature, and Genre Studies, including 6 Credits of pre-1800 Literature (15 credits). Up to 6 credits of lower-division surveys may count in Category II (AML 2010, AML 2020, ENL 2012, or ENL 2022).
- Category III: Writing and Rhetoric (3 credits)
- English Electives (9 credits)

The English Minor

Students majoring in any discipline at the University are eligible to minor in English. The minor encourages breadth of knowledge in literary studies and offers experience in critical analysis. 15 credits in English courses must be completed; 4 out of 5 of these classes must be taken at FAU and at least 4 out of the 5 classes must be taken in the English Department. If a course is taken outside of the English Department, it must be approved by the department and have a literary studies focus. English Education majors should note that no more than 1 course can count toward their major and English minor. The English minor requires:

    ENG 3822: Introduction to Literary Studies OR LIT 3213: Literary Theory (3 CREDITS)
One 2000-level Survey Course (AML 2010, AML 2020, ENL 2012, or ENL 2022) (3 CREDITS)
One upper-division course from Category I: Literatures of Ethnicity, Gender, and Culture (3 CREDITS)
Two upper-division courses from Categories I-III (6 CREDITS)
*ENC 3213 does not count toward the minor

Quality of Instruction

The Department’s annual evaluations rank faculty and instructors based on the submission of student perception of teaching (SPOT) scores (required) and material related to curricular development (optional). Faculty members may choose to submit peer evaluations of instruction, descriptions of new courses proposed to curriculum committees, documentation of involvement in course and curricular revision, instruction-related competitive grants, awards, and special recognition of excellence in teaching applied for and / or awarded. In the 2017 annual evaluations of tenure-line faculty, 24 faculty members received the top rating of “Exceptional” in the category of “Teaching and other Instructional Activities” and 2 faculty members received a rating of “Outstanding.” In the 2017 annual evaluations of instructors, 23 instructors received the top rating of “Exceptional” in the category of “Teaching and other Instructional Activities” and 1 faculty member received a rating of “Outstanding.”

In the period under review, Senior Exit Survey responses, student perception of teaching (SPOT) scores, and the annual evaluation of faculty reflect the Department’s delivery of high-quality instruction. In 2016, the Undergraduate Committee reviewed and reported to the Department on 4 years of Senior Exit Surveys. In terms of their evaluation of instruction, students praised the high level of faculty engagement with and enthusiasm for the discipline, the variety of pedagogical approaches they encountered throughout the major, and faculty responsiveness to students via email and learning management systems.

The Fall 2012-Fall 2013 student perception of teaching (SPOT) scores for all courses and upper-division courses offered by the Department appear below for the statement “Rate the quality of instruction as it contributed to your learning in the course” (Question 20). In Spring 2014, the SPOT distribution method changed from paper to online and the percentage of enrolled students responding dropped significantly. The key question related to instruction changed to “Rate the instructor’s overall effectiveness in this course” (Question 21). SPOT scores for this question are included below for all courses offered by the Department and all upper-division courses through Spring 2015. Complete reports from lower and upper division courses offered by the Department for Fall 2015-Spring 2018 appear below. The question used as a catch-all metric by the university in the latest version of the SPOT forms is Question 6: “Rate Your Instructor’s Overall Teaching Effectiveness in the Course.”

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)
Term: Fall, 2012
College: Arts & Letters -- Department: ENGLISH
Campus: All
Course Level: All -- Course Size: All
Number of Classes: 333
Number of Respondents: 6,040  
Percentage of Enrolled Students Responding: 82.3%

20. Rate the quality of instruction as it contributed to your learning in the course.

<table>
<thead>
<tr>
<th>View Trends By College &amp; Department For This Item</th>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>1.85</td>
<td>46.97</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)  
Term: Fall, 2012  
College: Arts & Letters -- Department: ENGLISH  
Campus: All  
Course Level: Upper Division (3000-4000 level) -- Course Size: All  
Number of Classes: 78  
Number of Respondents: 1,517  
Percentage of Enrolled Students Responding: 82.5%

20. Rate the quality of instruction as it contributed to your learning in the course.

<table>
<thead>
<tr>
<th>View Trends By College &amp; Department For This Item</th>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>1.69</td>
<td>54.03</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)  
Term: Spring, 2013  
College: Arts & Letters -- Department: ENGLISH  
Campus: All  
Course Level: All -- Course Size: All  
Number of Classes: 256  
Number of Respondents: 4,494  
Percentage of Enrolled Students Responding: 81.4%

20. Rate the quality of instruction as it contributed to your learning in the course.

<table>
<thead>
<tr>
<th>View Trends By College &amp; Department For This Item</th>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>1.80</td>
<td>51.12</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)  
Term: Spring, 2013  
College: Arts & Letters -- Department: ENGLISH  
Campus: All  
Course Level: Upper Division (3000-4000 level) -- Course Size: All
Number of Classes: 83
Number of Respondents: 1,507
Percentage of Enrolled Students Responding: 80.6%

20. Rate the quality of instruction as it contributed to your learning in the course.

<table>
<thead>
<tr>
<th>View Trends By College &amp; Department For This Item</th>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
<td>Very Good (2)</td>
<td>Good (3)</td>
<td>Fair (4)</td>
<td>Poor (5)</td>
<td>No Response</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>1.62</td>
<td>61.56</td>
<td>21.33</td>
<td>11.77</td>
<td>3.62</td>
<td>1.55</td>
<td>0.17</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)
Term: Fall, 2013
College: Arts & Letters -- Department: ENGLISH
Campus: All
Course Level: All -- Course Size: All
Number of Classes: 314
Number of Respondents: 5,725
Percentage of Enrolled Students Responding: 81.8%

20. Rate the quality of instruction as it contributed to your learning in the course.

<table>
<thead>
<tr>
<th>View Trends By College &amp; Department For This Item</th>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
<td>Very Good (2)</td>
<td>Good (3)</td>
<td>Fair (4)</td>
<td>Poor (5)</td>
<td>No Response</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>1.87</td>
<td>48.53</td>
<td>26.14</td>
<td>16.68</td>
<td>5.69</td>
<td>2.51</td>
<td>0.46</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)
Term: Fall, 2013
College: Arts & Letters -- Department: ENGLISH
Campus: All
Course Level: Upper Division (3000-4000 level) -- Course Size: All
Number of Classes: 46
Number of Respondents: 950
Percentage of Enrolled Students Responding: 86.0%

20. Rate the quality of instruction as it contributed to your learning in the course.

<table>
<thead>
<tr>
<th>View Trends By College &amp; Department For This Item</th>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
<td>Very Good (2)</td>
<td>Good (3)</td>
<td>Fair (4)</td>
<td>Poor (5)</td>
<td>No Response</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>1.75</td>
<td>55.16</td>
<td>23.74</td>
<td>13.26</td>
<td>5.38</td>
<td>2.00</td>
<td>0.46</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING
Term: Spring, 2014
College: Arts & Letters -- Department: ENGLISH
Campus: All
Course Type: All -- Course Level: All -- Course Size: All
Number of Classes: 220
Number of Respondents: 3,009
Percentage of Enrolled Students Responding: 60.7%

21. Rate the instructor’s overall effectiveness in this course:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>1.86</td>
<td>50.81</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING
Term: Spring, 2014
College: Arts & Letters -- Department: ENGLISH
Campus: All
Course Type: All -- Course Level: Upper Division (3000-4000 level) -- Course Size: All
Number of Classes: 52
Number of Respondents: 780
Percentage of Enrolled Students Responding: 61.8%

21. Rate the instructor’s overall effectiveness in this course:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>1.70</td>
<td>58.70</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING
Term: Fall, 2014
College: Arts & Letters -- Department: ENGLISH
Campus: All
Course Type: All -- Course Level: All -- Course Size: All
Number of Classes: 298
Number of Respondents: 4,072
Percentage of Enrolled Students Responding: 58.9%

21. Rate the instructor’s overall effectiveness in this course:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>1.78</td>
<td>53.01</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING
Term: Fall, 2014
College: Arts & Letters -- Department: ENGLISH
Campus: All  
Course Type: All -- Course Level: Upper Division (3000-4000 level) -- Course Size: All  
Number of Classes: 52  
Number of Respondents: 796  
Percentage of Enrolled Students Responding: 61.7%

21. Rate the instructor's overall effectiveness in this course:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>1.63</td>
<td>61.10</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING
Term: Spring, 2015
College: Arts & Letters -- Department: ENGLISH
Campus: All  
Course Type: All -- Course Level: All -- Course Size: All  
Number of Classes: 230  
Number of Respondents: 3,747  
Percentage of Enrolled Students Responding: 59.0%

21. Rate the instructor's overall effectiveness in this course:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>1.80</td>
<td>53.81</td>
</tr>
</tbody>
</table>

STUDENT PERCEPTION OF TEACHING
Term: Spring, 2015
College: Arts & Letters -- Department: ENGLISH
Campus: All  
Course Type: All -- Course Level: Upper Division (3000-4000 level) -- Course Size: All  
Number of Classes: 57  
Number of Respondents: 806  
Percentage of Enrolled Students Responding: 65.3%

21. Rate the instructor's overall effectiveness in this course:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Percentage of Students Selecting Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (1)</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>1.52</td>
<td>66.47</td>
</tr>
</tbody>
</table>

Fall 2015-Spring 2018: All Lower-Division Courses Offered by the English Department:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Department</th>
<th>Number of Classes</th>
<th>Number of Respondents</th>
<th>% of Enrolled Students Responding</th>
<th>Q1. Mean</th>
<th>Q2. Mean</th>
<th>Q3. Mean</th>
<th>Q4. Mean</th>
<th>Q5. Mean</th>
<th>Q6. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>English</td>
<td>255</td>
<td>4,828</td>
<td>65.53%</td>
<td>1.25</td>
<td>1.33</td>
<td>1.36</td>
<td>1.25</td>
<td>1.19</td>
<td>1.63</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>English</td>
<td>175</td>
<td>2,798</td>
<td>65.65%</td>
<td>1.22</td>
<td>1.33</td>
<td>1.36</td>
<td>1.23</td>
<td>1.17</td>
<td>1.66</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>English</td>
<td>77</td>
<td>1,070</td>
<td>60.74%</td>
<td>1.20</td>
<td>1.29</td>
<td>1.32</td>
<td>1.26</td>
<td>1.20</td>
<td>1.58</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>English</td>
<td>299</td>
<td>4,440</td>
<td>62.00%</td>
<td>1.22</td>
<td>1.30</td>
<td>1.33</td>
<td>1.23</td>
<td>1.16</td>
<td>1.59</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>English</td>
<td>178</td>
<td>2,724</td>
<td>63.88%</td>
<td>1.21</td>
<td>1.29</td>
<td>1.31</td>
<td>1.22</td>
<td>1.15</td>
<td>1.56</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>English</td>
<td>84</td>
<td>1,110</td>
<td>63.36%</td>
<td>1.20</td>
<td>1.28</td>
<td>1.31</td>
<td>1.23</td>
<td>1.16</td>
<td>1.54</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>English</td>
<td>341</td>
<td>4,514</td>
<td>55.37%</td>
<td>1.20</td>
<td>1.29</td>
<td>1.32</td>
<td>1.22</td>
<td>1.14</td>
<td>1.56</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>English</td>
<td>168</td>
<td>2,409</td>
<td>57.69%</td>
<td>1.24</td>
<td>1.34</td>
<td>1.34</td>
<td>1.25</td>
<td>1.19</td>
<td>1.65</td>
</tr>
</tbody>
</table>

Fall 2015-Spring 2018: All Upper-Division Courses Offered by the English Department:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Department</th>
<th>Number of Classes</th>
<th>Number of Respondents</th>
<th>% of Enrolled Students Responding</th>
<th>Q1. Mean</th>
<th>Q2. Mean</th>
<th>Q3. Mean</th>
<th>Q4. Mean</th>
<th>Q5. Mean</th>
<th>Q6. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>English</td>
<td>56</td>
<td>873</td>
<td>65.78%</td>
<td>1.21</td>
<td>1.36</td>
<td>1.35</td>
<td>1.28</td>
<td>1.16</td>
<td>1.63</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>English</td>
<td>53</td>
<td>778</td>
<td>61.89%</td>
<td>1.15</td>
<td>1.27</td>
<td>1.27</td>
<td>1.19</td>
<td>1.10</td>
<td>1.47</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>English</td>
<td>14</td>
<td>199</td>
<td>56.36%</td>
<td>1.13</td>
<td>1.24</td>
<td>1.34</td>
<td>1.14</td>
<td>1.09</td>
<td>1.41</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>English</td>
<td>45</td>
<td>710</td>
<td>60.77%</td>
<td>1.14</td>
<td>1.27</td>
<td>1.29</td>
<td>1.17</td>
<td>1.09</td>
<td>1.46</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>English</td>
<td>47</td>
<td>619</td>
<td>56.51%</td>
<td>1.17</td>
<td>1.30</td>
<td>1.34</td>
<td>1.20</td>
<td>1.12</td>
<td>1.55</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>English</td>
<td>14</td>
<td>176</td>
<td>53.04%</td>
<td>1.13</td>
<td>1.20</td>
<td>1.18</td>
<td>1.10</td>
<td>1.13</td>
<td>1.32</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>English</td>
<td>48</td>
<td>715</td>
<td>59.77%</td>
<td>1.16</td>
<td>1.26</td>
<td>1.30</td>
<td>1.18</td>
<td>1.09</td>
<td>1.45</td>
</tr>
</tbody>
</table>
English department SPOT Means have been, in the review period, always between Excellent (1.0) and Very Good (2.0), with the “worst semester” at 1.87 and the best at 1.32. This indicates a widespread student satisfaction with English department teaching both in the major and in the lower division IFP courses.

A more economical three-semester overview of SPOTs, with comparisons to College and University Means is below. Undergraduate and overall SPOTs are comparable to College Means and slightly better than University Means in the semesters reported.

Goals for student learning (Assessment)
A departmental committee assesses Student Learning Outcomes from representative courses in the curriculum according to the following rotating schedule: Year 1: Courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form); Year 2: Introduction to Literary Studies (ENG 3822) or Literary Theory (LIT 3213); Year 3: Courses that fulfill the Literature requirement (courses from Category I, Category II on the English Major Checklist form). The committee compares the percentages of students who receive Competent, Strong, and Superior ratings to the following target goals: 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior. The Student Learning Outcomes appear below. A full cycle of assessments is appended to this document.

Assessment for literature courses

Outcome 1: Content Knowledge (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

Outcome 2: Communication Skills (Written Communication): Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.
Outcome 3: Critical Thinking (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

Outcome 4: Graduates are evaluated on an area of emphasis determined by the faculty based on the previous assessment cycle.

Assessment for writing courses:

Outcome 1: Students will create original and effective titles for their prose and poetry.

Outcome 2: Students will recognize and eliminate clichéd and tired language from their writing.

Outcome 3: Students will recognize and eliminate stereotypes and caricatures from their writing.

Outcome 4: Students will develop effective and original voice in their writing.

Assessment outcomes

The Department regularly meets or exceeds its targets for student achievement in the four outcomes. In the years under review for which we have data (2013-2014, 2014-2015, 2015-2016, 2016-2017), we have never missed our target of 80% competent or better for any outcome and we are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings consistently.

In the three-year cycle most recently completed, Year 3: 2014-5 Literature courses met or exceeded 12 of 12 targets for the 4 outcomes. Year 1, 2015-6: Writing (met or exceeded 10 of 12 targets); Year 2, 2016-7: Introduction to Literary Studies (met or exceeded 12 of 12 targets). The reports from this three-year assessment cycle are appended to this document.

How assessment outcomes are used toward program improvement

The faculty members tasked with assessment are asked to suggest a future 4th outcome based upon recurring issues across the set of papers. At a meeting of the full faculty, the Chair of the Undergraduate Programs Committee reports the year’s assessment data and recommends a particular emphasis for program improvement identified by the faculty who assessed the sample student papers. The area of emphasis becomes “Outcome 4” for the next assessment cycle upon approval by the faculty. Faculty are encouraged to address this area in feedback to students on written work.

Based on the recommendations of faculty participants in previous cycles, Outcome 4 has been used to assess use of direct quotation in support of a thesis (Literary Theory, 2013-2014 and Literature courses, 2014-2015), development of an effective and original voice (Writing Courses, 2015-2016), topic sentences that are analytical in nature, support the over-riding thesis being
argued, are appropriate to the supporting evidence contained in the paragraph, and contain (if necessary) a transitional element (Introduction to Literary Studies, 2016-2017, Literature courses, 2017-2018). The most recent cycle of assessment is included as an appendix.

Assessment for lower-division IFP literature courses

The Department of English teaches roughly 90 sections of LIT 2010, LIT 2030, LIT 2040, or LIT 2070 (Interpretation of Fiction, Poetry, Drama, or Creative Nonfiction, respectively) each academic year, which fulfill Gordon Rule Writing and IFP (Category 6) graduation requirements. These courses are regularly assessed by WAC for their writing objectives but have not been regularly assessed for their IFP objectives. The department developed an IFP assessment process in 2016, through which 20% of LIT 20XX courses are assessed each fall semester for the Category 6 IFP goals: Students will reflect critically on the human condition, and students will demonstrate understanding of the theory or methods behind forms of human expression.

For baccalaureate programs, review of lower level prerequisite courses to ensure that the program is in compliance with state-approved prerequisites

The only courses defined as pre-requisites for courses in the English major are ENC 1101 and ENC 1102 (College Writing I and II). The courses are recognized in the Common Prerequisites Manual (CPM) maintained by the State of Florida. Students who take these courses at state colleges or other state universities can transfer them into our program. Students who transfer to FAU but have not met the prerequisites are able to complete them in the Department of English. Careful attention in advising is important and required for each student that transfers to FAU.

Limited Access Programs

The Department of English has no limited access programs.

Admissions criteria

The 39 credits for the English major have as a prerequisite the successful completion of the English Composition sequence (ENC 1101 and ENC 1102, or their equivalents, with minimum grade of "C"). Grades in all courses taken in the major must average "C" or 2.0 or higher, and no course with a grade below “C-” will count toward the major. Students whose grades in major courses average below a "C" or 2.0 will not be able to graduate with an English major. In all other ways, the Department of English relies on FAU as an institution to govern student admission.

Enrollment information (headcount and Student Credit Hour (SCH) production)

In the period under review, English accounted for the following Student Credit Hours:

- 2013-14: 38,350 (37,233 undergraduate)
- 2014-15: 37,864 (36,842 undergraduate)
- 2015-16: 39,295 (38,301 undergraduate)
2016-17: 38,366 (37,395 undergraduate)
2017-18: 38,422 (37,465 undergraduate)

Further details about upper vs. lower division, state-fundable vs. non-state fundable, undergraduate vs. graduate are indicated in the below table.

<table>
<thead>
<tr>
<th>Course Level</th>
<th>State Fundable SCH</th>
<th>Annualized State Fundable FTE</th>
<th>Non-State Fundable SCH</th>
<th>Non-State Fundable FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Div</td>
<td>28,188</td>
<td>27,565</td>
<td>28,505</td>
<td>28,373</td>
</tr>
<tr>
<td>Upper Div</td>
<td>8,532</td>
<td>8,743</td>
<td>8,795</td>
<td>8,040</td>
</tr>
<tr>
<td>Grad I</td>
<td>1,072</td>
<td>989</td>
<td>973</td>
<td>944</td>
</tr>
<tr>
<td>Grad II</td>
<td>33</td>
<td>33</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>37,826</td>
<td>37,340</td>
<td>38,294</td>
<td>37,784</td>
</tr>
</tbody>
</table>
Undergraduate Enrollment / English majors/Headcount:

<table>
<thead>
<tr>
<th>Major</th>
<th>Gender</th>
<th>Fall, 2013</th>
<th>Fall, 2014</th>
<th>Fall, 2015</th>
<th>Fall, 2016</th>
<th>Fall, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>English</td>
<td>Male</td>
<td>127</td>
<td>118</td>
<td>103</td>
<td>104</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>255</td>
<td>258</td>
<td>274</td>
<td>223</td>
<td>215</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>382</td>
<td>376</td>
<td>377</td>
<td>327</td>
<td>325</td>
</tr>
<tr>
<td>English American Literature</td>
<td>Male</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>English British Literature</td>
<td>Male</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>14</td>
<td>15</td>
<td>13</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>English: Creative Writing</td>
<td>Male</td>
<td>11</td>
<td>10</td>
<td>15</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>28</td>
<td>32</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>English: Multicultural &amp; Gender</td>
<td>Male</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1</td>
<td>.</td>
<td>.</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1</td>
<td>.</td>
<td>.</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>English: Writing &amp; Rhetoric</td>
<td>Male</td>
<td>1</td>
<td>3</td>
<td>.</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>440</td>
<td>437</td>
<td>445</td>
<td>418</td>
<td>402</td>
</tr>
</tbody>
</table>

It is worth noting that if one counts headcount by full year, as opposed to in any given semester, the numbers increase. That is, if every English major in any given year is counted (each student counted only once), it yields a significantly higher number indicated in the below table (compare Bachelor’s numbers to the above).
In regard to Student Credit Hour (SCH) production, the department has remained remarkably stable over the course of the five-year review period (with incomplete data from 2018-19). A closer look indicates that enrollments in the upper-division have decreased by approximately 6% over the period (with the losses being compensated for by lower division increases). This is accounted for by the 8.7% reduction in the number of English majors over the period, as well as by the loss of a large number of ENC 3213: Writing for Management sections in 12-13 to the College of Business as a result of budget cuts (only partially compensated for by the new ENC 3213: Professional Writing, which serves only non-Business majors). In addition, Davie enrollments have sunk precipitously across the university, affecting English along with all other departments. Because the state and university mandates that all students take two semesters of first-year writing, and because of strong continuing enrollments in our sophomore-level IFP classes (LIT 2010, LIT 2030, LIT 2040, and LIT 2070) undergraduate enrollments have remained very strong. In fact, English accounted in 2017-18 for 22% of the College of Arts and Letters’ State-fundable SCH’s in 2018, approximately the same number reported in 2010-11 (23%), despite all of the factors enumerated above.

Though English still maintains a robust number of majors, the downturn in numbers of English majors is part of a national trend. According to the Association of Departments of English (ADE) national enrollments in the English major are down 20% nationwide since 2012. Given that figure, FAU’s own 8.7% reduction may be viewed as a positive rather than a negative. The report cites the 2008 economic collapse and the “devaluing of the humanities” in favor of STEM fields by individuals, governments, and universities themselves. In addition, the decline of “leisure reading” in favor of the “saturation of electronic media” may have had an impact. In addition, since the last program review, English has lost its dedicated departmental advisor, a person who historically has been successful in recruiting majors to the program. This loss has had a further impact on the (relatively minor) decline in the number of majors. Finally, the institution has, over the past couple of years, elected not to grow, somewhat inhibiting our ability to grow the major somewhat (though this trend seems to be coming to an end). Regardless, in the face of the national trend, the ADE recommends an interrogation of major programs and notes that programs that focus more on writing (both creative and professional/technical/practical) have maintained their majors better than those focused on literary study. It also recommends that programs emphasize to their majors and their institution the professional advantages of being a Humanities/English major. In response to some of these pressures, English has made an effort to build its writing program by hiring a new Rhetoric and Composition specialist (in either Technical Writing or Digital Rhetoric) in the line of a retired literary scholar. English has also recently hired a Digital Humanities specialist in recognition of shifts in the field toward the digital. English has also highlighted the professional success of recent graduates and worked to emphasize the career paths of English majors. The department has also been examining ways to reconfigure the major in response to these pressures. Despite all of the above, the department remains committed to the importance of literary study and is looking for help from this review to help us strategize ways to start growing the major again without losing that core identity.

For the moment, the slight tilting of the balance toward lower division SCH’s should allow more of our tenure-line faculty to teach lower-division/IFP courses, which should serve to help recruit majors to the program.
Data for numbers of students graduating with B.A.’s in English over the past three years are in the below table. The final year reported is compared to College and University statistics.

<table>
<thead>
<tr>
<th>Bachelors</th>
<th>Degrees awarded with a:</th>
<th>English</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>College</th>
<th>16-17</th>
<th>University</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>134.0</td>
<td>138.0</td>
<td>122.0</td>
<td>1,042.0</td>
<td>5,553.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Double or triple major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5</td>
<td>5.0</td>
<td>1.0</td>
<td>30.5</td>
<td>141.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>139.5</td>
<td>143.0</td>
<td>123.0</td>
<td>1,072.5</td>
<td>5,694.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average class size and faculty/student ratio

In the period under review, average class size across all courses offered by the Department of English has varied from 19 to 22.

Lower-division caps: ENC 1101 and ENC 1102 are currently capped at 22 (the maximum WAC cap for these 1000-level courses). LIT 2010/2030/2040 are currently capped at 26 (27 is the maximum allowed by WAC guidelines). Our four survey courses (AML 2010, AML 2020, ENL 2012, or ENL 2022) are capped at 30 (35 for the majority of the review period).

Upper-division caps: Our required courses in the major, Introduction to Literary Studies (ENG 3822) and Literary Theory (LIT 3213) are both capped at 25. Our upper-division courses in the major are capped at 30 (35 for most of the review period). Introduction to Creative Writing is capped at 24 (or 44 if staffed with TA’s). Upper-division Creative Writing workshops are capped at 15 (17 for most of the review period) Our honors courses in the major are capped at 15 (ENG 4932: Honors Seminar and ENG 4910: Honors Research) and 12 (CRW 4932: Creative Writing Honors Seminar).

Three-year IEA data presents the following, somewhat inaccurate, picture of faculty/student ration. IEA does not count GTA’s when counting faculty for statistical purposes. Thus, the many English courses taught primarily by GTA’s are not factored into the number of faculty in the faculty/student ratio figure below, yielding a significantly higher undergraduate faculty/student ration number than is reflective of English course sizes.
Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

In terms of credit hours for the major, the Department of English requirement of 39 credits (33 of which must be upper division) is slightly higher than a number of our peers and aspirational peers: George Mason University (36), Georgia State University (30), Indiana University Purdue (33), University of Akron (36), University of Memphis (33), University of Texas Arlington (30), University of Toledo (36), University of Wisconsin Milwaukee (36), Virginia Commonwealth University (33). In the SUS, University of Florida requires 30 credits in upper division English courses for the major and Florida State University requires 36 credits (FAU falls between these two institutions). Among peers and aspirational peers, FAU’s credit requirement for the major is lower than Old Dominion (43), Portland State (60), University of Louisville (50), University of Nevada Las Vegas (45).

With the exception of University of Florida (which offers suggested models of study but does not enforce tracks within the major), all of the above institutions offer concentrations within the English major. The Department of English offers 5 concentrations: American Literature, British Literature, Multicultural Literature and Gender Studies, Writing and Rhetoric, World Literature. A survey of our peer institutions shows that the majority of programs do not separate out different areas of literature in their concentrations. We are also the only program among our peers to join gender exclusively with one area of literature (multicultural). Four of our five concentrations are an area of literary studies. The Undergraduate Committee is considering a proposal to reduce the number of concentrations and redesign them (i.e. Creative Writing, Professional and Digital Writing, Literature and Culture).

Internships, Study Abroads, and Field Experiences

**Internships:** In the period under review, 165 students completed internships through the Department of English. These students received course credit for ENG 4940 and professional experience in various fields with a range of local agencies. Internships are offered in Fall, Spring and Summer semesters. Beginning in Fall 2014, a faculty member was assigned to the internship program as a recurring annual course assignment, allowing for more stable and ongoing oversight and support for students and partnering agencies. In the 2012-13 academic year (Fall through Summer), 8 students completed English internships. In comparison, in the 2017-18 academic year (Fall through Summer), 30 students completed English internships, a 275% increase. Students are placed in a variety of positions with local agencies as well as within FAU, including the English undergraduate literary publication *Coastlines* and FAU’s Theatre Lab. Frequent agency placements outside of FAU include local publisher HCI Books, several area lifestyle magazines (including The Boca Observer, Boca Raton Magazine, and Gulfstream Media Group), and several media and marketing agencies (including LoSoMo, TransMedia, and DSquared Media). In editorial internships (such as with HCI Books, Boca Raton Magazine, and *Coastlines*), students receive training in reviewing and responding to manuscript proposals and submissions, copyediting, research and fact-checking, and working under real-world deadlines. In marketing and public relations positions (such as with LoSoMo, TransMedia, etc.), students receive training and practice in creating online content for real clients, and learn to compose using multiple platforms and modalities (including video, info graphics, blogs, and social media). Students have also interned with local nonprofits, including the Pediatric Oncology Support
Team and the Hab Center, gaining experience in grant writing, website development, social media and marketing, and nonprofit administration. Several of our students have gone on to full-time positions at agencies where they have interned, including LoSoMo (two students hired as marketing and content writers after graduation), The SilverLogic (one student hired as a technical writer after graduation), and many others have built on their internship experiences in order to locate jobs in the fields that they have practiced.

**Study Abroads:** The department, in theory, participates in the activities of the Office of International Programs (OIP). Faculty members from across the university are invited to propose specific programs that meet the educational criteria of the OIP and their respective departments. There have not been any English Study Abroads during the review period, with the last program being run by Julieann Ulin, to Ireland, in 2010. English does have a Study Abroad program scheduled for Summer 2019, again to Ireland, this time with Instructor J. Andrew Gothard.

**Innovation in Teaching and Distance Learning**

**Distance Learning:** The English Department increased its offerings of online courses significantly during the period under review. Since 2012 we have developed online versions of the following courses: ENC 1101, ENC 1102 (College Writing I and II), ENC 1939 (Special Topics College Writing II), ENC 3213 (Professional Writing), ENG 4114 (Literature and Film), CRW 3010 (Creative Writing), CRW 4120 (Fiction Writing Workshop), LIT 2010, LIT 2030, LIT 2040, LIT 2070 (Interpretation(s) of Fiction, Poetry, Drama, and Creative Nonfiction), LIT 3213 (Literary Theory), AML 2010 and AML 2020 (both halves of the American literature survey) and LIT 4930 (James Bond). We have offered 123 online sections during the period under review, starting with zero online courses in Fall 2012 and increasing our offerings to 15 online courses in Fall 2017. We offered two online courses in the 2012-13 academic year (including Summer) and, in comparison, 28 online courses in the 2017-18 year, an 1800% increase. We worked with the College of eLearning to develop online versions of our IFP courses (ENC 1101/02, LIT 2010/30/40/70). These courses represent our greatest number of online course offerings, and our continued support for instructional development in these courses will ensure that we are prepared for future FL SUS Metric goals for online teaching. Additional online courses are under development, including Florida Women Writers, Literature of Adolescence, and CRW 3010: Creative Writing. The Department of eLearning has helped fund the development of the above courses and particularly was flexible in its policies for funding different version of the “same course” for our IFP courses.

In addition to online innovations, the English Department Writing Program initiated an ongoing professional development series in 2014, “Teaching Hacks and Snacks,” which includes regular workshops each semester supporting teaching in a number of areas. Workshop topics have included: Developing Assignment Prompts, Making Group Projects Work, Responding to Student Writing, Preventing and Addressing Plagiarism, and many others. These workshops are regularly led by Instructors and GTAs in the department, and have contributed to our department’s professional development while also building collegiality and supporting collaboration among our teachers. The Writing Program offers an average of six “Hacks and Snacks” workshops per year, in addition to regular August and December Writing Program orientations.
Beginning in 2015, the Department of English Writing Program incorporated a LIT Workshop into its annual August Writing Program Orientation, providing an opportunity for sustained professional development for Instructors teaching second-level Writing and Literature (WAC) courses. Prior to this, the August Orientation was targeted exclusively for new GTAs and Instructors. Our LIT Workshop now provides an opportunity for new and experienced instructors to share teaching strategies for these courses, and also includes PhD GTAs who have the opportunity to teach LIT courses beginning in their third year.

The Writing Program also developed a Teaching Mentor Program that launched in Spring 2018. This program matches GTAs in our MA, MFA, and Interdisciplinary PhD program with full-time Instructors in our department, in an effort to provide teaching mentoring and professional development for the GTAs as well as mentoring and professional development experience for the Instructors. Interested GTAs and Instructors applied to participate in Spring 2018, and 8 Instructors and GTAs (16 total) were matched for a one-semester mentoring partnership in Fall 2018. Outcomes for the mentoring partnership include class observations for both parties, and GTAs will draft or revise a CV and Teaching Philosophy in preparation for the job market.

**New/Changed Course Offerings:** In addition to the online additions above, we have developed (or changed) a large number of courses in response to the changing field. A course in Asian Literatures in English has been added to the catalog since the last program review, along with a recently added course in LGBTQ+ Literatures (taught previously as Queer Literature and the Literature and Social Movements banner). Other courses have been modified. Our Victorian literature courses, once divided into two dated courses (1832-1867 and 1867-1914) is now simply “Victorian Literature.” We have also added a Victorian Genres and Themes variable topic course (Victorian Poetry, Victorian Sensation Novel, etc.). Southern Literary Renaissance is now “Southern Literature” and “Irish Literary Renaissance” is now “Irish Literature.” “Women in Literature” is now “Women and Literature.” (Some of these changes are so new they are not yet reflected in the checklist or catalog). ENC 3213: Writing for Management is now a course taught out of the College of Business (GEB 3213), and the number has been repurposed for non-Business majors as “Professional Writing.” We are also offering a special topics “Introduction to Digital Humanities” next year and hope to make this a catalog course shortly. Other recent special topics courses, like Technical Writing, may also be added to the catalog shortly. All of these changes, major or minor, are responses to shifts in the field and in response to student demand.

**Cross-listing and Collaboration:** English has always collaborated with other departments and cross-listed courses where appropriate. In particular, literature courses taught in English in LLCL count for the English major in limited amounts. English has also cross-listed courses like “Dante in the West” and other literature courses, as well as both “Old Testament” and “New Testament” courses from Religious Studies (alternated with our own Bible as Literature) course. Jewish-American Literature fulfills a requirement for the Jewish Studies certificate. Literature and Environment fulfills a requirement for the Environmental Studies certificate. Many of our courses serve not only our majors but also English Education majors from the College of Education. Structures of Modern English is a course for our major that also serves not only English Ed. majors, but also Linguistics majors and even Linguistics graduate students (and has been, occasionally, taught by LLCL faculty in the Summers). The graduate
History of the English Language course not only serves our MA students, but is also required of students earning an MA in Linguistics. This past year, one faculty member, Ashvin Kini, has been team teaching a course in Cultural Studies with Chris Robe of Communications for the new interdisciplinary Global Studies program. Faculty member Taylor Hagood is the Director of the Our Americas initiative, an interdisciplinary program devoted to studying America in a hemispheric context. Several of our faculty members in American Literature, Caribbean Literature, African-American, Latino literatures, and Asian World Literatures are involved in the initiative. English faculty often teach courses for the Ph. D. in Comparative Studies program (in addition to welcoming students to our MA-level classes). English faculty have taught Feminist Theory, Postcolonial Theory, Cultural Theory, New Materialisms, History of the Book (team-taught with LLCL) (and possibly other courses) specifically for this interdisciplinary program. Graduate courses on Alfred Hitchcock and Spy Fiction and Film have counted for the Graduate Film Certificate out of the Communications Department. We have, in recent years, also explored partnerships with the College of Medicine (though this has yet to materialize). English’s Creative Writing program is one of the departments in the School of the Arts (along with VAAH, Theater and Dance, and Music) and is collaborating with those departments on the Arts brochure and on School of the Arts matters. An English faculty member now directs Graduate Studies and is the Director of the Comparative Studies Ph. D. program and several others sit on its executive committee. Another English faculty member now directs the Center for Women, Gender, and Sexuality Studies (WGSS), and another is on their executive committee. Several other English faculty are WGSS affiliate faculty. English crosslists courses with WGSS whenever appropriate and the Chair of English has taught their core Feminist Theory and Praxis course twice when one or more of their core faculty have been on leave. As the above indicates, English collaborates with other departments and Colleges whenever it seems necessary for accomplishing important educational goals.

Scope of institutional contributions, such as to the Intellectual Foundations Program, cross-listed courses, “service courses,” inter-professional education efforts, certificate programs

The English Department provides the vast majority of instruction in Category 1 of the Intellectual Foundations Program: Foundations of Written Communication, offering 130+ sections of ENC 1101, ENC 1102 and ENC 1939 (a special topics equivalent to 1102) and ENC 1930 (Honors College Writing) each semester. The English Department also provides a substantial amount of instruction in Category 6 of the IFP: Foundations of Humanities, offering 40+ sections of LIT 2010/30/40/70 each semester. In addition to fulfilling IFP requirements, these courses all fulfill Gordon Rule Writing requirements, enabling students to fulfill IFP and GW requirements needed for graduation. The vast majority of the lower-division SCH production detailed above comes from these IFP/service courses (as only approximately 50 seats per semester are devoted to lower-division non-IFP courses).

The English Department Writing Committee spearheaded the development of an interdisciplinary undergraduate certificate in Professional and Technical Writing, which became available beginning Fall 2014. The English Department provides a substantial number of courses for the certificate, including required courses ENC 3213 (Professional Writing) and ENG 4940 (English Internship), as well as a number of electives (ENC 4930: Writing for Social Media,
ENC 4354: Writing for Nonprofits, etc.). The table below indicates completed certificates. The Director of the program (Julia Mason) predicts 11 certificates to be completed in 2018, which, if inaccurate, shows a robust growth of the program in just 4 years.

<table>
<thead>
<tr>
<th>year</th>
<th>term</th>
<th>c</th>
<th>yr tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Spring</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>Spring</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Spring</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Another interdisciplinary venture is the College Advanced Media Production (AMP) Lab, founded and shepherded into existence by English faculty Wendy Hinshaw, Lisa Swanstrom (since departed), and Barclay Barrios. The lab is a College space for cutting edge technology and teaching with technology (it contains a suite of up to date iMacs, laptops, a 3D printer, eye-tracking software, Adobe Photoshop, film editing software, and etc.) The room is used primarily for graduate instruction in digital composition, film editing, digital art production, and more. It also houses a variety of workshops on digital teaching and composition. It is overseen by a committee of faculty from throughout the College, over the past few years chaired by Prof. Hinshaw (and previously by Prof. Swanstrom). English hopes it becomes the site for instruction in Digital Humanities methods by new faculty member Prof. Carla Thomas and/or by other faculty or new hires with interest in these areas. It is also the home of classes in these areas by professors throughout the College.

Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships

**Student Diversity and Demographics**

See below tables (Race/Ethnicity of English graduate and undergraduate students, F13-F17). The first table includes both gender and racial diversity. Subsequent tables reframe the data by percentage.
<table>
<thead>
<tr>
<th>Ethnicity (2010 and beyond)</th>
<th>Gender</th>
<th>Fall, 2013</th>
<th>Fall, 2014</th>
<th>Fall, 2015</th>
<th>Fall, 2016</th>
<th>Fall, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>Female</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Female</td>
<td>37</td>
<td>39</td>
<td>41</td>
<td>34</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>48</td>
<td>47</td>
<td>52</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Female</td>
<td>63</td>
<td>64</td>
<td>68</td>
<td>73</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>30</td>
<td>26</td>
<td>28</td>
<td>28</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>93</td>
<td>90</td>
<td>96</td>
<td>101</td>
<td>117</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>Female</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>Female</td>
<td>11</td>
<td>8</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
<td>15</td>
<td>23</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>Female</td>
<td>.</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>.</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>White</td>
<td>Female</td>
<td>176</td>
<td>181</td>
<td>181</td>
<td>152</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>102</td>
<td>93</td>
<td>79</td>
<td>83</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>278</td>
<td>274</td>
<td>260</td>
<td>235</td>
<td>191</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>Female</td>
<td>2</td>
<td>.</td>
<td>3</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>.</td>
<td>2</td>
<td>1</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>440</td>
<td>437</td>
<td>445</td>
<td>418</td>
<td>402</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th>Total</th>
<th>440</th>
<th>100.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 American Indian or Alaska Native</td>
<td>4</td>
<td>0.91%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013 Asian</td>
<td>48</td>
<td>10.91%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013 Black or African American</td>
<td>93</td>
<td>21.14%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013 Nonresident alien</td>
<td>2</td>
<td>0.45%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013 Race and ethnicity unknown</td>
<td>2</td>
<td>0.45%</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Race/Ethnicity</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Two or more races</td>
<td>15</td>
<td>3.41%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>White</td>
<td>278</td>
<td>63.18%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Total</td>
<td>437</td>
<td>100.00%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Asian</td>
<td>7</td>
<td>1.60%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Black or African American</td>
<td>47</td>
<td>10.76%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Hispanic or Latino</td>
<td>90</td>
<td>20.59%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Nonresident alien</td>
<td>2</td>
<td>0.46%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Race and ethnicity unknown</td>
<td>2</td>
<td>0.46%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Two or more races</td>
<td>15</td>
<td>3.43%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>White</td>
<td>274</td>
<td>62.70%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Total</td>
<td>445</td>
<td>100.00%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Asian</td>
<td>6</td>
<td>1.35%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Black or African American</td>
<td>53</td>
<td>11.91%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Hispanic or Latino</td>
<td>95</td>
<td>21.35%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Nonresident alien</td>
<td>4</td>
<td>0.90%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Race and ethnicity unknown</td>
<td>4</td>
<td>0.90%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Two or more races</td>
<td>23</td>
<td>5.17%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>White</td>
<td>260</td>
<td>58.43%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Total</td>
<td>418</td>
<td>100.00%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Asian</td>
<td>8</td>
<td>1.91%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Black or African American</td>
<td>51</td>
<td>12.20%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Hispanic or Latino</td>
<td>101</td>
<td>24.16%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Nonresident alien</td>
<td>4</td>
<td>0.96%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Race and ethnicity unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Two or more races</td>
<td>19</td>
<td>4.55%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>White</td>
<td>235</td>
<td>56.22%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Total</td>
<td>402</td>
<td>100.00%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>0.25%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Asian</td>
<td>12</td>
<td>2.99%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Black or African American</td>
<td>56</td>
<td>13.93%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Hispanic or Latino</td>
<td>117</td>
<td>29.10%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Nonresident alien</td>
<td>8</td>
<td>1.99%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Race and ethnicity unknown</td>
<td>1</td>
<td>0.25%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Two or more races</td>
<td>16</td>
<td>3.98%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>White</td>
<td>191</td>
<td>47.51%</td>
</tr>
</tbody>
</table>

It is worth noting that the percentage of Black or African-American English majors has increased by approximately 3% since 2013, while the percentage of Hispanic or Latino students has
increased by approximately 8%. Meanwhile the percentage of White English majors has
decreased by approximately 13%. This is to say that English majors are becoming more diverse
and our curriculum and faculty have responded to that diversity. Nevertheless, the 13+% of
Black or African-American English majors lags behind the 19% of the overall student body that
identifies by those categories, while the percentage of Hispanic/Latino English majors (29%)
actually exceeds the 25% of the university as a whole.

As is the case with FAU as a whole, the vast majority of English majors are Florida residents.
Nevertheless, in accordance with the university’s efforts to recruit out-of-state and international
students, the percentage of those students has increased marginally. In 2013, 95.7% of English
majors were Florida residents. In 2017, only 93.5% of English majors were Florida residents.

**Scholarships**

From August 2012 – August 2018, 6 majors received athletic scholarships, 104 received an
external scholarship, 86 an institutional scholarship, 285 a state scholarship.

The Department serves a significant percentage of first-generation college students and low-
income students. In Fall 2012, 111 of 391 majors identified as first-generation college students
(28%). In Fall 2017, the last year for which data is available, 69 of the 341 English majors
identified as first-generation college students (20%). In Fall 2012, 108/391 were classified as
low-income (28%). In Fall 2016, the last year for which data is available for this statistic, 111 of
357 majors were classified as low-income (31%).

In Fall 2017, 41.9% of Florida Atlantic University students had a Pell grant (Metric 7: Access
Rate).

**Scholarly Activity**

Since the last program review, the Department has worked to increase research opportunities in
lower-division courses and across the major. We introduced research as a requirement into ENC
1102, a required course for all FAU students (not just English majors), including information
literacy. In 2015, the Department changed the course description for Introduction to Literary
Studies (ENG 3822) to ensure that all majors receive exposure to scholarly research practices in
the discipline early in their major coursework. In the period under review, the Department
created opportunities for advanced research through Directed Independent Research courses
(AML 4915/4916, ENL 4915/4916, ENC 4915/4916, LIT 4915/4916) and ran research-enriched
sections of Introduction to Literary Studies supported by the Office of Undergraduate Research
and Inquiry (OURI) in 2016 and 2017. We labeled one of the courses in our Honors sequence,
Honors Research (ENG 4910), as Research Intensive.

Honors students present their research and creative theses to the Department at a public forum.
They also have the opportunity to participate in FAU’s Undergraduate Research Symposium. In
the 2012-2013 academic year, 9 students completed honors in the major (141 total graduates). In
2013-2014, 11 students completed honors in the major (121 total graduates). In 2014-2015, 14
students completed honors (139 total graduates). In 2015-2016, 15 students completed honors
In 2016-7, 8 students completed honors (123 total graduates; no Honors Creative Writing course was offered that year). In 2017-2018, 14 students completed honors (110 total graduates). In the current academic year, 14 students are enrolled in Honors Seminar and we expect that with the Honors Creative Writing course in Spring 2019 we will see our highest number of students completing honors in the major.

In the period under review, 14 faculty members have participated with the “Distinction through Discovery” Program by applying for curriculum grants, attending OURI workshops, mentoring students in preparation for the Undergraduate Research Symposium, and/or serving as a judge or reviewer for the symposium or the journal. At the department level, faculty members mentor majors in our honors sequence as they develop research questions, conduct research and inquiry, apply for funding through OURI, and present their research.

In the period under review, six students have presented at the OURI symposium. In both 2016 and 2017, an English honors student won first place in the interdisciplinary category of “Music, Art, Literature, Theater, and Philosophy” at FAU’s annual Undergraduate Research Symposium. In 2017-2018, an English major published in FAU’s Undergraduate Research Journal.

From August 2012-August 2018, 99 students completed an English co-op or independent study, 145 students completed an English internship, and 2 students completed supervised research.

Advising procedures

Students interested in the major are advised to consult with Student Academic Services (SAS, College Advising). At the time of the last review, English had their own advisor assigned to the Department, in an office in the English departmental suite. Recent shifts in the College advising model have moved the advisor out of the departmental offices. This may have had some impact on the number of English majors as noted above. In addition to SAS advising, majors are assigned a faculty mentor to serve as a resource for opportunities within the major and with whom to discuss postgraduate study. As noted above, significant turnover in the English advisor position since 2013 and in 2018, and the loss of an advisor specifically dedicated to English majors and located in the English suite has also reduced our capacity to administer an exit survey to our majors and to receive consistent feedback over the course of the year from our majors.

Retention rates (2nd year retention/persistence rates of students with a Grade Point Average (GPA) above 2.0--FL SUS Metric #5)

[“This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). The Board of Governors 2025 Strategic Plan contains the goal of a 90% Academic Progress Rate. The Academic Progress Rate differs from a standard retention rate in that it captures the percentage of those students who have maintained a grade point average of 2.0 or higher by the end of their first year and continue to their second Fall term. This progress serves
as a good early indicator of graduation within four- and six years.”] It is worth noting that a large number of FAU students are transfers, particularly from local state colleges (PBSC and BC). These students are not included in state metrics or the available data, leaving us with only a partial picture of our majors in this category.

### Progress/Retention (Department)

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Progress Rate</th>
<th>Retention Rate</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>72.4%</td>
<td>82.8%</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>77.3%</td>
<td>81.8%</td>
<td>22</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>62.1%</td>
<td>65.5%</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>88.9%</td>
<td>92.6%</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>88.4%</td>
<td>88.4%</td>
<td>43</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>83.3%</td>
<td>83.3%</td>
<td>30</td>
</tr>
</tbody>
</table>

### Progress/Retention (College):

<table>
<thead>
<tr>
<th>1st Year College</th>
<th>Entering Cohort</th>
<th>n</th>
<th>Progress Rate</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. F. Schmidt Col Arts</td>
<td>Fall 2011</td>
<td>502</td>
<td>72.9%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. F. Schmidt Col Arts</td>
<td>Fall 2012</td>
<td>395</td>
<td>68.6%</td>
<td>73.2%</td>
</tr>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. F. Schmidt Col Arts</td>
<td>Fall 2013</td>
<td>421</td>
<td>68.2%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. F. Schmidt Col Arts</td>
<td>Fall 2014</td>
<td>380</td>
<td>73.7%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. F. Schmidt Col Arts</td>
<td>Fall 2015</td>
<td>502</td>
<td>75.7%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. F. Schmidt Col Arts</td>
<td>Fall 2016</td>
<td>408</td>
<td>81.4%</td>
<td>82.6%</td>
</tr>
</tbody>
</table>

### Progress/Retention (University):
As the above series of tables and graphs indicates, English has consistently had stronger progress and retention rates than both the College and the University (excepting a dramatic and baffling downturn in 2013, which was even larger than those at the level of the broader institution). There is still some work to do to reach the stated 90% progress rate goal (though English was as high as 89% in 2015), but the Department, College, and University are all trending in the right direction.

Graduation rates (6th year graduation rates for full-time and part-time First-Time-In-College (FTIC) students - FL SUS Metric #4)

This metric, too, ignores transfer students, a significant portion of the FAU student population.

University 6th year graduation rates:

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>49.21%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>50.61%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>50.60%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>43.41%</td>
</tr>
</tbody>
</table>

College 6th year graduation rates:
Fall 2010  55.29%
Fall 2011  57.99%
Fall 2012  55.41%
Fall 2013  52.92%

Department of English 6th year graduation rates:

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>56.14%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>61.33%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>58.54%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>57.69%</td>
</tr>
</tbody>
</table>

Again, in this metric, English’s majors perform better than both College and University students as a whole in some cases substantially (+11% comparing Fall 2011 English majors with the university as a whole). More than anything, this speaks to the horizontal curriculum for English majors. There are very few impediments to students gaining access to the courses they wish to take and many choices for students to fulfill all of their requirements. We recently removed arbitrary distinctions between 3000 and 4000-level courses to further facilitate progress toward graduation.

Licensure rates (if applicable) – N/A

Placement rates/employment profile – (Source = Metric One – earning at least $25,000 or enrolled in a graduate program one year post graduation)

For the period 2012-2013, 54% of graduates in our major were employed and earning at least $25,000 and 17% were enrolled in a graduate program one year after graduation from FAU. (Source: Metric One). For 2013-4, 55% of graduates in our major were employed and earning at least $25,000 and 8% were enrolled in a graduate program one year after graduation from FAU. For 2014-5, 57% of graduates in our major were employed and earning at least $25,000 and 17% were enrolled in a graduate program one year after graduation from FAU. For 2015-6, 45% of graduates in our major were employed and earning at least $25,000 and 16% were enrolled in a graduate program one year after graduation from FAU.

For the period under review, median salary has increased for English majors from $32,480 in 2012-3 to $38,384 in 2015-6, the last year for which this data is available. (Source: Metric Two)

Since 2014, English BA, MA and MFA students and alumni have been accepted into graduate programs such as Arizona State University, City College of New York, Columbia University, Emerson College, Florida State University, Harvard University, Howard University, Illinois State University, Long Island University, New York University, University of Connecticut, University of Florida, University of Florida School of Law, University of Miami, University of
Miami School of Law, University of Massachusetts Amherst, University of Missouri, University of New Mexico, University of Rochester, Seattle University School of Law, St. Thomas University School of Law. Our alumni have secured jobs as tenure-track faculty, and in fields such as education, nonprofit development, technical writing, curriculum editing and creation, freelance writing, photography, academic administration, and magazine publishing.

Student recruitment

The Chair of the English Department and the Director of Undergraduate Studies attend prospective student events and accepted students events hosted by the University and the College of Arts and Letters. Student members of the English Club may also attend these events. The Chair and the Director of Undergraduate Studies phone accepted students who have indicated an interest in majoring in English. In Spring 2018, the Undergraduate Committee gathered contact information from local high school English programs in order to determine opportunities for outreach. We are open to receiving ideas from the review committee about major recruitment. Some of the College and University events are College Connect Week (assists current students in establishing connection with their college and/or department), FAU Expo (a university-wide event held twice or thrice in FAU stadium, designed for students of all prospective majors. English maintained a table with literature and answered questions of prospective students). Open House (similar to the Expo, held at the bottom of the CU building, where all College departments have tables, literature, and Q and A sessions), Campus Day/Choose FAU (similar to the Open House, Arts and Letters typically staffs tables in the Performing Arts building. At Campus Day students and families explore student services and residence halls and meet faculty to learn more about their colleges/departments. The event encourages tuition deposits and enrollment). Variations on the titles and the exact disposition of these events occur each year, but basic formats are described above. The Chair and former English advisor also visited several local high schools (Dreyfoos School for the Arts, Grandview Preparatory School) to try to recruit high achieving students. With the loss of the English advisor, these efforts stalled, but have now been renewed under the auspices of the English Directory of Undergraduate Studies, Julieann Ulin.

C. Instruction: Graduate Programs

The Department of English has two graduate programs (formerly three), an MA in English (Literary Study and Composition/Rhetoric) and an MFA in Creative Writing. During the review period, English eliminated its MAT due to declining interest and enrollment. The founder of the program also retired during this period. The data below is split, for the most part, between the two programs. MAT data (a very small number of students) is included in the MA report. Some data about graduate student SCH and the like already appears in the above tables, but is separated out, in most cases, below for closer analysis.

English MA Program
Admissions Criteria

The MA program requires the below items of its applicants. The materials are reviewed by our graduate committee, which votes to accept or deny candidates. 2017-18 marked the first year that we were able to advertise the program as “fully-funded” and thus all admitted students are now offered a GTA-ship of a minimum of $9000, plus tuition waiver. Previously, we had admitted some students without funding. We have now begun to only accept students that we feel comfortable funding, though, of course, some students (particularly part-time students with full-time jobs) decline the funding.

10-20 page writing sample (critical essay)
3-4 page statement of purpose outlining preparation for graduate study and areas of interest.
2 letters of recommendation
Undergraduate transcripts (minimum 3.0 GPA)
GRE scores

Enrollment information

Since 2012, MA enrollment has decreased and is currently the lowest it has been in a decade. The reasons for this decrease vary but they include changes in the U.S. economy and an increase in competitive offerings from other SUS and peer institutions. The MA program is pursuing a variety of strategies. SCH data in the table refers to both programs (MA and MFA combined)

<table>
<thead>
<tr>
<th>Year</th>
<th>MA Headcount</th>
<th>MAT Headcount*</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>43</td>
<td>1</td>
<td>1294</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>32</td>
<td>2</td>
<td>1105</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>35</td>
<td>2</td>
<td>1022</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>38</td>
<td>1</td>
<td>994</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>31</td>
<td>1</td>
<td>971</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>30</td>
<td>0</td>
<td>957</td>
</tr>
</tbody>
</table>

As the below table (used above in undergraduate data) indicates, a look at headcount by whole year (rather than just in Fall semesters) paints a slightly rosier picture, as a total of 39 students were in the MA program in 16-17, as opposed to the 31 cited as Fall 16 only. Nevertheless, the overall downward trend persists.
Note on MAT: In Spring 2016, the department eliminated the Master of Arts in Teaching (MAT) program for the following reasons: the program has attracted a low number of students; the reasons for the inception of this program were no longer relevant; and many MAT students, despite warning to the contrary, believed that the degree granted them certification which it did not.

Average Class Size and Faculty/Student Ratio

The below data, for 17-18 only, was hand-counted by adding all enrollments for graduate classes and dividing by the number of classes. Faculty/student ration was determined by using the headcount enrollment number and dividing by the number of professors who teach in the M.A. program.

Average Class Size: 7.38
Faculty/Student Ratio: 1.25

Curriculum (duration of program/comparison)
FAU MA Curriculum: Our program requires 24 credit hours of graduate course work plus six thesis or exam credits for a total of 30 credits. In the course of their graduate program, graduate students must complete two core courses: Principles and Problems of Literary Study (ENG 6009) which serves as an introduction to graduate study and disciplinary research and Literary Criticism I or II (ENG 5018, 5019). In addition to these required courses, students choose one of the following areas of concentration for their studies: American Literature, British Literature, Multicultural and World Literatures, Rhetoric and Composition, or Science Fiction and Fantasy. M.A. students must fulfill (or test out of) a language requirement (two semesters of intermediate level foreign language or a reading for research course) or enroll in History of the English Language (LIN 6107) to fulfill this requirement.

Peer Programs: Out of State and SUS

In comparison to our peer programs (out of state and SUS), 4 out of the 11 listed below share our MA total credit number of 30. The 6 others are close to 30, often mandating 33 or 36 credit hours, 3-6 more credit hours than our program. The majority of these schools offer concentrations within the degree (6 out of 11), similar to FAU. In terms of required courses, each academic institution has different stipulations; however, most specify some kind of historical requirement (for our British or American literature concentration, we stipulate that one British literature course must be pre-1800 or American literature course must be pre-1900 or one).

<table>
<thead>
<tr>
<th>School</th>
<th>MA Credit Hours</th>
<th>Concentrations</th>
<th>Required Classes</th>
<th>Other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Atlantic University</td>
<td>30</td>
<td>American Literature, British Literature, Multicultural and World Literatures, Rhetoric and Composition, Science Fiction and Fantasy</td>
<td>2: Principles and Problems of Literary Study and Literary Criticism I or II</td>
<td>Foreign Language Requirement. Other requirements vary depending on the concentration. All concentrations allow 9 elective credit hours</td>
</tr>
<tr>
<td>George Mason University</td>
<td>30</td>
<td>Cultural Studies, Literature, Linguistics, Professional Writing/Rhetoric</td>
<td>*vary depending on concentration</td>
<td></td>
</tr>
<tr>
<td>Georgia State University</td>
<td>36</td>
<td>Literary Studies, Creative Writing, Rhetoric and Composition</td>
<td>2: Bibliography and Research Methods and MA Proseminar</td>
<td>1 class in English language study ; 1 class in literary theory/critical methodology/cultural studies; 3</td>
</tr>
<tr>
<td>University</td>
<td>Credits</td>
<td>Courses</td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Indiana Univ-Purdue Univ – Indianapolis</td>
<td>36 or 40</td>
<td>2 out of 3: Introduction to the English Language; Introduction to Writing and Literacy Studies; Introduction to Methods of Criticism and Research</td>
<td>classes in literature before circa 1800; 3 classes in literature after circa 1800</td>
<td></td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>30</td>
<td>Literature, Professional Writing, Rhetoric and Composition</td>
<td>18 credits of “controlled electives”; 9 credits of electives</td>
<td></td>
</tr>
<tr>
<td>Portland State University</td>
<td>45</td>
<td>Problems and Methods of Literary Study</td>
<td>English 507; One course in pre-1800 British or American literature; One course in literature or rhetoric before 1900; One critical theory course; a University Foreign Language Requirement</td>
<td></td>
</tr>
<tr>
<td>University of Akron, Main Campus</td>
<td>33 or 36</td>
<td>Chaucer; Shakespearean Drama; Literary Criticism; History of the English Language</td>
<td>At least one course in four of the following five categories:: British up to 1660; British 1660-1900; British 1900-present; American up to 1865; American 1865-present</td>
<td></td>
</tr>
<tr>
<td>University of Louisville</td>
<td>30</td>
<td>Literary studies, creative writing, rhetoric and</td>
<td>3 courses before 1700, 3 courses from 1700-1900, 3 courses after</td>
<td></td>
</tr>
<tr>
<td>University of Memphis</td>
<td>33</td>
<td>Composition Studies; ESL; Linguistics; Literature; Professional Writing</td>
<td>All students must complete a four-hour comprehensive written examination. Literature students are required to take Literary Research and one literature course from before 1800; one literature course from after 1800, and at least one Literary Theory class.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----</td>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>University of Nevada - Las Vegas</td>
<td>31 or 33</td>
<td>Language, Literature, Writing, and Public Engagement</td>
<td>1 course in Poetry, Fiction, Drama, Linguistics, Nonfiction/Intellectual Prose, Rhetoric, Literary Criticism, American Literature, British Literature before 1800, and British Literature after 1800. Students take 2 courses in a particular field of interest, determined in consultation with his or her MA committee chair.</td>
<td></td>
</tr>
<tr>
<td>University of Texas-Arlington</td>
<td>30 or 36</td>
<td>1: Theory and Practice in English Studies</td>
<td>3 classes in an Area of Concentration</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td>33</td>
<td>Literature, Media, and Culture and Rhetoric and Composition</td>
<td>Issues in Literary and Cultural Studies; One course pre-1660; One</td>
<td></td>
</tr>
</tbody>
</table>
Descriptions of Internships

The MA Graduate Internship Program allows students the opportunity to gain hands-on experience using their English skills in a wide variety of settings. The organizations and agencies we partner with include Sandow Media (NewBeauty, Luxe Interiors and Design), Sun Sentinel, HCI Publishing, The Boca Museum of Art, and Shamin Abas Public Relations. Interested students can get workforce experience during the summer in fields such as writing, editing, publishing, law, public relations and the non-profit sector. Although most internships are non-paying, some do provide a small stipend. Internships do not count toward the graduate degree; students however, gain invaluable on-the-job experience and training. Perhaps because the internship does not count as part of the degree, relatively few students have participated (2-3), but English is hoping to grow this program.

Pedagogy/Pedagogical Innovations

Our faculty take innovative pedagogical approaches in their graduate classes including service learning, hands-on methodological training in print culture studies and archival work, and Book Arts. Three examples of these courses include RJ Boutelle’s Early African American Print Culture course, Wendy Hinshaw’s Writing in Other Places/Rhetorics of Incarceration course, and Kate Schmitt’s Book Arts course. Early African American Print and Culture examines print culture studies and how have nineteenth-century African Americanists expanded, critiqued, and revised some of the central questions of that field. The course explores the archival methodologies and conceptual concerns of print cultural approaches to early African American literature, a field that continues to experience an “archival turn.” It involves hands-on methodological training in print culture studies and archival work. Writing in Other Places/Rhetorics of Incarceration analyzes how all writing is shaped by its physical, institutional and cultural locations, and explores the potential for writers to intervene in the places and spaces that shape us in order to effect social change. The course focuses particularly on writing by incarcerated women, and analyzes how prisoners write within and across social and institutional barriers. The course includes exchanging writing regularly with a group of incarcerated writers at the Homestead Corrections Facility, through the help of a local prison writing organization Exchange for Change. Lastly, Book Arts, open to MA and MFA students, combines the traditional creative writing workshop with the practical and theoretical elements of Book Arts, examining the development of Book Arts as an accepted genre within the art world, and the use
of text and art that complement one another and are, in effect, inextricable from one another in the final product. Students complete focused writing assignments that consider the possibilities of the Book Arts context and may be used in their projects.

**Scope of Institutional Contributions**

**Cross Listed Courses:** English MA classes are routinely cross listed with Women, Gender and Sexuality Studies, Department of Languages, Linguistics, and Comparative Literature (LLCL), and our Comparative Studies PhD program.

**Student Profile (diversity, demographics, scholarships, assistantships)**

Data for diversity and headcount for the MA are below. Scholarship data is deferred until the end of the “Instruction: Graduate” section and combines MA and MFA data.

**Gender**

**MA**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>X* category added 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>15</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>12</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>9</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td>14</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>13</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>11</td>
<td>19</td>
<td>0</td>
</tr>
</tbody>
</table>

**MAT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>X* category added 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Race/Ethnicity**
Our MA program has, for the most part, maintained our diversity since 2012 with an average of 45% of students who identify as White. The next largest number is an average of 23% of students who identify as Hispanic or Latino followed by Black/African American, Asian, Multiracial, Unknown, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander.

<table>
<thead>
<tr>
<th></th>
<th>% of American Indian or Alaska Native</th>
<th>% of Asian</th>
<th>% of Black or African American</th>
<th>% of Hispanic or Latino</th>
<th>% of Native Hawaiian or Pacific Islander</th>
<th>% of Non resident alien</th>
<th>% of Race/Ethnicity Unknown</th>
<th>% of Two or more races</th>
<th>% of White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2012</strong></td>
<td>.17</td>
<td>4.33</td>
<td>17.73</td>
<td>22.31</td>
<td>.12</td>
<td>2.09</td>
<td>.83</td>
<td>2.42</td>
<td>50</td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
<td>.15</td>
<td>4.27</td>
<td>18.01</td>
<td>23.17</td>
<td>.14</td>
<td>2.18</td>
<td>1.23</td>
<td>2.75</td>
<td>48.11</td>
</tr>
<tr>
<td><strong>Fall 2014</strong></td>
<td>.18</td>
<td>4.33</td>
<td>18.70</td>
<td>23.91</td>
<td>.12</td>
<td>2.47</td>
<td>.85</td>
<td>3.06</td>
<td>46.38</td>
</tr>
<tr>
<td><strong>Fall 2015</strong></td>
<td>.19</td>
<td>4.23</td>
<td>18.88</td>
<td>24.23</td>
<td>.13</td>
<td>3.16</td>
<td>.91</td>
<td>3.46</td>
<td>44.77</td>
</tr>
<tr>
<td><strong>Fall 2016</strong></td>
<td>.20</td>
<td>4.34</td>
<td>19.13</td>
<td>24.92</td>
<td>.11</td>
<td>3.58</td>
<td>.58</td>
<td>3.53</td>
<td>43.61</td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td>.17</td>
<td>4.49</td>
<td>19.11</td>
<td>25.52</td>
<td>.10</td>
<td>3.75</td>
<td>.71</td>
<td>3.51</td>
<td>42.63</td>
</tr>
</tbody>
</table>

The table below indicates raw numbers of students by both gender and ethnicity in the MA program over the most recently reported three-year period.
Advising Procedures

Students consult with our graduate advisor to obtain information about course offerings and which concentrations they satisfy in addition to any questions they have about semester offerings. Course Descriptions are also solicited and posted every semester in order to aid in the advising process. Students consult the advisor to fill out a Plan of Study form with the Graduate College (this must be completed after 15 hours of coursework).

<table>
<thead>
<tr>
<th>Graduate</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Black (Not of Hispanic Origin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>White (Not of Hispanic Origin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>43</td>
<td>39</td>
</tr>
</tbody>
</table>
Other than matters of course selection, the advisor might include stipulations about a student's completing prerequisite work before beginning work for the degree. The advisor also keeps students abreast of graduation deadlines and general information for MA students.

Placement Rates/Employment Profile (based on responses to surveys and inquiries)

2012-2013: Of the fourteen respondents, 2 have gone on to doctoral study, one to the University of Buffalo and one to FAU’s Comparative Studies Ph. D. program. Three of the respondents are adjuncts: 2 at Broward College and one at Embry Riddle University. Another is a High School teacher in Juno Beach, FL. One is a tutor at a KUMON learning center. One is a technical writer for a software company and one teaches for FAU’s LLS program in Jupiter.

2013-2014: Of the fourteen respondents, several have gone on to doctoral study, one to the University of Rochester, another to the University of South Florida, and two others to FAU’s Comparative Studies Ph. D. program. Two of the respondents are full-time lecturers in FAU’s Department of English. Another is a curriculum editor at The Learning Experience, and teaches courses at PBSC. Three others teach at PBSC, BC, and Middlesex Community College, Connecticut. Ten of the fourteen respondents, then—71%—have achieved a career in teaching or a profession of choice, or have gone on to further education.

2014-2015: Of the 9 respondents, one has gone on to doctoral study. One respondent is an adjunct at the University of Tampa, one is an instructor at FAU and one continues to teach and advise at Broward College. 4 out of the 9 respondents have achieved a career in teaching or profession of their choice, or have gone on to further education.

2015-2016: Of the 13 respondents, 4 have been accepted into Ph. D. programs and 3 have gone onto doctoral study (2 plan on applying to doctoral programs in the future). 6 are teaching as adjuncts or are teaching at high schools. 1 is working as a librarian. 10 out of 13 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

2016-2017: Of the 9 respondents (out of 11 students), 2 were accepted into PhD programs; 1 has gone onto doctoral study while the other has deferred for a year (2 plan on applying to doctoral programs in the future). 4 are teaching as adjuncts or are teaching at High Schools. 1 is working as a copywriter for an ad agency. 5 out of 9 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

2017-2018: Of the 8 respondents (out of 12 students), 2 have been accepted into Ph. D. programs; 1 has gone onto doctoral study while the other has deferred for a year. 4 are teaching as adjuncts or are teaching at High Schools. 1 is a full-time employee at FAU. 5 out of 8 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

Retention Rates

Awaiting this data.
Graduation Rates

Awaiting this data.

Below is a table reflecting degrees produced in the MA program in the last 3 years.

<table>
<thead>
<tr>
<th>MA in English</th>
<th>14-15</th>
<th>15-16</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single major</td>
<td>7.0</td>
<td>13.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Double or triple major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>7.0</td>
<td>13.0</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Student Recruitment

In an effort to increase MA applications and enrollment, the department has implemented several strategies. We offer workshops for FAU undergraduates about our graduate program (informational as well as tips on applying for graduate school). Graduate students work with undergraduate students in various organizations such as Sigma Tau Delta where they learn a bit about the graduate program. Some graduate students also train undergraduates in our Literary Publishing and Editing class—this interaction serves to introduce students to the graduate program as well. We have targeted potential students via the GRE list (i.e. purchased email addresses of students who have recently taken the exam and indicated an interest in English MA programs).

Our program has recently been given funds from the college for minority recruitment. To this end, we have been or will be visiting local schools (Bethune-Cookman University, Florida A&M University) to recruit students of color.

We have also been recruiting students directly from our relatively new undergraduate Honors Program in literary study with some success (two of last year’s Honors students have elected to matriculate in the M. A. program). Faculty have been encouraged to identify high-achieving undergraduates and to recruit them individually, with some success.

In addition, the department is considering the initiation of a 4+1 program, in which students can complete a BA and an MA in English, through careful planning and overlapping coursework, in a 5 year period. The department hopes to recruit high-achieving students early in their undergraduate career in this fashion, if feasible.

MFA in Creative Writing

Limited Access Programs

N/A
Admissions criteria

Our admissions criteria allow students to apply to the program for one of three concentrations: poetry, fiction, or creative nonfiction. Each application is read by at least two faculty members who have published work in that area. Applications are assessed based on the writing sample, statement of intent, college transcript, and letters of recommendation, as detailed below. Applicants whose work does not meet our standards are rejected. Applicants whose work demonstrates originality, polish, and innovation are placed in a pool of accepted students who are then ranked by the committee so that we can make funding decisions. While all accepted applicants receive full funding (tuition waiver, stipend, and GTA position), our top-ranked applicants are offered enhanced funding such as the Lawrence Sanders fellowship.

Applications must include:

1. Writing Sample

   Fiction: 20 to 25 double spaced pages of literary fiction (this can be one story or several)

   Creative Non-Fiction: 20 to 25 double spaced pages of literary creative non-fiction (this can be one piece or several)

   Poetry: 15 to 20 pages of poetry

2. A Brief Statement of Intent

   The Statement of Intent discusses the following two things: First, what fuels the student’s desire to earn an MFA degree? Second, the student should place their writing within a literary tradition, describing their experiences as both a reader of literature and a writer (specific to the genre in which they are applying). Applicants should consider these questions simply as a guideline; the statement of intent should be composed creatively and in whatever way that best captures the interests and influences of the individual writer.

3. Two letters of recommendation

   Students include a required letter of recommendation form along with their letters of recommendation

4. Undergraduate transcripts (minimum 3.0 GPA)

   The GRE is no longer required for admission.

Enrollment Information (headcount and SCH production)

**MFA Headcount**
- Fall 2012: 29
- Fall 2013: 30
Fall 2014: 28  
Fall 2015: 32  
Fall 2016: 29  
Fall 2017: 31  
Fall 2018: 33  

**SCH data** (as mentioned above, this data refers to combined MA and MFA program data).

<table>
<thead>
<tr>
<th>Year</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1294</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1105</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1022</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>994</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>971</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>957</td>
</tr>
</tbody>
</table>

Average class size and faculty/student ratio

The data below, for 17-18 only, was determined, for class-size, by counting numbers of students per class and dividing by the number of classes and, for faculty/student ration, by dividing the number of students in the MFA program by the number of faculty who teach in that program.

Class size average: 11  
Faculty/student ratio: 7.1

Three year IEA data for faculty student ratio (as mentioned above) includes both the MA and the MFA program and counts all full-time faculty (whether tenure-earning or not) and thus skews the data downward.

**IEA data for Faculty/Student ratio**

<table>
<thead>
<tr>
<th></th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>College 16-17</th>
<th>University 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>1.0</td>
<td>1.1</td>
<td>1.2</td>
<td>1.6</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

The MFA is a three-year, 48-credit program. In addition to the required course Principles and Problems of Literary Study, students take 21 credit hours of workshop (fiction, poetry, nonfiction, translation, and other special topics courses), 18 credits of literature/theory courses,
and 6 credit hours of thesis work, completing their thesis in fiction (novel or short stories), creative nonfiction (memoir or essays), or poetry.

When compared to our aspirational peers, FAU’s requirement of 48 credit hours is standard among schools that offer a creative writing MFA: George Mason University, University of Akron, University of Memphis, Virginia Commonwealth University, Portland State University. Like FAU’s MFA, the degree requirements for all of these programs are divided between literature courses and creative writing workshops. A few programs allow up to 18 hours of “electives,” which allows them to broaden their course offerings beyond the English department.

Old Dominion University and University of Nevada, Las Vegas both require 54 credit hours for the degree.

The following aspirational peers do not offer the MFA:
- University of Louisville (offers MA with creative writing concentration)
- University of Texas at Arlington
- University of Toledo
- University of Wisconsin-Milwaukee (offers both MA and PhD with concentrations in creative writing),

FAU is one of six SUS institutions offering the creative writing MFA. (The others are University of Florida, Florida State University, Florida International University, University of Central Florida, and University of South Florida.) Florida State also offers the PhD with a concentration in creative writing.

Description of internships, practicum, study abroad, field experiences

In 2016, the MFA began offering students the opportunity to do an internship for three hours of course credit. (The credits are applied to the literature/theory requirement.) The internship must be related in some way to the student’s course of study or future employment plans (such as editing/writing work, nonprofit/arts administration, and educational outreach). Students have interned for FAU’s Theatre Lab, the American Literary Translators Association, Tethered by Letters (editorial services), the Palm Beach Poetry Festival, and others.

Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on)

One of the MFA’s most significant innovations in the last few years is the introduction of a publishing and editing course in conjunction with a brand-new national literary journal, Swamp Ape Review (SAR). Housing a literary journal is considered a program hallmark by the Association of Writers and Writing Programs (AWP), and in its short existence, SAR has already been a key factor for number of our students when decided to attend FAU.

In addition to providing students with a comprehensive history of literary publication in the United States, this course provides students with important, hands-on experience in the editorial and production processes of a literary journal—making editorial selections, soliciting work,
marketing, and event planning. Besides working on SAR, the graduate students in the course work with their undergraduate counterparts to help the latter produce Coastlines, FAU’s undergraduate literary journal.

The MFA program also offers an innovative course in Book Arts (described at length above in the MA section on curriculum) and offers Teaching Creative Writing, a course designed to prepare graduate students to teach in their chosen field. Students who complete the course gain opportunities to TA for CRW 3010 and to teach Community Writing Workshops

Scope of institutional contributions, such as cross-listed courses, "service courses", inter-professional education efforts, certificate programs

Another innovation in the last few years has been the creation, with the department of Languages, Linguistics, and Comparative Literature, of the Graduate Certificate in Literary Translation (mentioned briefly above). The certificate consists of fifteen credits: five courses plus a capstone project: three literature courses and two translation workshops. The certificate offers students an opportunity to study and practice literary translation in more depth during the course of their studies. Literary translation is an increasingly in-demand vocation in the rapidly globalizing world. This certificate gives students tangible training in the field and acknowledgment of that training. Through directed coursework in the history and practice of translation, as well as through a capstone translation project, students gain knowledge and competency beyond that of their cohort who simply take a class or two in the field. Students typically work from Spanish, French, Italian, German or Hebrew into English or the reverse. However, students are welcome to work in a wide variety of other languages. The certificate is not a certificate in simultaneous interpretation, technical translation or any other type of non-literary translation.

In the first year of its existence, we have already granted a translation certificate to MFA student Trina Sutton, who translated several short stories of the Brazilian writer Lygia Fagundes Telles into English. While she is an important and well-known writer in Brazil, Telles has not been translated into English previously, and Ms. Sutton is hoping to find a publisher for these stories. Several more current students are exploring the possibility of adding the certificate to their studies. As with Swamp Ape Review, this addition to the program’s offerings has played a role in the decision of several new students to attend FAU.

In the last several years, the MFA has also expanded its offerings to the community with our community creative writing workshops. We now offer these once-a-week, not-for-credit classes three times a year. These courses strengthen our ties with the local community and have increased attendance at our literary reading series. In addition, they provide important teaching experience for our MFA students and help fund enhancements to student assistantships as well as expenses related to Swamp Ape Review. Finally, as part of our commitment to offering a variety of writing opportunities for the community as well as teaching opportunities for our students, we have run a one-week creative writing summer camp for high-school students for the last two years. Called “Sci-Fi Collab Lab,” this program offers intensive instruction in both the craft and the history of science-fiction and fantasy writing. The students work together for the week to create a magazine of short stories. They design the cover and the magazine is printed out and
given to them as a keepsake of their week.

Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships

The following data reflects the diversity of our student body and other key profile factors:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0</td>
<td>1 (3.33%)</td>
<td>1 (3.57%)</td>
<td>1 (3.13%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>1 (3.45%)</td>
<td>2 (6.67%)</td>
<td>1 (3.57%)</td>
<td>0</td>
<td>0</td>
<td>1 (3.33%)</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>4 (13.79%)</td>
<td>3 (10%)</td>
<td>2 (7.14%)</td>
<td>2 (6.26%)</td>
<td>0</td>
<td>3 (10%)</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2 (6.9%)</td>
<td>3 (10%)</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1 (3.33%)</td>
<td>1 (3.33%)</td>
<td>1 (3.57%)</td>
<td>1 (3.57%)</td>
<td>1 (3.45%)</td>
<td>1 (3.33%)</td>
</tr>
<tr>
<td>White</td>
<td>24 (82.76%)</td>
<td>23 (76.67%)</td>
<td>23 (82.14%)</td>
<td>28 (82.14%)</td>
<td>26 (89.66%)</td>
<td>22 (73.33%)</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>29</td>
<td>30</td>
<td>28</td>
<td>32</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

Gender breakdown, by year:
- 2012: 22F 7M
- 2013: 19F 12M
- 2014: 18F 10M
- 2015: 17F 15M
- 2016: 17F 12M
- 2017: 19F 12M

Three-year IEA data for both gender and ethnicity in the MFA in Creative Writing is presented in the below table. It does not include 17-18 (Fall 17 included above), which represents the program’s most diverse MFA student body yet.
Advising procedures
In addition to sharing an in-house advisor with the MA students (see above), MFA students can find a wide range of important and helpful information about required procedures and paperwork for their degrees on our department website, as follows.
The website includes information on graduation deadlines, thesis formatting, plans of study, applications for degree, academic calendars, graduation deadlines, and graduation deadlines.

Licensure rates (if applicable)
N/A

Placement rates/employment profile

While employment teaching creative writing at the university/collegiate level is probably more difficult to find than ever before, our program’s recent efforts to provide both opportunity (in the form of more teaching and internships) and experience (in the form of professionalization in and out of the classroom) have given our graduates valuable tools when they hit the job market. For several of our annual assessments, we have followed up with recent MFA alumni (three years post-graduation) to determine whether they have found employment in the field or are pursuing further graduate education. We consider employment in the field to be teaching (post-secondary/collegiate), publishing or editorial work, or arts administration. The following reports summarize that data. We were especially pleased to note that the last time we surveyed recent graduates, the numbers of alumni working in the field had increased, and we were able to make a connection between that increase and our increase in teaching opportunities for MFA students—particularly the community workshops.

2013-2014: A survey of MFA alumni that graduated three or more years ago indicates that 50% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 of the 7 graduates are working at FAU (one as an instructor and one at the UCEW) and one is writing grants at PBSC. This exceeds our goal of 30%.

2015-2016: A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 are working at FAU as visiting instructors, 3 are adjunct instructors and 1 is teaching high school. This exceeds our goal of 30%.

2016-2017: A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 are working at FAU as visiting instructors, 3 are adjunct instructors and 1 is teaching high school. This exceeds our goal of 30%. Of the 7 graduates above, 6 had the opportunity to teach one or more community workshops during their time in the MFA program. The jump from 50% (in the previous year’s assessment) to 80% employment in the field is a strong indicator that the expansion of the community workshops has helped graduates as we’d hoped.

Retention rates

Waiting for the data

Graduation Rates

Waiting for the data
Below is a table indicating degrees produced in the MFA over the past three years:

<table>
<thead>
<tr>
<th>Creative Writing Masters</th>
<th>Degrees awarded with a:</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single major</td>
<td>9.0</td>
<td>9.0</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>Double or triple major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>9.0</td>
<td>9.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Student recruitment**

Every year the Graduate College holds several recruitment events, all of which are attended regularly by the Director of Creative Writing (DCW) and the Director of Graduate Study (DGS), sometimes with graduate students in tow (for the annual Graduate Open House). Through the Graduate College’s recruitment grant program, each program has received an average of $1500 each year toward our recruitment efforts. The MFA program has used this money for advertising in *Poets & Writers* magazine and for redesigning the website. The MFA program has also produced a brief video as part of AWP’s “Campus Visit” series.

The Graduate College also provides Presidential and Provost scholarships for recruitment. Every year the MFA program has received at least one Provost fellowship and have been able to give it to a promising incoming student, providing them with an extra $1500 their first year in the program. The MFA program has also received Presidential fellowships in the past. These offer an extra $5000 for the student’s first two years in the program.

Between the Lawrence Sanders fund and our community workshop fund, the program is also able to enhance the stipends of three or four incoming students each year. The Sanders fellowships allows the program to increase student stipends to 12K for their first year in the program and 15K for the second and third years. The community workshop fund allows us to increase a student’s stipend to 12K for all three years of the program.

These additional funding and recruitment opportunities has led to the program to maintain (and even increase) program enrollment while other programs in the department (BA and MA) have had declining numbers in recent years.

**Information about scholarships and assistantships for graduate students in both programs**

Basic support for graduate students in both programs is a $9000 stipend, plus tuition waiver, for teaching a 2:2 load. Some students split their load, tutoring at the University Center for Excellence in Writing. Other students are assigned as assistant to the Director of Writing Programs, as editor of *Swamp Ape Review*, as Assistants in large sections of CRW 3010: Creative Writing, and elsewhere. These other assignments are typically combined with a 1:1 teaching load.
Totals of students receiving departmental support (both programs):

2012 - 44 students
2013 - 39 students
2014 - 49 students
2015 - 49 students
2016 - 45 students
2017 - 38 students
2018 - 44 students

Students who win awards or scholarships are typically awarded the scholarship on top of a standard Assistantship. Thus the winner of a $5000 Presidential Award (below) typically receives $14,000 for the academic year, combining a standard GTA-ship with their scholarship.

Awards/scholarships/enhancements beyond the standard funding are indicated below.
C. Instruction: Faculty

Administrative Structure

The Department of English is housed within the Dorothy F. Schmidt College of Arts and Letters along with Music, History, Theater and Dance, Philosophy, Visual Art and Art History, Sociology, Communication and Multimedia Studies, Political Science and Languages, Linguistics and Comparative Literature.

There is a Department Chair, an Associate Chair, a Director of Undergraduate Programs, a Director of Graduate Programs, a Director of Writing Programs, and Director of Creative Writing. Advising takes place within Student Academic Services (SAS) and, as noted above, is not housed in the department.

The Chair oversees all of the below and any other departmental matters overlooked in the below.

The Associate Chair (currently Emily Stockard) creates the English schedule, especially, but not limited to, all tenure-line faculty and upper-division and graduate courses. In English’s case this involves a full schedule on 2 campuses (Boca and Davie) and a smaller schedule in Jupiter, as well as coordinating much movement between campuses, as 12 faculty members with Boca assignments teach once every 2-3 semesters in Davie, and Davie faculty teach graduate courses (and occasionally undergraduate ones) in Boca. The AC also oversees the Instructor assignments, and lower division courses and coordinates with the Director of Writing Programs to schedule lower level WAC courses principally assigned to GTA’s. The Associate Chair also serves as an officer in the department, typically serves on the Evaluation Committee, and acts as Chair whenever the Chair foolishly takes annual leave or is sick.
The Director of Graduate Studies (currently Sika Dagbovie-Mullins) serves as the chair of the Graduate Committee and has primary responsibility for the Department's MA program. During each Fall semester, the DGS (in conjunction with the Graduate Committee) conducts program assessment for these degree programs and (again in conjunction with the Committee) formulates revised assessment standards. In Fall and Spring semesters, the Graduate Committee under the DGS's direction evaluates prospective students' applications and comes to decisions regarding their admission to the programs; similarly, the DGS in consultation with the Graduate Committee ranks incoming students as to their suitability for GTAships. The DGS is the Department's primary liaison with the Graduate College, and is responsible for interpreting Graduate College directives. The DGS has final responsibility for graduate student advisement (though the Graduate Advisor does much of the ground-level work) and for the interpretation of requirements towards the degrees. The DGS represents the Department's graduate programs—including the MFA—on the College Graduate Studies Committee, which meets monthly. Most recently, the DGS has served ex officio as a member of the Comparative Studies PhD Executive Committee, whose responsibilities include evaluating applications (Spring semester only) to the PhD program, in which the English Department is considerably invested. There are approximately 40 MA students in the program for which the DGS holds primary responsibility. She also represents the interests of the MFA program and its 30+ students with the College GPC. The DGS (along with the DCW) arranges workshops, trainings, and information sessions for graduate students throughout the year, including a Fall Orientation. The DGS also oversees the solicitation of nominees for the Howard Pearce Outstanding Thesis Award, and the deliberation over the recipient of that award.

The DGS also has a Program Assistant: (currently Mary Sheffield-Gentry). The Program Assistant has a half-time administrative assignment. She also receives a $2400 summer stipend to advise MA and MFA students in the summer. She serves the MA and MFA programs (and so, both the DGS and the Creative Writing Director). As well as advising current and prospective students, she coordinates with the Graduate College, maintains communication with alumni, edits the MFA blog, maintains the MFA Web site, works with both the DGS and Creative Writing Director on recruitment, helps coordinate English Department reading events, assists with the Graduate Internship program, and completes myriad other necessary tasks as such that assist the graduate students in their progress toward their degrees. She also serves the 10-20 requests each year for placement in graduate courses from non-English graduate students (usually in Education, but not exclusively).

Director of Undergraduate Studies (currently Julieann Ulin). The Director of Undergraduate Studies serves as chair of the Undergraduate Committee and holds primary responsibility for the curriculum in the major. In so doing, she serves our 400+ majors and a large number of English Education majors (whose requirements differ from our own, but whom we still must provide regular coursework for.). She performs and coordinates the assessment of the major program (creative writing, literary study, and gateway courses in rotating fashion). She also serves as ex officio member of the STECC committee, coordinating the undergraduate English major with the Secondary Education/English concentration in the College of Education. She administers the undergraduate Honors program, including the recruitment and review of applicants and decisions on their provenance. She reviews courses transferred in from Study Abroad for course equivalencies and is responsible for the interpretation of course requirements, in consultation
with the English advisor. The UGS represents the department on the College Undergraduate Studies committee, which meets monthly. She is also responsible for the production of the English department newsletter, in consultation with the Chair and the Undergraduate advisor. She solicits faculty recommendations for Outstanding English Senior Award, designs and schedules 4 workshops and seminars for majors and honors students (Applying to Graduate School, Meet the Press, Internship Opportunities for English Majors, What Can I Do With an English Major?, Honors Ceremony and Research Presentations), and certifies to the Honors program that English Honors candidates have met all requirements to receive honors on their transcripts. She oversees the administration of the English exit survey.

Director of Writing Programs (currently Wendy Hinshaw): The Director of Writing Programs (DWP) is responsible for the management and development of the English department’s Gordon Rule/WAC courses. She chairs the Writing Committee, which also is the primary organ for observation of and evaluation of Instructors in the program. The DWP plays a primary role in hiring, firing, training, and evaluating all teachers in the program, including instructors, GTAs, and adjuncts. The DWP schedules all GTA’s and plays a significant role in scheduling other teachers in the program (in coordination with the AC). She handles enrollment management for all writing program courses, conducts orientations for fall and spring semesters, manages a $20,000 support budget and a variable technology budget, supervises the English department’s computer classrooms, develops existing and new courses as needed, including online courses, produces orientation materials, and works with advising to determine course equivalencies for transfer students. The DWP also plays a primary role in the handling of all cases of plagiarism in the program, chairs the Writing Committee, and serves as an executive officer of the department. The DWP has a quarter-time GTA assistant (paid from the support budget), a half-time Associate Chair, and oversees the program during the summer with a stipend drawn from the support budget. She has recently undertaken oversight of IFP Assessment of the LIT 2010/30/40/70 courses in coordination with the Chair.

Administrative/Clerical Support: T.A. (currently Emily White) receives a one-course release (10 hours) each semester to help with the scheduling and administration of lower-division writing courses (especially ENC 1101 and 1102). She also receives a portion of the support budget to perform these tasks over the summer and between Fall and Spring semesters. A half-time Associate Director has recently begun helping with all of the above, freeing the Director to pursue new initiatives.

Director of Creative Writing (currently Becka McKay). The Director of Creative Writing holds primary responsibility for overseeing both the graduate program in Creative Writing (the MFA program) and the undergraduate creative writing courses. She has recently also taken on the oversight of the Honors in Creative Writing program. The DCW chairs the creative writing committee and ultimately makes decisions on admittance to the MFA program (and in the oversight of that program). She also organizes and schedules the “Off the Page” series of public readings and the Lawrence Sanders Writer-in-Residence visit each Spring (this includes fee negotiations, advertising of the series, and the coordination of the actual visit). In doing so, she serves as a liaison (along with Laurie Carney) to the donors who contribute to these events. She also coordinates with the campus Veterans group in order to arrange readings by writer-veterans, along with yearly readings at the National Day on Writing (coordinated with the UCEW).
Similarly, she liaises with the Boca Festival of the Arts, coordinating visits by creative writers to the festival and to FAU. She ranks incoming graduate students for the awarding of Graduate Teaching Assistantships and coordinates with the DWP to place GTA’s in the MFA program in the best teaching situation for them and their students. Along with the DGS, above, she holds final responsibility for the advisement of MFA students. Along with her committee, she determines GTA assignments for the oversized CRW 3010: Creative Writing, which English runs 1-2 times a year. She also coordinates the community writing workshop program (recently expanded to the Fall and Summer), which serves 20-40 community members, while giving MFA students valuable teaching experience in the field. She oversees our new Creative Writing website.  Both the DCW and the DGS work on graduate student professionalization. There are more than 30 students currently in the MFA program, and 5 Creative Writing faculty members on the Creative Writing committee that the DCW oversees. There are also undergraduate majors with a Creative Writing concentration (numbers in above tables), and CRW 3010: Creative Writing meets an English Ed. requirement, thus serving those students as well.  Stipend is linked to administrative work done over the summer, in addition to that done during the academic year.

Administrative/Clerical Support for the Department as a whole: Rebecca Al-Hattab (full time Coordinator of Academic Business Support Services—responsible for executing the mechanics of much of the above, particularly anything to do with budgeting), Hendreck Joseph (Senior Secretary, full time), and Julissa Corales (front-desk worker, part-time).  Student workers as available.

The Chair teaches a 1/1 load.  The Associate Chair, Director of Graduate Studies, Director of Creative Writing, and Director of Undergraduate Studies teach a 2/2 load and receive a stipend.  The Director of Writing Programs teaches a 2:1 load (with directing the Internship program counting as one course) and receives a summer stipend and administrative budget.  The Associate Writing Program Director and Graduate Program Assistant are both Instructors who teach 2/2 loads rather than the usual 4/4 load.

**Faculty Profile:** The faculty is currently comprised of 31 full-time tenure earning professors, 23 full-time Instructors, and 2 Visiting Instructors.  English also employs a handful of adjuncts each semester (usually fewer in the Spring).  Two of the full-time tenure-line faculty members are Associate Deans who continue to teach a 1/1 load in the Department of English.  The Department of English produces (as mentioned above) 22% of all of the SCH’s in the College of Arts and Letters, yet has only 16.5% of the tenure lines.  English is hiring a 32nd tenure-line faculty member this year, which will raise our share of the tenure-lines to 17%.

<table>
<thead>
<tr>
<th>Professorial Rank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professors</td>
<td>10</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>11</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructors</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors</td>
<td>10</td>
</tr>
</tbody>
</table>

Visiting Instructors: 2

Broadly speaking, there are 3 areas of English tenure-line faculty. The distribution is as follows.
Rhetoric and Composition: 4 (the new hire will also be in this area)
Literary Study: 21.5
Creative Writing: 5.5

Faculty are assigned to two campuses as follows.

Tenure-earning

Boca Raton: 26 (12 of these have a partial Davie assignment and teach a course there once every 2-3 semesters)
Davie: 5 (3 of these have taken on substantive administrative roles and thus split their instructional time between the two campuses)

Instructors

Boca Raton: 24 (occasionally, Instructors travel to teach a course in Davie or Jupiter)
Davie: 1 (because there are no lower-division courses in Davie, this Instructor usually teaches 1-2 courses each semester in Boca Raton)

The gender and ethnic diversity of the department changes over time

Currently, there are 16 tenure-earning women (51.6%) and 15 men (49.4%). There are 2 Black or African-American tenure-line faculty (6.4%), 1 Asian-American (3.2%), and 2 Hispanic or Latinx faculty members (6.4%). Slightly under 84% of the tenure-line faculty is Caucasian.

Among Instructors: Currently, there are 18 women (72%) and 7 men (28%). There are two Black or African-American Instructors (8%) and 1 Hispanic or Latina (4%). The remainder (82%) are Caucasian.

Below is a table detailing the gender and ethnic makeup of the instructional faculty in the department over the past 3 years and compared to the College and University in the most recent reported year. The first table includes all full-time faculty, the second adjuncts.
<table>
<thead>
<tr>
<th>Instructional Faculty (Tenured, tenure-earning, &amp; non-tenure-earning)</th>
<th>English</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>5</td>
<td>139</td>
</tr>
<tr>
<td>Black (Not of Hispanic Origin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White (Not of Hispanic Origin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
Below is a table indicating number and percentage of classes taught by full-time faculty (as opposed to by adjuncts and/or GTAs) over the past three years and compared to the College and University over the past year.

<table>
<thead>
<tr>
<th>Adjuncts</th>
<th>English</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>Female</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>Female</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Black (Not of Hispanic Origin)</td>
<td>Female</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Female</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White (Not of Hispanic Origin)</td>
<td>Female</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>Male</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Below is a table indicating number and percentage of classes taught by full-time faculty (as opposed to by adjuncts and/or GTAs) over the past three years and compared to the College and University over the past year.
Over the past few years, English has gone through a crisis in staffing, as 11 of our tenure-earning faculty either retired or departed for other employment. In the 15-16 and 16-17 academic years, in particular, English hired a large number of Visiting Instructors (mostly from among our own former graduate students) and adjuncts (likewise) to cover courses and many non-tenure-earning faculty were forced to teach in the upper division. During trying budgetary years, English was not given the lines to replace departed faculty. However, in 16-17, English was able to run 6 searches (resulting in 7 new tenure-line faculty), and in 17-18, four additional searches were conducted to replace retired faculty, and three of the searches were successful. This has transformed the department, as a full third of our current tenure-earning faculty are now in their first or second years at FAU. As a result, our reliance on adjunct labor has diminished
somewhat, though the recent administrative shift towards enrollment growth is once more making the widespread hiring of adjuncts necessary. As an example, we have been asked to add 12 sections of first-year writing for Spring 19, for which we do not have full-time staffing. An additional 6 sections for Summer 19 have also been requested, again without any prospect of full-time staffing. English is producing nearly as many SCH’s as it did years ago (despite the loss of majors, of our Writing for Management program, and significant Davie enrollments). If the university is to grow, English will need additional full-time (and tenure-earning) staffing to meet the demand. As noted above, English produces 22% of the College SCH with only 17% of the tenure-lines. This indicates an overbalancing toward teaching faculty (Instructors) and towards adjuncts which is unhealthy given the relative level of training and education among these bodies of faculty. For purposes of retention and graduation rates, for superior pedagogy, and for recruiting new majors, it is important to avoid reliance on part-time faculty at the expense of full-time faculty (and teaching faculty at the expense of tenure-lines).

Faculty teaching load and methods of calculation

The faculty teaching load is specified by the University Faculty Union’s Collective Bargaining Agreement. Full-time tenure-earning faculty teaching loads are 5 (alternating schedules of 2 or 3 courses per semester) per academic year. Summer teaching is taught as a voluntary overload with a stipend attached according to the Collective Bargaining Agreement. The only exceptions are for those with administrative assignments or those who are awarded competitive sabbaticals or fellowships. Junior faculty teach a 2:2 in their first year and in either their third or fourth year (typically fourth, but with some flexibility). The Chair, considered out of unit, teaches 2 courses a year (1 may be in Summer without additional stipend). Administrative releases for academic officers are described at length above. Instructors teach 8 courses per year (4/4) with no service or research assignment.

Summary of faculty scholarship and research productivity, including grants and publications

Below is data detailing research productivity by English faculty since 2012-13 (with some overlapping data).
The Department’s research and creative activity over the period has been fairly steady and quite prodigious, with an average of 5.6 books per year and an average of 41.2 other peer-reviewed publications (including poems, short stories, nonfiction essays, journal articles, and peer-reviewed book chapters). This is an average of 1.32 “other” peer-reviewed publications per tenure-line faculty member per year and an average of .18 books per faculty member per year. Though no grants appear on these tables, English’s Swamp Ape Review did receive a $10,000 grant to produce a print issue in 16-17 (awarded in 17-18) and several English faculty were prime movers in the Digital Humanities and Social Justice grant awarded by the College in 16-17. Two tenure-line faculty (Regis Fox (née Mann and Adam Spry) and one Instructor (Lilleth Trewick) have been awarded McKnight Fellowships by the Florida Education Fund during the period under review, and creative writing faculty, Papatya Bucak and Becka McKay, have both been awarded artistic residencies (several in Bucak’s case). All of which is to say that the data captured by IEA above has some lacunae. The above tables also indicate (accurately) a fairly steep decline in conference attendance in 15-16 and 16-17 which may be attributed to English’s steep decline in tenure-line faculty during these years. English expects a sharp uptick in conference presentations in 17-18 and 18-19, as we now have a large complement of junior faculty who are conferencing in preparation for publication of forthcoming work.
At the time of our last review, the reviewer noted that our productivity as a department was comparable to UF and FSU despite heavier teaching loads and less support. Our productivity has not diminished during that time (though in the past few years, we have lost some of our most productive faculty to retirement or departure). A dip in 17-18 and 18-19 may be expected as new faculty ramp up their research agendas. The recent university and college emphasis on grants is likely to increase grant proposals (and hopefully grant awards) in the next few years. Nevertheless, compared to Science and Engineering, there is little opportunity for substantial windfalls of grant money in the Humanities and the Arts. Smaller grant awards are the most we can reasonably hope for from that quarter and faculty members have begun pursuing those awards on a more consistent basis.

In addition to raw numbers of productivity, it is worth noting that faculty members have been winning awards for their work, indicating its quality. Prof. Papatya Bucak won both a Pushcart Prize and an O. Henry Award for her short stories (two different stories) in 2013. She also won residencies at the Betsy South Beach, the Millay Colony for the Arts, in Key West, in Wyoming, and elsewhere. Taylor Hagood won the C. Hugh Holman Award for best book on Southern Literature in 2014 for his book *Faulkner, Writer of Disability*. Tom Martin won the Beverly Rogers literary prize for his essay on Edmund Spenser and Jacques Lacan in 2016. Kate Schmitt’s 2013 memoir, *Singing Bones*, was published by Zone 3 Press as a result of winning their literary prize. Jason Schwartz’s 2013 novel *John the Posthumous* received rave reviews. Several English faculty have been named College of Arts and Letters’ Scholar of the Year during the review period. Taylor Hagood won that honor in 2016-17 (Associate level). Oliver Buckton won the award in 15-16 (full Professor level). Both Julieann Ulin and Rafe Dalleo won the award in 2014-15 (Assistant and Associate level, respectively). Becka McKay in 2013-14 (Associate level). All of which is to say that the department’s publications and its faculty’s scholarship, have been recognized for their quality, over and above the quantity reflected in the above tables.

**Strategic Planning for Hires**

After our final replacement hire (search being conducted in 18-19), there seems to be little prospect for new tenure lines, at least over the next year or two. Nevertheless, this hire speaks to a strategic reallocation of resources given the realities surrounding the decline in English majors (and MA students) detailed above. As the ADE study cited above indicates, students interested in the major are increasingly interested in writing (Creative, Rhetorical, Professional/Technical, etc.), and in digital media, rather than traditional texts and literary study. (This is not to say that the latter students have ceased to exist, just that the balance is shifting). Because of this shift, our latest hire is in Rhetoric and Composition (with a focus on digital rhetoric and/or Technical Writing). In addition, we made it a priority to make one of our 17-18 searches one which resulted in the hiring of an expert in Digital Humanities, a priority successfully accomplished with the hire of Carla María Thomas, a medievalist who does extensive Digital Humanities work and can teach in DH, and perhaps take over the management of our Advanced Media Production (AMP) Lab.

Future hires will also need to attend to the shifts in priorities of English majors. In particular, the growth and continuing strength of our MFA in Creative Writing, while other programs face
declining numbers, suggests that the next hire should be in this area. Though technically the number of Creative Writing faculty has remained static in the review period, practically speaking the department lost someone who taught regularly in the Creative Writing program when scholar/poet Mark Scroggins retired two years ago (it is his line English is currently replacing). Given our very diverse undergraduate student body, the department should prioritize diversifying our creative writing faculty to help attract both FAU undergraduates and other strong diverse applicants to the program. Adding creative writing faculty makes sense as it is the one graduate area with increasing student applicants and enrollment numbers.

Adding additional faculty in professional and technical writing is also a possible strategic goal, as adding a graduate certificate program or graduate track in these areas might be a way to attract more graduate students, as well as majors who might be interested in becoming majors or minors in these areas. The Chair of English also proposed an interdisciplinary hire in Digital Humanities, for someone in any field in Arts and Letters who could focus their efforts on teaching DH methodologies, without splitting their time with other courses and fields (as Prof. Thomas is English’s sole medievalist stationed at the Boca campus, in addition to her DH expertise).

Another possibility for strategic hiring might be the rebuilding of the Davie campus. English has offered the full major at Davie since the engulfment of the Davie College of Liberal Arts into FAU’s College of Arts and Letters (more than 15 years ago). In recent years, however, Davie enrollment numbers have dwindled by well over 50% across the board (that is, not merely in English, but in all departments). FAU’s new Provost seems inclined to make an institutional commitment to Davie, attempting to rebuild the campus and attract larger numbers of students. If this goal is accomplished, it would make sense to hire additional faculty for the campus. Our most recent Davie hires go back nearly ten years and both of the most recent hires (Adam Bradford and Becka McKay) have taken on large administrative commitments (as Associate Dean of Arts and Letters and Director of Creative Writing, respectively) and now spend more of their time teaching and working in Boca Raton (though both still teach in Davie). Associate Chair Emily Stockard is also Davie faculty but is splitting her time in Boca for similar reasons. Due to declining enrollments, our current model (which includes a number of Boca faculty traveling to Davie to teach once every 2-3 semesters, in order to diversify the curriculum, combined with a small number of faculty who do most of their teaching in Davie) has continued to serve Davie students. An increase in Davie students would necessitate additional Davie hires. Similarly, there has been institutional discussion of revitalizing the Jupiter campus (home to 2 English tenure-earning faculty at the time of the last program review, both since moved to Boca Raton), particularly with IFP courses. Should this happen, English would need to hire both tenure-earning and instructional faculty in Jupiter.

All of the above is to say that strategic hiring in writing programs, digital media, creative writing, and professional and technical seem to be the most likely to recruit new students at the moment. In all fields, English should commit to further diversifying its faculty, considering our increasingly diverse student body (both as an institution and as a major).

Abbreviated vita for each full-time faculty member
See appendices

D. Research

Review of Part II of the Departmental Dashboard Indicators for Department, Center, or Unit faculty

See above discussion under “Faculty,” particularly the section under “Summary of faculty scholarship and research productivity, including grants and publications” for tables revealing/detailing numbers and types of publications, average publications per faculty member and some analysis of the data.

Interdisciplinary efforts and community engagement efforts

See below (in the service and community engagement) section for a full discussion of community engagement.

Most English department research is firmly rooted in the discipline and is particular to the faculty member’s disciplinary interests. Nevertheless, during the review period, several English faculty and graduate students participated in a Digital Humanities and Social Justice research group. With funding from the College of Arts and Letters, the group invited artist Sharon Daniel to campus to teach professors and students how to construct digital artwork in 2016. The following year, Daniel returned to campus with her own exhibit, which included an additional side exhibit by faculty from VAAH, Communications, and English. English faculty who participated included Jeffrey Galin (with three of his graduate students), Wendy Hinshaw, and Becka McKay (with graduate student Donovan Ortega). English faculty member Barclay Barrios, director of the center for Women Gender and Sexuality Studies (WGSS) also oversaw a student photography creative/research project.

Several English faculty’s work might accurately be described as interdisciplinary as well. Kate Schmitt’s latest work is interdisciplinary in that it combines visual art and her poetry. Prof. Oliver Buckton’s current research is on spy fiction and film (particularly on the writings of Ian Fleming and the film representation of James Bond). Prof. Eric Berlatsky’s is currently research comics, a hybrid form that combines writing and visual art. Prof. Sika Dagbovie-Mullins’ recent work has been on film, comics, and popular culture. Prof. Ashvin Kini works on African and Asian diasporic fiction and film. Prof. Clarissa Chenovick is working on the intersection of Early Modern medical discourse and poetry. Prof. Devin Garofalo’s research is on 19th century poetry and scientific discourse. Prof. Stacy Lettman works on Caribbean literature and music. Prof. Wendy Hinshaw’s recent work involves “writing with sound” and she has prepared several art exhibits which combine prison writing and the recorded voices of incarcerated men and women (combing art, writing, and multimedia). Carla Thomas’ research in early medieval literature involves Digital Humanities approaches, combining traditional literary study and multimedia.
Establishment of Goals for Research

Goals for research are set forth by the department’s Annual Evaluation Criteria (see appendices) and the criteria for tenure and promotion (see appendices). To boil down the lengthy Annual Evaluation documents in a sentence or two, faculty must publish one peer-reviewed article/essay/story/poem (plus some secondary activity) to earn the highest ranking (Exceptional) each year. Or, they must publish a book every other year. Or, some combination of the above. The second highest ranking (Outstanding) is awarded for a peer-reviewed publication each year (without a secondary research activity) or for a non-peer-reviewed publication as specified in the document. The third highest ranking (Good) can be earned by presenting at a conference in the year specified. Accepted and forthcoming work is also considered in this category. The bottom two categories encompass faculty members who do not conference or publish in a given year. These short-term expectations are supplemented by the tenure and promotion criteria, which typically require a book publication, or equivalent, in the five-year review period. Equivalency is flexible and is evaluated by the tenure and promotion committee (of all tenured faculty), but typically involves the publication of five or more peer-reviewed journal articles, or a number of short stories or poems equivalent to a book for creative writing faculty. It is important to emphasize that this paragraph is a general summary of much more fully articulated criteria detailed in the documents themselves, which are located in the appendices to this document.

The university has recently also adopted criteria for Sustained Performance Evaluation (post-tenure review), to be undergone every 6 years after most recent promotion (failing advancement to the next level of promotion). Criteria for SPE are also available in appendices and are largely tied to Annual Evaluation criteria.

Assessment of how well goals are being met

The department of English has an evaluation committee that meets each January to review faculty Annual Reports (in which faculty self-report their accomplishments for each calendar year). The research accomplishments are carefully measured and discussed in relation to the annual evaluation criteria. For each faculty member, the committee makes a recommendation to the Chair as to their “score” on a five-tier scale (until recently four tiers):
5- Exceptional
4- Outstanding
3- Good
2- Needs Improvement
1- Unsatisfactory

The criteria themselves were approved by the College Dean and the University Provost. Each year, scores on Annual Evaluations are reviewed by the Dean’s office for discrepancies between the criteria and the score awarded, ensuring the department’s adherence to approved criteria. The evaluation committee makes a recommendation to the Chair, who ultimately is responsible for the evaluation score.

Promotion and tenure are awarded on the basis of research, teaching, and service. Again, the tenure and promotion committee (all tenured faculty, or all full professors depending on the rank the candidate is seeking), compare accomplishments in all three categories to the criteria and vote on tenure and/or promotion. The Chair writes a separate letter evaluating the candidate. Subsequent levels of review (College and University committees, Dean and Provost letters) follow.

The following charts the calendar year review for research only for 2017 and represents overall professor scores by rank.

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Exceptional</th>
<th>Outstanding</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Prof.</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professor</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Three English faculty members are not indicated. Barclay Barrios, Adam Bradford, and Eric Berlatsky are all twelve-month administrative appointments, evaluated by the Dean, and do not get evaluated by the same departmental criteria. It is also worth noting that even since this 2017 review, the composition of the department has changed significantly. Three new Assistant Professors have been hired, one full professor has retired, and one Associate Professor has been promoted to full Professor. Nevertheless, the distribution of research Annual Evaluation scores is fairly consistent with past years and is reflective of the level of productivity indicated in the publication tables presented in the previous section of this review.

E. Service and Community Engagement.

Discussion of community engagement including public service, special projects, service learning, and other services to the community
The Department of English has a strong history of service-learning and community engaged teaching. Courses including ENC 4930 (Visual Rhetoric), ENC 4138 (Principles in Research Writing) and AML 4607 (African-American Literature post 1800) have been taught with community and/or service partnerships. For example, in Spring 2017, students in ENC 4930 (Visual Rhetoric) partnered with a local retirement community in order for students to help community members develop visual memoirs of their lives and experiences. Beginning in Fall 2017, the university developed an Academic Service-Learning (ASL) designation in order to make these courses more visible and easier to track. In 2017-18, several English courses were approved for this designation, including ENG 4020 (Composing Advocacy), CRW 4930/ENC 6930 (Literary Publishing and Editing), and ENC 4354 (Writing for Nonprofits).

The literary magazine Coastlines, which publishes creative writing by FAU students, represents an important way in which the Department of English serves the FAU and wider local community. Students in CRW 4930, along with Coastlines interns, assist in the production of the magazine. 1 issue is printed each year and is distributed across FAU campuses and locally in the community.

In Spring 2017, the Creative Writing Program launched Swamp Ape Review (SAR), a national literary magazine, which features writing and reaches readers from across the country. SAR has received thousands of submissions for its first three issues (two online, one print) and published dozens of pieces of fiction, creative nonfiction, poetry, and visual art. In 2017, the literary journal received a $10,000 grant from the South Florida Arts and Cultures platform at FAU, and that money was used to fund the first print issue and travel to the conference of (AWP), which is the major conference in Creative Writing. One of the grant’s stipulations was that the magazine reflect the art/cultural landscape of South Florida, so Swamp Ape Review introduced a new section in both the print and online versions featuring writers and artists from our region. This South Florida feature has helped us to explore and make connections to the local arts community as well as allow more local writers and artists to reach a national audience. Currently the SAR staffers are planning several events to showcase the work of these regional writers.

Some of the work described in above sections (research, teaching) also engages with the community, particularly the art exhibits of the Sharon Daniel Working Group and of Prof. Hinshaw, which were placed in public galleries or libraries. Many English faculty bring their work to the community in more traditional ways as well. All of English’s creative writing faculty have performed public readings in the review period, both on campus, and in local bookstores, libraries, and community spaces. In 2018, both Prof. Oliver Buckton and Prof. Eric Berlatsky have been part of the Distinguished Scholar reading series presented by the College of Arts and Letters, a lecture series aimed at the community. Prof. Taylor Hagood and Prof. Buckton are also regular contributors to the Lifelong Learning Program (as has been Instructor Stephanie Anderson), presenting some of their research interests to community members. As mentioned above, the English department also organizes the presentation of creative work as part of its Off the Page series, and related events (like the reading of the Mary Blossom poet in most years, as arranged by Professor Susan Mitchell).

As mentioned in the “Strategic Plan” section earlier in this document, the Creative Writing Program’s Off the Page series invites 5-6 influential and important writers to read from their
work each year, both for the community and the student body. Additionally, each year we bring the Lawrence A. Sanders Writer-in-Residence to read from their work, answer questions, and deliver a one-week seminar to MFA graduate students. Off the Page also frequently invites literary agents, an event that is very popular in the community, as many local authors attend the event in order to ask questions about the publishing and marketing of their literary work. Off the Page has been fortunate to receive generous funding from Chris and Lori Fluehr for the series. In addition to the Fluehrs’ support (currently $7500/year), Off the Page has funding from the Lawrence Sanders Foundation (about $10,000/year) to bring a writer for one week. The Sanders writer in residence runs a workshop with MFA students in addition to giving a public reading. Finally, the Creative Writing program has funds through the Mary Blossom Lee endowed chair (ranges from $3000 to $5000/year) to bring a poet in most years for a public reading. Off the Page has brought award-winning writers of fiction, creative nonfiction, and poetry to campus, including Russell Banks, Roxane Gay, Justin Torres, Cristina Garcia, Phil Klay, Lucie Brock-Broido, Tayari Jones, and more. These events are popular with FAU students, faculty, and the large Boca community, with attendance ranging from 50 to 100-plus per reading. In addition to reading from their work, writers answer questions and sign their books for audience members.

FAU also invites scholars in the Humanities to discuss their scholarship though there is not an equivalent consistent fund to do so. In recent years, such scholars as John Lennon (from the University of South Florida), Daniel Cross Turner (Coastal Carolina University), Pawel Frelik (Marie Curie-Sklodowska University, Lublin), and Faith Smith (Brandeis University) have given talks at FAU.

Review of Part III of the Departmental Dashboard Indicators

<table>
<thead>
<tr>
<th>A Assessment Goals and Outcomes for Service (reported separately)</th>
<th>B 1-3 Service Productivity</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty memberships on department, college or university committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Faculty memberships on community or professional committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Faculty serving as editors or referees for professional publications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: College Dean's Offices

<table>
<thead>
<tr>
<th>A Assessment Goals and Outcomes for Service (reported separately)</th>
<th>B 1-3 Service Productivity</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty memberships on department, college or university committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Faculty memberships on community or professional committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Faculty serving as editors or referees for professional publications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: College Dean's Offices

The above tables indicate service on FAU committees and service to the community and the profession. English department faculty members have always been significant contributors to all
levels of service. Our relatively large size as a department allows us to share committee work more or less equitably. The downturn in committee work between 14-15 and 15-16 represents the downturn in tenure-line faculty due to retirements and departures discussed above. Because English tries not to burden its junior faculty with an overabundance of service, this downturn may continue for several more years, until our ten most junior faculty approach tenure.

**Establishment of goals for service**

Goals for service are set forth by the department’s Annual Evaluation Criteria (see appendices) and the criteria for tenure and promotion (see appendices). Junior faculty have lower expectations for service (mentioned above). They are required to serve on one committee and do one other service activity to achieve the highest service score (Exceptional). Senior faculty are expected to do at least four service activities in order to receive the highest score. Subsequent scores are governed by de-escalating numbers of activities. Certain activities are acknowledged in the criteria documents as being more work and time-intensive. These short-term expectations are supplemented by the tenure and promotion criteria, which detail service requirements in accordance with the annual evaluation criteria. It is important to emphasize that this paragraph is a general summary of much more fully articulated criteria detailed in the documents themselves, which are located in the appendices to this document.

The university has recently also adopted criteria for Sustained Performance Evaluation (post-tenure review), to be undergone every 6 years after most recent promotion (failing advancement to the next level of promotion). Service criteria for SPE are also available in appendices and are largely tied to Annual Evaluation criteria.

**Assessment of how well goals are being met**

The department of English has an evaluation committee that meets each January to review faculty Annual Reports (in which faculty self-report their accomplishments for each calendar year). The service accomplishments are carefully measured and discussed in relation to the annual evaluation criteria. For each faculty member, the committee makes a recommendation to the Chair as to their “score” on a five-tier scale (until recently four tiers):

1. Unsatisfactory
2. Needs Improvement
3. Good
4. Outstanding
5. Exceptional

The criteria themselves were approved by the College Dean and the University Provost. Each year, scores on Annual Evaluations are reviewed by the Dean’s office for discrepancies between the criteria and the score awarded, ensuring the department’s adherence to approved criteria. The evaluation committee makes a recommendation to the Chair, who ultimately is responsible for the evaluation score.
Promotion and tenure are awarded on the basis of research, teaching, and service. Again, the tenure and promotion committee (all tenured faculty, or all full professors depending on the rank the candidate is seeking), compare accomplishments in all three categories to the criteria and vote on tenure and/or promotion. The Chair writes a separate letter evaluating the candidate. Subsequent levels of review (College and University committees, Dean and Provost letters) follow.

The following charts the calendar year review for service only for 2017 and represents overall professor scores by rank.

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Exceptional</th>
<th>Outstanding</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Prof.</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professor</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**F. Other Program Goals**

All program goals can be categorized under the rubrics of Instruction, Research, or Service and Community Engagement.

**G. Strengths and Opportunities that support achievement of program goals**

**Strengths and Opportunities**

Faculty: English, first and foremost, has excellent faculty, who are both productive in their research and/or creative goals, but are also excellent teachers, and collegial and diligent in terms of service. Our Annual Evaluation scores, SPOT scores, rate of publication, and rate of promotion and tenure indicate this.

Administrative Structure: English also has a strong administrative structure as described above, which helps divide the heavy administrative workload, and make decision-making a team effort. The leadership in these positions is proactive and engaged, making initiatives easier to initiate and to complete.

Curriculum: English has a diverse and easily navigable curriculum at both graduate and undergraduate levels. Graduate and undergraduate committees constantly evaluate and re-evaluate the curriculum in order to add courses of interest to our students, to consider salutary changes, and to initiate those changes.

Collegiality: The faculty in the English department have excellent working relationships between people at the head of departmental programs, and little friction within the department. Occasional disagreements are typically handled amicably and professionally.
Students: English has a large and diverse student body. Students are enthusiastic and hardworking, even when their reading or writing skills need to be cultivated. Students also tend to appreciate their instructors, respecting their expertise even if/when their grades are not as they might wish. As the above blizzard of statistics and tables indicate, English students are graduating at a faster rate than their contemporaries in other departments and Colleges, and their retention and promotion rate are also typically better. Recent changes in FAU admissions standards has improved the quality of our students and will likely lead to better graduation rates, retention rates, etc.

Undergraduate research: English has been a leader in the College in partnering with OURI (putting through DIR course numbers, labeling courses Research Intensive, and mentoring students doing undergraduate research). Our relationship with undergraduate research is listed above.

Community Engagement: English has also been a College leader in Community Engagement, with English faculty (Wendy Hinshaw) serving as the College’s liaison to the university Community Engagement committee. Our community engagement activities are detailed above and are combined with a thriving internship program (again under Prof. Hinshaw’s leadership).

Honors program: English’s Honors programs in both literary study and creative writing have been slow-growing, but we have our largest cohort yet this year (18-19) and expect the program to serve as a pipeline for our MA program. The Honor’s program also feeds our strength in undergraduate research.

Multicultural Literatures: FAU has longstanding strengths in both research and teaching of multicultural literatures. Faculty lossed during the review period threatened that strength, but in the last two years, English has hired specialists in Asian world literatures, Caribbean literature, early African-American literature, early Native American literature, and U. S. Latinx literatures. This replenishment of strengths should guarantee that our strength in this area continues.

MFA program: Our MFA program has been receiving more applicants than ever and has been gaining a larger national profile due to the success of our professors, public coverage and the launching of The Swamp Ape Review. The continued rising profile of the magazine also makes it an opportunity to recruit even more quality students to the program. Increasing contributions to and growing monetary interest in the Lawrence Sanders Fund provides the opportunity to recruit more and better students (as Sanders fellows) to the MFA program.

Robust SCH production: Despite declining enrollment in some areas, English continues to be among the most robust producers of SCH and FTE in the university. As long as this is the case, we should be considered for additional tenure lines and instructional lines and should get ample opportunity to recruit new majors in our IFP courses.

Medical Humanities: Over the past three years, overtures have begun towards working with the College of Medicine on a Medical Humanities Initiative. Though this has stalled, it may be an opportunity to pick up in the future.
MA program changes: The Master’s in English program is considering launching a “4 + 1” program, allowing students to complete a Bachelor’s and Master’s over a 5 year period. Doing so may help reverse the trend of declining MA numbers. Shifts in the MA curriculum have also been under discussion, also with the hopes of reversing the trend of declining numbers. The MA program has also launched a minority recruitment program, awarding better stipends to strong minority candidates, as well as recruiting students from local HBCU’s. This gives us the opportunity to diversify our program. (The MFA program is also looking into minority recruitment.

TA teaching loads and stipends: We did offer a proposal to decrease teaching loads for our GTAs as a means of increasing enrollment in our graduate programs. Likewise, the university has periodically indicated that stipends might increase across the university, which would be a great recruitment opportunity for our programs.

Alumni tracking and solicitation: In recent years, we have improved tracking of our alumni. We hope to continue to improve as a means of promoting our programs. Being able to develop more donations from alumni (or elsewhere) may help us to fund our programs without relying as much on the state of Florida and the university as a whole.

Improved outreach to local High Schools: The undergraduate committee is exploring opportunities to recruit high achieving students in local high schools, as a means of both improving our level of student achievement and to reverse declining enrollment numbers.

Professional and technical writing and/or digital rhetoric (and Digital Humanities): Recruiting new faculty in this area (these areas) may allow us to expand our course offerings and to add a certificate program or graduate track in these areas, helping to attract new students to English.

Online teaching: Increasing our online teaching (as we have been doing over the review cycle) will be an opportunity to attract new students and perhaps general resources, particularly in the summer, thanks to the new RCM model.

H. Weaknesses and threats that impede program progress

Stipends: Currently, low GTA stipends in the College of Arts and Letters make for smaller-weaker graduate programs (which is leading to smaller enrollments, cancelled courses, etc.). Also, 2:2 loads, even in the first-year, is a heavy burden for MA/MFA students (weakening our graduate enrollments). This also weakens the quality of first-year courses staffed by first year graduate students (at least potentially). The MFA program has been better able to offset this problem through donations and through money generated in the Community Writing Workshops and summer camp. These opportunities do not currently exist in the MA program.

Alumni tracking: Though we have improved in this regard, tracking of alumni can be improved.
Advising: Recent shifts away from department-specific advising at the undergraduate level may be fiscally necessary at the College level, but it weakens our ability to communicate directly with our students and even to recruit students to the major. This may account for declining major enrollments in our undergraduate programs.

Departures: As mentioned several times above, over the past 4-5 years, English lost 11 faculty members. Four of these were to retirements of long-standing (20+ year) faculty and cannot be considered weaknesses/threats to the department on any level. The remaining lines were departures to different, higher-paying (and/or lower load) jobs. Though each had personal reasons for leaving that may have been unavoidable and have had little to do with their experience at FAU, the high level of attrition does point to the need for FAU to improve its salaries for faculty and perhaps its approach to partner hires. In particular, the departure of three Assistant Professors of color before even going up for tenure suggests that the department, College, and University need to concern themselves with matters of retaining faculty. With an almost fully replenished complement of tenure-line faculty as of 18-19, it would be a significant threat to the department to go through another round of so many departures. Some departmental turnover is inevitable (and even desirable), but retention of faculty is essential going forward.

Declining enrollments in the major and in the MA program: This has been detailed at some length above (along with some possible solutions), but it is a possible threat to some elements of the department. To be clear, enrollments in the major are only down 8.7% (as mentioned above) and there are a variety of explanations, and so this is more of a minor concern than a major weakness at the moment. It is important to arrest these declining enrollments for the health of our programs, however, particularly in the MA program.

Budget: Many of the above concerns come down to resources (GTA stipends, faculty salaries, and the like), a university-wide problem. The potential university-wide shift to an RCM model may address these concerns and improve the budget for the College and the department, but it is hard to know at this preliminary stage.

Deficit of tenure-lines: Though English has 31 tenure lines (with another being recruited) (as many as it has ever had), it is still at a deficit for what it needs, all things considered. While English is producing 22% of SCH’s in the College, it only has 17% of tenure lines, suggesting that the balance of faculty has shifted toward Instructors and adjuncts since the last program review. We have also “lost” two full-time faculty (Barclay Barrios and Adam Bradford) to College-level administration. Though they both continue to teach in English, English has lost 6 courses a year between them (more than a tenure-line faculty typically teaches in a year). The overall thinness of tenure-line faculty leads nearly all of that faculty to teach almost exclusively in the upper division and graduate programs. Though it is a goal of the department to have tenure-line faculty teaching further down in the curriculum (both for pedagogical reasons and to help recruit students to the major), this has frequently not been possible during the review period. New lines are a necessity in the department of English, though none have been forthcoming in recent years (all 11 hires over the past 3 years have been replacements).
I. Resource analysis

English remains a relatively inexpensive discipline, outside (and actually inside) of expenses on salary. Books and a means to write (typically computers) remain the most consistent expense.

One exception is our (actually the College’s) Advanced Media Production Lab, which requires updated technology on a regular basis, but which has no consistent revenue stream to provide that technology. Each year, the College AMP committee submits a tech fee to the university, but in years that the tech fee is not awarded, the “advanced” lab can fall behind in the quest to remain on the cutting edge. Some form of regular funding for technology for the lab would be immensely helpful, but does not currently exist. Other computer labs administered by the department also require periodic replacement of technology, which again relies primarily on tech fees.

Over the past 3-4 years, the College has provided a faculty travel budget that, while insufficient to cover all faculty conferencing and archival research, is appreciated and contributes to departmental productivity. There has also been an uptick over the past few years of special fellowships and travel awards awarded by the College, again making it more possible for faculty to conduct research that needs (minimal) funding.

The current College and University plan for supplying computers to non-tenure-earning faculty (Instructors) is probably insufficient to instructional needs. As increasing numbers of instructors do more and more of their teaching online (as well as using technological learning systems in face to face classes), it seems necessary to have a budget to supply Instructors with new computers regularly. The current plan to provide Instructors with castoffs of tenure-earning faculty computer, while (it seems) a budgetary necessity seems somewhat unsustainable given the increasing reliance on technology.

In terms of revenue streams, English (like most departments) is reliant on the funding decisions of the state, the College, and the university. The potential shift to the RCM model may be a financial boon to the College of Arts and Letters and the Department of English given the department’s productivity by most metrics (SCH’s, FTE’s, research productivity, number of majors), though this remains to be seen.

English should also continue to cultivate donors to our various programs to help provide supplementary funding. Other revenue streams currently include the Community Writing Workshops and the Summer SF Collab Lab. Last year, the NAVITAS program also provided compensations for English’s role in teaching their international students in the IFP. This is, at the moment, not guaranteed recurring money, though it may turn out to be so.

Other potential revenue streams could come from a Creative Writing graduate certificate or a graduate Professional and Technical Writing certificate, or other certificate programs for which those in the surrounding community might be inclined to pay.

Additional resources could help solve some of the budgetary shortfalls enumerated in Weaknesses and Threats.
J. Future Directions

Technology: The department has a goal to improve our engagement with technology, whether that be teaching with technology, acknowledging and producing specifically technological research modes (Digital Humanities and etc.) and/or making the best use of the technological spaces available to us, including especially the Advanced Media Production (AMP) Lab, but also other computer classrooms. Ultimately, the goal of the above is to prepare our students for the contemporary world where everything (even literature and humanities study) is mediated by digital media. This may include more and better training for online teaching for our faculty, more and better online teaching, etc., but is really more focused on using a swiftly changing technological landscape to improve our research and teaching in the classroom and in our publications. A more longterm associated goal would be to establish a nationally recognized Digital Humanities Center that would attract graduate students and scholars in the field.

Currently, we (shared with the College, but principally managed by English) have an "Advanced Media Production Lab," which has some advanced technology (including a 3D printer, eyeball tracker, Van Der Graaf Generator, Video Editing software, Adobe Photoshop software, etc.) It includes Macintosh desktops and laptops (the latter secured in a cabinet). Unfortunately, technology becomes less "cutting edge" yearly, and sometimes (and often more recently) tech fees are not granted. To rely on yearly tech fees to update the lab, acquire new technology, etc. is not completely sustainable. While the lab has some cool/new technology for teaching and research, its teaching station is severely out of date and the computers are now out of date and in need of replacement as well. To truly make this work, English needs a yearly budget to maintain and upgrade the AMP Lab. I'm not sure, as of yet, what that budget would be, but it would serve the whole College, as the lab does now. We also should consider hiring someone whose research specialization is Digital Humanities, regardless of period/field. We need someone to teach Digital Humanities methods to graduate students and to colleagues and to use the lab to its utmost capacity (potentially becoming a Digital Humanities Center). Our efforts to hire DH specialists in specific fields have borne some fruit, but the hirers were hired for other fields we needed to cover from a teaching and research point of view and thus will only be able to devote a portion of their time to teaching DH, managing the lab, etc. A dedicated faculty member in this area could, perhaps, take a reduced teaching load, and devote more time to both managing the lab/center and writing (and receiving!) grants to support it. Given the explosion of research (and research funding) in Digital Humanities in recent years, it's easy to see how our investment in this field would support not only our college's participation in our Big Data Analytics platform, but also platforms in Engagement and Undergraduate Research: digital humanities provides a salient link between the humanities and STEM fields, and a productive site for community engagement as well as student research at all levels. To really make this work the way it should, we need new resources.

To return to the idea of online teaching, it is possible that English will develop and begin offering an online English minor in the next 2-3 years. This should attract students in the online Interdisciplinary Studies major and perhaps attract enough students to consider offering an online major at some point in the more distant future.

Graduate study: Improvement of graduate study in English. One primary goal of the department for years has been to attract more and better students to our Master's program. In addition, we would like to be able to attract a more diverse graduate student body. The MFA program has
made strides in both directions in recent years, but for a variety of reasons the MA program has been suffering. If FAU can distinguish itself in Digital Humanities (mentioned above), it might attract such students. Likewise, if we can get grants associated with DH, it might be possible to use some of that money to support graduate students. More importantly, however, GTA stipends must improve if we are to attract more and better students. Having more and better graduate students will also improve the undergraduate teaching of composition/writing. Our current MA and MFA students teach first-year writing classes. Obviously, having stronger GTA’s in those classes will improve the level of instruction. In turn, stronger instruction should lead to better retention, more timely graduation, and other positive ramifications that help the metrics. All FAU students take ENC 1101 and 1102. Many take our sophomore level IFP/WAC classes. Staffing first-year classes with more accomplished, brighter, and better compensated instruction improves FAU’s metrics and funding. Another possible avenue to attract more and better graduate students is the development of a disciplinary Ph. D. program. This is more a thought than a "goal" at the moment, but many students choose to go elsewhere for a Ph. D. and get their MA along the way. Not having a disciplinary Ph. D. may be pushing students to other institutions where they can get one. We would not want to undercut the Comp. Studies Ph. D program… and there is some disagreement in the department about the wisdom of a disciplinary Ph. D. Thus, for now, the priority is to improve GTA stipends, to get them medical insurance, and to make FAU a more attractive place to get a graduate degree. Since this can only be fully accomplished at an institutional level, our associated goal is to raise funds and supplement current stipends insofar as that is possible. In addition, if we could acquire resources to enhance stipends even further for applicants of color, we could attract a more diverse student body.

Diversity, Social Justice, and/or Environmental Studies. In recent years we have made a number of hires in Postcolonial Studies/World Literature, in Multi-ethnic American Literature, in Environmental Studies, and in Social Justice. Given the University’s Platforms of Diversity and PJHR, and the Pillar linked to Environmental Science, it makes sense for us to further develop these areas. Over the past two years, creative writers and scholars in the department earned grant money for a Digital Humanities and Social Justice exhibit, bringing in the prominent artist Sharon Daniel to train faculty in digital methods and how to apply them to social justice. Making additional grant money available for similar creative and scholarly interdisciplinary projects may serve to make FAU English a distinctive department in the region and the nation. Likewise, we have made three hires over the past two years whose research is linked to Environmental Studies, and one goal for the future would be to link some of that research to the Environmental Studies program centered in Davie, perhaps become members of grant-earning teams in the field and link FAU’s location and expertise in environmental studies to humanities and/or creative projects that would heighten awareness of our precarious environmental moment, and perhaps encourage funding of science to help us out of our predicament. Likewise, again, given our current social and political moment, it makes sense to both foster and highlight the work being done in the department on social justice (whether justice directed creative work and/or research with a social justice angle). Establishing an Environmental Humanities center in the College might be one avenue to accomplish some of the above, allowing Environmentally focused faculty members in our and other departments to have a nexus for their work and interdisciplinary work. Making a senior hire in the field of Environmental Humanities (possibly an English faculty member, but not necessarily so) and a budget for such a project might be one possibility, if an expensive one. Having such a center might be a place from which grant
proposals to an outside agency could be made, bringing money into the College, department, and the university. On a more modest scale, providing a yearly budget for competitive College(or University) grants linked to creative and scholarly social justice work (and communally directed work), both for faculty and for graduate students would help foster this kind of work and raise the community and campus profile of research in the department.

Researching and increasing success in first-year writing: Recent analytics have shown that success in ENC 1101/02 are strong predictors of retention and graduation within four years. Our department serves over 3,000 students each semester in these classes, and our instruction in our classes remains consistent, even as the majority of sections are taught by GTAs and several sections (particularly in the fall) are taught by adjuncts. We would like to research how we can use ENC 1101/02 to better connect to and support students as they prepare for the rest of their degree. This includes better integrating campus resources (including student services, Writing Center/tutoring, etc.), as well as increasing our focus on research and information literacy skills in these courses. We have already increased our department's investment in first-year writing by creating an Associate Director of Writing Programs position for one of our instructors (in line with the program model of LLCL as well as writing programs at our peer institutions including FIU, FSU, UF, USF, etc.). We would like to continue to invest in these courses first by evaluating current teaching practices in 1101/02 and needs of ENC 1101/02 students. In particular, we hope to target the needs of students receiving less than a B in ENC 1101, as recent data has shown that earning a B or better in ENC 1101 is a strong predictor of retention and graduation within four years. We hope to identify ways to better serve these students with existing university resources, such as earlier intervention with students at risk for earning below a B in ENC 1101, and also develop new resources, such as enhanced writing center partnerships with targeted classes, developing new peer tutoring opportunities, and/or revising elements of the curriculum to better support student conferences, peer review practices, etc. We would also like to enhance student learning in the areas of information literacy and research in 1101/02, looking for new ways to incorporate undergraduate research more prominently in first-year writing. We will also investigate opportunities for our first-year writers to participate in national research projects, such as the LILAC Project (Learning Information Literacy Across the Curriculum), a multi-institutional study of student information-seeking behaviors.

K. Student Feedback

English performs exit surveys for both undergraduate and graduate students. Responses cannot help but be optional and so the data can better described as anecdotal than as somehow scientific. Results are discussed, briefly, below.

Undergraduate Strengths

Students repeatedly said they valued the engagement and passion of the professors in a variety of areas. As one undergraduate committee member wrote, “I don’t think I am exaggerating when I say that many students pointed to the diversity of courses and approaches and how every professor seemed to bring a different angle. I think our department should hear this. These
statements from our students also can combat what I often sense is implicit pressure, coming from above or somewhere, that we should all teach exactly alike. That is not what our students say is valuable to them when they think back over their experience in the major.” The word “passionate” appears 16 times in the written responses. Students valued the “amazing” “knowledgeable professors” who “really care” about the students. They found their elective courses to be “very rewarding.” Students found faculty here to be “approachable” and repeatedly praised faculty responsiveness to student emails.

Students felt that the internship program enhanced their experience in the major and taught them valuable job skills.

Students recorded similar positive comments for Study Abroad.

A number of students wrote about access to classes on partner campuses as a program strength.

Student comments on partner campus experience were very positive in spite of more limited faculty numbers.

In terms of teaching technique, students prefer whole class discussion. Lecture ranks second. Small group discussion comes in at a distant third.

Undergraduate areas for improvement

Student comments reflected anxiety about job preparedness and skills. In addition to our Alumni and What Can I Do with My English Major? workshops and our internship program, we might do more to encourage students to visit the career center.

Students expressed a desire for more online and evening classes, more variety in courses, access to fuller and up to date course descriptions so that they “know what they are getting into ahead of time,” access to syllabi for previous versions of courses, more courses tied to non-academic career paths, more sections of required courses, and fewer time conflicts between classes. Students expressed confusion at the number of courses on our checklist that had never been offered in their time here (this concern has, to some degree, been addressed). Students would like “free coffee available to English majors.”

MA program student feedback

M.A. students typically fill out an exit form before or immediately following their graduation. Overall, the feedback (in response to “Please describe what aspects of the program have served you well”) suggests that students are impressed by the faculty. As one student wrote in November 2017, “The professors in the English department are amazing. The quality of instruction makes for a quality education.” Students mention smaller class sizes and the variety of courses as qualities they appreciate. Another student (also November 2017) noted, “I greatly enjoyed the majority of my coursework. Class-size was small, the new facilities on the Boca campus were wonderful, and the course content was interesting and well-delivered. The program was appropriately rigorous, particularly for individuals who work full-time.” Students
consistently cite the graduate advisor as “amazing.” In a December 2016 survey one student wrote, “I enjoyed working with staff members who were friendly, helpful, and supportive. It made the initial transition to graduate school a lot easier. I also enjoyed the insightful talks, coffee roundtables, and guest speakers.”

In response to “Please describe what aspects of our program need improving,” students repeatedly noted low pay and lack of insurance. As one student put it (in December 2017), “it was very difficult to complete the program and live on just the GTA salary alone. I worked two other part time jobs on top of full-time classes and teaching at FAU. It would have been great to not worry as much about finances and focus more on my studies/teaching.” Another student (July 2016) found teaching to be too consuming: “I feel like it is very hard to graduate this program in the recommended two years. This might be easier achieved if teaching-loads were lightened or we were required to take less classes. The pay is also extremely low and we do not have insurance.” Lastly, some students also complained about course offerings as they relate to the concentrations. One student (April 2016) was upset that s/he “didn’t get to study British lit (my concentration) until preparing for my MA exam (only two classes focused on British Lit only).” Another student (March 2017) offered, “The most immediate issue with the program is that there is not enough opportunity to explore one’s concentration before beginning a thesis. In my opinion, there is no reason that 6700 and Colloquium couldn’t be condensed into one course, and also no reason that the major elements of Principles and Problems of Literary Theory couldn’t be addressed in the literary theory courses or in a combined entry level course.” The Graduate Committee is currently revising its requirements, including the concentrations which we have decided to eliminate (with the exception of Science Fiction/Fantasy).

MFA program feedback

Each year the graduating MFAs fill out an exit survey that asks for feedback about their experience in the program, including their coursework, their teaching, and their experience writing the thesis. From these surveys we have learned that students very much appreciate the wide range of creative-writing-related coursework we offer them, particularly the translation workshop and the revision workshop. They have been appreciative of the new internship program and have on occasion gone on to continue working for the company with which they interned. They have also expressed repeatedly their appreciate of the professionalization opportunities they have received: teaching the community workshops, taking the Teaching Creative Writing course, attending specialized workshops about applying for jobs and submitting their work to journals. They are also generally pleased with the thesis process, praising their thesis advisors for careful and thorough feedback and guiding them through what is often an arduous and complicated process.

L. Questions for Reviewers

1. Do you have any suggestions for arresting and reversing the decline in the number of English majors (among those suggested above, or beyond them?)
2. Do you have any suggestions for arresting and reversing the decline in the number of students in the M.A. program (among those suggested above, or beyond them).

3. Do you have any suggestions for revising our major, or for adding majors, or adding programs, or concentrations (Professional/Technical Writing? Other possibilities?)

4. Do you have any suggestions for revising the curriculum of our MA program?

5. Do you have any suggestions for better keeping contact with alumni, cultivating connections, finding potential donors, and etc. for the department?

6. Do you have recommendations for developing “for profit” certificate programs of any kind? Any suggestions of ways to cultivate income to help support our graduate students (and attract new ones?)

7. Do you have any recommendations for retaining faculty (beyond more competitive salaries), a problem in recent years?

8. Do you have any recommendations for increasing both faculty and student diversity, in both graduate and undergraduate programs (though perhaps more pressingly in graduate programs)?

9. Do you have any suggestions for improving the structure and teaching of our IFP courses (College Writing I and II and Interpretation of Fiction, Poetry, Drama, and Creative Nonfiction).

10. Do you have any recommendations regarding the (likely) expansion of online teaching in our department?

Thanks
Substantial contributions to this report came from Julieann Ulin, Sika Dagbovie-Mullins, Becka McKay, Wendy Hinshaw, and Emily Stockard. Thanks are also due to Andrew Furman who completed the 2012 English Self Study (useful as a model) and to colleagues in the College of Arts and Letters who allowed their own reports from previous years to be used as models. In particular, Eric Landes’ and Des Gallant’s were helpful. Thanks also due to Adam Bradford who usually answered his phone. All errors belong to Eric Berlatsky.
Undergraduate English Major Checklist (BA)

Note: English Education majors cannot double major with English.
LIT 2010, LIT 2030, LIT 2040, LIT 2070, LIT 2090, and LIT 2100 can NEVER be applied toward the English major.

Requirements

- At least **39 credits** must be completed within the major per the plan listed below. At least 30 of these credits must be completed in residence at FAU.
- Students must earn a ‘C’ or better so that English courses may be applied toward the major, however, a ‘C’ (2.0 or higher) average for English major courses is required to graduate with a B.A. in English.

**ENGLISH DEGREE REQUIREMENTS (39 CREDITS TOTAL)**

**REQUIRED COURSES (6 CREDITS TOTAL)**

**NOTE:** It is strongly recommended that students take ENG 3822 during their first semester taking English major courses. LIT 3213 should be taken in the subsequent semester.

**ENG 3822: Introduction to Literary Studies (3 credits)**

**LIT 3213: Literary Theory (3 credits)**

**CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE (6 CREDITS TOTAL)**

- At least two upper-division courses must pay significant attention to literature before 1800 (denoted by the ‘*’).
- Up to six credits at the 2000-level may be applied to Category II (AML 2100, AML 2120, ESL 2120, or ESL 2122 only).

**CATEGORIES II: AMERICAN LITERATURE, BRITISH LITERATURE, AND GENRE STUDIES (15 CREDITS TOTAL)**

<table>
<thead>
<tr>
<th>Pre-1800’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits</td>
</tr>
</tbody>
</table>

**CATEGORIES III: WRITING & RHETORIC (3 CREDITS TOTAL)**

**ENGLISH ELECTIVES (9 CREDITS TOTAL)**

- English electives may come from ANY courses in Categories I-III.
- Only 1 course from the optional electives section (electives offered outside the English Department) may be applied to the English major.

**OPTIONAL**

**Areas of Concentration**
Students may only choose one area of concentration. Concentrations are noted on students’ transcripts.

1. **American Literature**
   - 12 credits must have the AML prefix.

2. **British Literature**
   - 12 credits must have the ENL prefix.

3. **Multicultural Literature & Gender Studies**
   - 12 credits must be selected from Category I. Special Topics courses may also be included as approved by the English Department.

4. **Writing & Rhetoric**
   - 12 credits must be selected from Category III.

5. **World Literatures**
   - 12 credits must be denoted with (WL) or be selected from the optional electives section. Special Topics courses may also be included as approved by the English Department.

**English Honors Program**
Recommended for students who intend to pursue graduate studies in English. Unless noted, these courses require a minimum overall GPA of 3.0 and an English major GPA of 3.5. Please see your advisor for other required prerequisites. All honors courses may be applied toward the English Electives category of the English Major Checklist. Application process required.

**ENG 4932: Honors Seminar (3 credits)**
Offered during fall semesters. This course is required for Honors, but is open to students interested in more advanced literary study. Requires departmental permission.

**ENG 4910: Honors Research (3 credits)**
Offered during spring semesters. Requires departmental permission.

**CRW 4932: Creative Writing Honors Seminar (3 credits)**
Offered during spring semesters. Requires departmental permission.

**ENG 4940: English Internship (3 credits)**
Requires a minimum overall GPA of 3.0 and an English major GPA of 3.0. ENG 4940 may be applied toward the English Electives category of the English Major Checklist. Application process required.

---

Student: ________________________  ZH: ________________________
Date: ________________________
English Major GPA: ____________
**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3822</td>
<td>Intro to Literary Studies</td>
</tr>
<tr>
<td>LIT 3213</td>
<td>Literary Theory</td>
</tr>
</tbody>
</table>

**CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AML 3265</td>
<td>Florida Women Writers</td>
</tr>
<tr>
<td>AML 4004</td>
<td>African American Lit to 1895</td>
</tr>
<tr>
<td>AML 4007</td>
<td>African American Lit 1895 – Present</td>
</tr>
<tr>
<td>AML 4630</td>
<td>U.S. Latino/a Literatures</td>
</tr>
<tr>
<td>AML 4640</td>
<td>American Indian Literature</td>
</tr>
<tr>
<td>AML 4663</td>
<td>Jewish American Literature</td>
</tr>
<tr>
<td>AML 4673</td>
<td>Asian American Literatures</td>
</tr>
<tr>
<td>SPECIAL TOPICS 4930</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** See bullet point above for more information about special topics

**CATEGORY II: AMERICAN LITERATURE, BRITISH LITERATURE, & GENRE STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AML 2010</td>
<td>American Literature to 1895</td>
</tr>
<tr>
<td>AML 2020</td>
<td>American Literature 1865 – 1945</td>
</tr>
<tr>
<td>AML 3111</td>
<td>American Novel 19th Century</td>
</tr>
<tr>
<td>AML 3121</td>
<td>American Novel 20th Century</td>
</tr>
<tr>
<td>AML 3263</td>
<td>Southern Literary Renaissance</td>
</tr>
<tr>
<td>AML 4213</td>
<td>Colonial &amp; Early American Literature</td>
</tr>
<tr>
<td>AML 4222</td>
<td>American Lit – 19th Century Traditions</td>
</tr>
<tr>
<td>AML 4242</td>
<td>American Lit – 20th Century Movements</td>
</tr>
<tr>
<td>AML 4311</td>
<td>Major American Writers – 19th Century</td>
</tr>
<tr>
<td>AML 4321</td>
<td>Major American Writers – 20th Century</td>
</tr>
<tr>
<td>ENGL 4114</td>
<td>Literature &amp; Film</td>
</tr>
<tr>
<td>ENL 2012</td>
<td>British Literature to 1798</td>
</tr>
<tr>
<td>ENL 2022</td>
<td>British Literature since 1798</td>
</tr>
<tr>
<td>ENL 3112</td>
<td>British Novel – 18th Century</td>
</tr>
<tr>
<td>ENL 3122</td>
<td>British Novel – 19th Century</td>
</tr>
<tr>
<td>ENL 3132</td>
<td>British Novel – 20th Century</td>
</tr>
</tbody>
</table>

**ENL 3425S: Backgrounds in British/American Lit (usually)**

**NOTE:** There are multiple courses with the prefix ENL 3425.

**SPECIAL TOPICS 4930**

**NOTE:** See bullet point above for more information about special topics

**CATEGORY III: WRITING & RHETORIC**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 3213</td>
<td>Professional Writing</td>
</tr>
<tr>
<td>ENC 3310</td>
<td>Advanced Exposition</td>
</tr>
<tr>
<td>ENC 4138</td>
<td>Principles of Research Writing</td>
</tr>
<tr>
<td>ENC 4354</td>
<td>Writing for Nonprofits</td>
</tr>
<tr>
<td>ENG 4020</td>
<td>Studies in Writing &amp; Rhetoric</td>
</tr>
<tr>
<td>CRW 3010</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>CRW 4120</td>
<td>Fiction Workshop 1</td>
</tr>
</tbody>
</table>

**CRW 4121** Fiction Workshop 2

**CRW 4211** Creative Writing: Nonfiction

**CRW 4310** Poetry Workshop 1

**CRW 4311** Poetic Forms

**CRW 4321** Poetry Workshop 2

**CRW 4723** Literary Editing & Publishing

**LIN 4800** Structure of Modern English

**SPECIAL TOPICS 4930**

**NOTE:** See bullet point above for more information about special topics

**OPTIONAL ELECTIVES OFFERED OUTSIDE THE ENGLISH DEPARTMENT (CATEGORY IV) – ONLY 1 COURSE MAY BE APPLIED TO ENGLISH MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRT 3140</td>
<td>Literature in Translation: The French Tradition</td>
</tr>
<tr>
<td>FRW 4930</td>
<td>Special Topics in French Literature</td>
</tr>
<tr>
<td>GET 3100</td>
<td>German Literature in Translation</td>
</tr>
<tr>
<td>GET 3600</td>
<td>Kafka, etc.</td>
</tr>
<tr>
<td>GET 3610</td>
<td>Thomas Mann</td>
</tr>
<tr>
<td>GEW 4930</td>
<td>Special Topics in German Literature</td>
</tr>
<tr>
<td>ITT 3111</td>
<td>Literature in Translation: The Italian Tradition</td>
</tr>
<tr>
<td>ITT 4440</td>
<td>Dante: The Commedia in Translation</td>
</tr>
<tr>
<td>ITT 4194</td>
<td>Comparative Caribbean Literature</td>
</tr>
<tr>
<td>SPH 3100</td>
<td>Literature in Translation: The Spanish Tradition</td>
</tr>
<tr>
<td>SPW 4930</td>
<td>Special Topics in Spanish or Latin American Literature</td>
</tr>
</tbody>
</table>

*Other OPTIONAL ELECTIVE courses not listed may be offered. Please speak with the English advisor about specific course questions.*
Undergraduate English Minor Checklist

Note: English majors cannot minor in English.

LIT 2010, LIT 2030, LIT 2040, LIT 2070, LIT 2090, and LIT 2100 NEVER count toward the English major.

The minor encourages breadth of knowledge in literary studies and offers experience in critical analysis.

➢ 15 credits in English courses must be completed.
➢ At least 4 of 5 courses must be taken at FAU and at least 4 of 5 courses must be taken in the English Department. If a course is taken outside of the English Department, it must be approved by the department and have a literary studies focus.
➢ Students must earn a ‘C’ or better for English courses to count toward the minor, however, a ‘C’ (2.0 or higher) average for English minor courses is required for successful completion of the minor.
➢ English Education majors should note that no more than 1 course can count toward their major and the English minor.

Students interested in the English minor should contact the Department of English advisor.

ENGLISH MINOR REQUIREMENTS
(15 CREDITS TOTAL)

CHOOSE ONE REQUIRED COURSE (3 CREDITS)

ENG 3822: Introduction to Literary Studies (3 credits)  OR  LIT 3213: Literary Theory (3 credits)

NOTE: ENG 3822 is recommended

CHOOSE ONE 2000-LEVEL SURVEY COURSE (3 CREDITS)
(Choose from AML 2010, AML 2020, ENL 2012, or ENL 2022 only)

CHOOSE 1 UPPER-DIVISION COURSE FROM
CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE (3 CREDITS)

CHOOSE 2 UPPER-DIVISION COURSES FROM CATEGORIES I –III (6 CREDITS)
*ENC 3213 does not count toward the minor
(ONLY ONE COURSE MAY BE TAKEN FROM OPTIONAL OUTSIDE ELECTIVES SECTION – SEE NOTE ABOVE REGARDING OUTSIDE ELECTIVES)

Student: ______________________________
Z#: __________________
Date: ____________________
- Classes listed for Categories I-III and optional electives are NOT taught every semester. Course offerings vary from year to year.

- AML 4030, EN 4030, ENC 4030, CW 4030, and IT 4030 are Special Topics courses. Applicability of these courses to a specific category is determined by the English department. For additional information, please seek assistance from the English department academic advisor.

**REQUISITE COURSES**

- ENGL 3222: Intro to Literary Studies
- LIT 3213: Literary Theory

**CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE**

- AML 3265 Florida Women Writers
- AML 4604 African American Lit to 1895
- AML 4607 African American Lit 1895 – Present
- AML 4630 U.S. Latino/a Literatures
- AML 4640 American Indian Literature
- AML 4663 Jewish American Literature
- AML 4673 Asian American Literatures
- SPECIAL TOPICS 4930

**NOTES:** See bullet point above for more information about special topics.

**CATEGORY II: AMERICAN LITERATURE, BRITISH LITERATURE, & GENRE STUDIES**

- AML 2010 American Literature to 1865
- AML 2020 American Literature 1865 – 1945
- AML 3111 American Novel 19th Century
- AML 3121 American Novel 20th Century
- AML 3263 Southern Literary Renaissance
- AML 4213 Colonial & Early American Literature
- AML 4223 American Lit – 19th Century Traditions
- AML 4242 American Lit – 20th Century Movements
- AML 4311 Major American Writers – 19th Century
- AML 4321 Major American Writers – 20th Century
- ENGL 4114 Literature & Film
- ENGL 2012 British Literature to 1798
- ENGL 2022 British Literature since 1798
- ENGL 3117 British Novel – 18th Century
- ENGL 3122 British Novel – 19th Century
- ENGL 3132 British Novel – 20th Century
- ENGL 3425: Backgrounds in British/American Lit (*usually)
  - **NOTE:** There are multiple courses with the prefix ENGL 3425.
  - ENGL 3425

**NOTES:** See bullet point above for more information about special topics.

**CATEGORY III: WRITING & RHETORIC**

- ENGL 3133 Professional Writing
- ENGL 3310 Advanced Exposition
- ENGL 4138 Principles of Research Writing
- ENGL 4354 Writing for Nonprofits
- ENGL 4020 Studies in Writing & Rhetoric
- CRW 3010 Creative Writing
  - **Note:** CRW 3010 is a prerequisite for all 4000-level CRW workshops

- CRW 4120 Fiction Workshop 1

**OPTIONAL ELECTIVES OFFERED OUTSIDE THE ENGLISH DEPARTMENT (CATEGORY IV) — ONLY 1 COURSE MAY BE APPLIED TO ENGLISH MAJOR REQUIREMENTS**

- FRT 3140 Literature in Translation: The French Tradition
- FRW 4930 Special Topics in French Literature
- GET 3130 German Literature in Translation
- GET 3600 Kafka, etc.
- GET 3610 Thomas Mann
- GEW 4930 Special Topics in German Literature
- ITT 3110 Literature in Translation: The Italian Tradition
- ITT 3111 Love & Lovers in Italian Literature
- ITT 4440 Dante: The Commedia in Translation
- ITL 4194 Comparative Caribbean Literature
- SPT 3100 Literature in Translation: The Spanish Tradition
- SPT 4130 Latin American Literature in Translation
- SPW 4930 Special Topics in Spanish or Latin American Literature

Other OPTIONAL ELECTIVE courses not listed may be offered. Please speak with the English academic advisor about specific course questions.
4 YEAR FLIGHT PLAN:
BA in English

FAU is committed to your success as a student. One way we define student success is efficient and effective progression through your degree program.

This Flight Plan is a tool to assist you in planning the courses you should complete and the milestones you should reach during your undergraduate studies so you may graduate on time. It is our intention that you complete this planning tool in collaboration with an academic advisor to ensure good understanding of:

- Which graduation requirements you have satisfied
- Which Intellectual Foundations and elective courses match your career plans
- How to balance coursework with your other responsibilities (e.g., employment) and optional activities (e.g., mentored research, study abroad, student organizations, leadership)
- How to get the most from your academic experience at FAU

Your academic advisor will help you customize and maintain your Flight Plan during the next four years so that you stay on track for success at FAU. In order to graduate on time, you will need to:

- Complete an average of 30 credit hours per year
- Earn 120 credit hours, at least 45 in the upper division (3000 or 4000 level)
- Earn at least 9 credit hours in summer coursework (or equivalent)

Your advisor will help you identify what additional milestones apply to you, as well as how you may even graduate early or enter an accelerated graduate program. If you have any questions at all about your FAU Flight Plan, feel free to contact any of the following individuals for assistance. They are here to help!

Your Academic Advising Professionals

<table>
<thead>
<tr>
<th>University Advising Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
</tr>
<tr>
<td>Email Address, Phone Number:</td>
</tr>
<tr>
<td>Additional Information:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/Program Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
</tr>
<tr>
<td>Email Address, Phone Number:</td>
</tr>
<tr>
<td>Additional Information:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
</tr>
<tr>
<td>Email Address, Phone Number:</td>
</tr>
<tr>
<td>Additional Program Information:</td>
</tr>
</tbody>
</table>

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.
NOTE: Some students may be required to maintain a GPA of 2.75 or higher to remain eligible for scholarships or to be stronger candidates for admission to internships, graduate programs, and professional schools. Please confirm your required GPA with your academic advisor.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES AND CREDIT HOURS</td>
<td>MILESTONES</td>
<td>ADVISING TIPS</td>
<td></td>
</tr>
<tr>
<td>EN1 101 College Writing 1 (lec)</td>
<td>3</td>
<td>1. One math course must contain the prefix MAC or MGF</td>
<td>2. Declare your major by end of semester.</td>
</tr>
<tr>
<td>Foundations of Math course (Group A)</td>
<td>3</td>
<td></td>
<td>3. Complete Major Knowledge, print out and bring to advising appointment.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td></td>
<td>4. Create student profile in OWL, CareerLink.</td>
</tr>
<tr>
<td>SLS 1503 Learning Strategies and Human Development</td>
<td>2</td>
<td></td>
<td>5. Meet with your academic advisor.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Balance/Other Commitments & Activities: Join the English Club (optional)

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES AND CREDIT HOURS</td>
<td>MILESTONES</td>
<td>ADVISING TIPS</td>
<td></td>
</tr>
<tr>
<td>EN1 102 College Writing 2 (lec or equiv.)</td>
<td>3</td>
<td>1. One math course must contain the prefix MAC or MGF</td>
<td>1. Develop Individual Learning Plan for career development.</td>
</tr>
<tr>
<td>Foundations in Global Citizenship</td>
<td>3</td>
<td></td>
<td>2. Attend Career of Majors Fair.</td>
</tr>
<tr>
<td>Foundations of Math course (Group A or B)</td>
<td>3</td>
<td></td>
<td>3. Confirm/declare your major.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td></td>
<td>4. Meet with your academic advisor.</td>
</tr>
<tr>
<td>Foundations of Science &amp; the Natural World (Group A)</td>
<td>3</td>
<td></td>
<td>5. Formulate your academic major.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Balance/Other Commitments & Activities:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES AND CREDIT HOURS</td>
<td>MILESTONES</td>
<td>ADVISING TIPS</td>
<td></td>
</tr>
<tr>
<td>Foundations of Society and Human Behavior (Group A or B)</td>
<td>3</td>
<td></td>
<td>1. Schedule appointment to meet with English Department advisor.</td>
</tr>
</tbody>
</table>

Balance/Other Commitments & Activities:

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.
### YEAR 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>(X) Summer</th>
<th>( ) Fall</th>
<th>( ) Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and Credit Hours</td>
<td>Milestones</td>
<td>Advising Tips</td>
<td></td>
</tr>
<tr>
<td>ENG 3822 Introduction to Literary Studies</td>
<td>3</td>
<td>1. Take a WAC course from Global Citizenship OR take two WAC courses from Humanities.</td>
<td>1. Meet with your academic advisor. 2. You will receive an email from your faculty mentor. 3. Attend &quot;What Can I Do With My English Degree Workshops.&quot; 4. English majors are encouraged to take LIT 2010, 2030, 2040, or 2070 (WAC) 6. Foundations in Humanities</td>
</tr>
<tr>
<td>Foundations of Humanities (Group A or B)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Global Citizenship</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Society and Human Behavior (Group A)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Total 15</td>
<td></td>
</tr>
</tbody>
</table>

#### Balance/Other Commitments & Activities:

<table>
<thead>
<tr>
<th>Semester</th>
<th>( ) Summer</th>
<th>(X) Fall</th>
<th>( ) Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and Credit Hours</td>
<td>Milestones</td>
<td>Advising Tips</td>
<td></td>
</tr>
<tr>
<td>Foundations of Science in the Natural World (Group A or B)</td>
<td>3-4</td>
<td>1. Be sure you take a lab science course if you have not already done so.</td>
<td>1. Select English concentration track (optional) 2. Attend English Internship Opportunities workshop 3. Touch base with Faculty Mentor 4. Schedule appointment to meet with English advisor 5. Explore the English Internship Program</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Total 15-16</td>
<td></td>
</tr>
<tr>
<td>LIT 3213 Literary Theory</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Category II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Humanities (Group A)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Balance/Other Commitments & Activities:

<table>
<thead>
<tr>
<th>Semester</th>
<th>( ) Summer</th>
<th>( ) Fall</th>
<th>( ) Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and Credit Hours</td>
<td>Milestones</td>
<td>Advising Tips</td>
<td></td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
<td>1. Apply for an English Internship 2. Visit Career Development Center for help with Resume</td>
<td></td>
</tr>
</tbody>
</table>
## YEAR 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Advising Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and Credit Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Category I</td>
<td>3</td>
<td></td>
<td></td>
<td>1. Attend job/graduate school fairs</td>
</tr>
<tr>
<td>English Category II - 1800</td>
<td>3</td>
<td></td>
<td></td>
<td>2. Meet with your academic advisor</td>
</tr>
<tr>
<td>English Category III</td>
<td>3</td>
<td></td>
<td></td>
<td>3. Attend English Major Workshop Series</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
<td></td>
<td>4. Attend English Major GRE Prep</td>
</tr>
<tr>
<td>English Category I</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Balance/Other Commitments & Activities:**

### Summer

<table>
<thead>
<tr>
<th>Courses and Credit Hours</th>
<th>Milestones</th>
<th>Advising Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Category II</td>
<td>3</td>
<td>1. Visit with career counselors for job search</td>
</tr>
<tr>
<td>English Elective (select from category I-IV)</td>
<td>5</td>
<td>2. Attend English Major Workshop Graduate School Planning Road Map</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>3. Meet with English Advisor</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>4. Meet with English Faculty Mentor</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Balance/Other Commitments & Activities:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Advising Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and Credit Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
<td></td>
<td>1. Maintain good academic standing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Apply for English Internship (if you haven't already)</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## YEAR 4

<table>
<thead>
<tr>
<th>Semester</th>
<th>( ) Summer</th>
<th>( ) Fall</th>
<th>( ) Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and Credit Hours</td>
<td></td>
<td>Milestones</td>
<td>Advising Tips</td>
</tr>
<tr>
<td>Peer Elective</td>
<td>3</td>
<td></td>
<td>1. Continue job/graduate school planning</td>
</tr>
<tr>
<td>Peer Elective</td>
<td>3</td>
<td></td>
<td>2. Attend job/graduate school fairs</td>
</tr>
<tr>
<td>English Elective (select category I-IV)</td>
<td>3</td>
<td></td>
<td>3. Meet with your Academic Advisor</td>
</tr>
<tr>
<td>Peer Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Balance/Other Commitments & Activities:

<table>
<thead>
<tr>
<th>Semester</th>
<th>(N) Summer</th>
<th>( ) Fall</th>
<th>( ) Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and Credit Hours</td>
<td></td>
<td>Milestones</td>
<td>Advising Tips</td>
</tr>
<tr>
<td>English Category II - Pen-1800</td>
<td>3</td>
<td></td>
<td>Submit Graduation Application by the posted deadline</td>
</tr>
<tr>
<td>English Category II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Balance/Other Commitments & Activities:

You and your advisor will customize your Flight Plan and update it as necessary as you progress through your program.

### More Information

- Academic Program Requirements and Career/Professional Development Information: [http://www.fau.edu/edc/students/majors/](http://www.fau.edu/edc/students/majors/)
- Student Policies, Services, Resources (Handbook): [http://www.fau.edu/handbook/](http://www.fau.edu/handbook/)
- Registration, Transcripts, Forms, Student Records: [http://www.fau.edu/registrar/](http://www.fau.edu/registrar/)
- Academic Support (Center for Teaching and Learning, Tutoring, Writing Center, Undergraduate Research): [http://www.fau.edu/cdl/](http://www.fau.edu/cdl/)
- Student Financial Aid, Other Financial Services:

### http://www.fau.edu/finaid/

Students with Disabilities: [http://osp.fau.edu/](http://osp.fau.edu/)

Student Life (Housing, Events & Organizations, Wellness, Counseling, Leadership, Military Affairs, etc.): [http://www.fau.edu/student/SADepis.php](http://www.fau.edu/student/SADepis.php)

### Tips for Success

- Meet with your advisor at least once a semester.
- Monitor your progress in your courses; “check-in” with your instructors regularly.
- Check your degree audit every semester.
- Stay aware of important deadlines.

*This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.*
• Take advantage of resources FAU has made available to you to help you succeed on your flight.
CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

COMMUNICATION SKILLS (Written Communication): Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

CRITICAL THINKING (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

Essays in a sample of 3000- and 4000-level English courses will be assessed annually and holistically according to a rubric (see next page) developed and shared by faculty and communicated to students. The rubric distinguishes levels of competence and defines the minimum requirements for demonstrating the skills designated above.

Students whose essays are rated Competent, Strong, or Superior are making progress toward the degree. Students whose essays are rated Inadequate will be referred to the University Center for Excellence in Writing. Students whose essays are consistently rated Inadequate in any course will effectively fail that course and must successfully retake the course or an equivalent course.
RUBRIC FOR HOLISTIC ASSESSMENT OF ESSAYS
SUPERIOR
Addresses the question or prompt fully
Demonstrates substantial comprehension of relevant material
Shows substantial depth, complexity, and creativity of thought
Demonstrates clear and coherent organization
Develops arguments fully with ample supporting detail
Demonstrates superior control of diction, syntactic variety, and transitions
STRONG
Address the question or prompt substantively, yet not fully
Demonstrates comprehension of relevant material
Shows depth, complexity, and creativity of thought
Demonstrates clear organization
Develops arguments with supporting detail
Demonstrates control of diction, syntactic variety, and transition
COMPETENT
Adequately addresses the question or prompt
Demonstrates adequate understanding of relevant material
Shows clarity of thought but may treat the topic simplistically or repetitively
Demonstrates adequate organization
Develops arguments adequately, with some detail
Demonstrates adequate facility with syntax, mechanics, and usage but contains some errors
INADEQUATE
May distort or neglect parts of the question or prompt, and/or
Fails to comprehend relevant material
Lacks clarity of thought; demonstrates confused/simplistic thinking, and/or
Lacks adequate organization, and/or
Fails to provide adequate or appropriate details to support generalizations, or may provide details without generalization, and/or
Demonstrates significant errors in language, syntax, or mechanics
The Honors Program in English provides the opportunity for qualified majors to undertake advanced literary research in a community of their undergraduate peers. This program is especially recommended for students who plan to pursue a graduate degree in literary studies.

**Eligibility Requirements**

1. Minimum overall GPA of 3.0 and a GPA of 3.5 or above in English major courses;

2. Completion of 60 credits, including at least 15 upper-division English major credits;

3. Completion of ENG 3822, Introduction to Literary Studies, or LIT 3212, Literary Theory (or, may petition to take either concurrently with the Honors Seminar).

**Application Requirements**

1. A copy of the student's (unofficial) current transcript highlighting all English major courses;

2. A one-to-two page statement of purpose detailing why the student is applying to the Honors Program and describing the possible focus of the student's honors thesis;

3. A copy of a critical essay the student wrote for an English class that exemplifies the student's best work (no more than 10 pages). Please include the course name and instructor.

**Program Requirements**

The English Honors Program entails taking two related courses (3 credits each) in the fall and spring and completing an honors thesis between 20-40 pages.

1. Honors Seminar, ENG 4932: Required for honors students but open to those interested in more advanced literary study. Allows students to synthesize the literary knowledge and critical skills gained in the English major. More intensive and interactive than the department's other courses and organized in ways that anticipate graduate-level courses. Topics of the seminar change from year to year. Offered once a year in the fall.

2. Rt Honors Research, ENG 4910: Facilitates the writing of the honors thesis, the final aim of the course. Exposes students to the standards and best practices of research-level literary scholarship while also preparing the ground for the students' intended research topics. May include library research visits, presentations on different research and analytical methodologies and peer editing workshops. At the end of spring semester, students will present their theses at an Honors Research course event or the Undergraduate Research Symposium. Offered once a year in the spring.

*Students will receive the designation “Honors in English” at the time of graduation upon satisfactory completion of the following requirements:*

1. Fulfillment of all normal field distribution requirements for the English major;

2. Completion, with a grade of "B" or higher, of Honors Seminar and Honors Research;

3. Achievement of an overall GPA of at least 3.0 and a GPA of at least 3.5 in all English courses at the time of graduation;

4. Completion of a thesis of substance and quality that meets with the approval of the course instructor and/or thesis chair.
Students in the Honors Program in English who complete all requirements, but do not meet the GPA requirements for honors at the time of graduation, will receive credit for all work completed, but will not be certified as having received honors. Students who engage in academic dishonesty will be dismissed from the Honors Program and face additional penalties from the University.

For more information, contact Dr. Julieann Ulin at julin@tau.edu.

**Eligibility Requirements**

1. Completion of at least 60 credits toward degree;

2. Successful completion of CRW 3010 (Creative Writing) and at least two 4000-level creative writing workshops. At least one of these workshops must be in the genre (poetry, fiction or creative nonfiction) for which the student is applying;

3. Minimum overall GPA of 3.0 with a minimum GPA of 3.5 in English major courses.

**Note:** Students who do not meet the GPA requirements or who have not taken a second 4000-level workshop may apply for the course and may be admitted to the program if their applications are considered strong enough. However, in order to receive the honors designation upon graduation, students must meet the GPA requirements.

**Application Requirements**

1. A writing sample in the genre in which the student is applying (student's thesis will be written in that genre). For prose (fiction or creative nonfiction), please submit a minimum of 10 pages. For poetry, a minimum of 6 poems (each poem must start on a new page);

2. A brief (200-250 words) statement of intent explaining the student's interest in the program and what the student hopes to achieve in the program, with a cover sheet attached;

3. A copy of the student's (unofficial) current transcript with all English major courses highlighted.

**Program Requirements**

The Honors Program in Creative Writing entails completion of the Honors Creative Writing Seminar, CRW 4932: This course provides a structured framework for students in the Honors Creative Writing Program to complete their honors thesis (either a work of fiction, nonfiction or a collection of poetry). Provides information about post-graduate opportunities for creative writers. Examines works of fiction, poetry and creative nonfiction in more depth and with more of an eye toward craft than may have been possible in previous coursework.

**Note:** Students will receive the designation “Honors in Creative Writing” at the time of graduation upon satisfactory completion of the following requirements:

1. Fulfillment of all normal field distribution requirements for the English major;

2. Completion of the Honors Creative Writing Seminar with a grade of “B” or higher, which includes the completion of a thesis of substance and quality that meets with the approval of the course instructor and a second faculty reader (assigned by the Department of English);

3. Achievement of an overall GPA of at least 3.0 and a GPA of at least 3.5 in all English courses at the time of graduation.
Students in the Honors Program in Creative Writing who complete all requirements, but do not meet the GPA requirements for honors at the time of graduation, will receive credit for all work completed, but will not be certified as having received honors. Students who engage in academic dishonesty will be dismissed from the Honors Program and face additional penalties from the University.

For more information, contact Dr. Becka McKay at rmckay3@fau.edu.
Florida Atlantic University Department of English Honors Program  
2018-2019 Application  
Due: February 15, 2018

The Honors Program in English provides the opportunity for qualified majors to undertake 
advanced literary research in a community of their undergraduate peers. This program is especially 
recommended for students who plan to pursue a graduate degree in literary studies.

English Honors eligibility requirements:

Minimum overall GPA of 3.0 and a GPA of 3.5 or above in English major courses

Students must have already completed 60 credits (including at least .5 English major credits) 
and must have already completed ENG 3822: Introduction to Literary Studies or LIT 3212: 
Literary Theory (if, for some reason, a student has not yet taken ENG 3822 or LIT 3212, he 
or she can petition to take either concurrently with the Honors Seminar)

Application:

Please submit your completed application as a single pdf to english@fau.edu with the subject  
“English Honors Application.” Completed applications for the 2018-2019 Honors Program must be 
received by February 15, 2018.

1. Completed Application Cover Sheet (below)  
2. A copy of your (unofficial) current transcript highlighting all English major courses.  
3. A brief (1-2 page) statement of purpose that outlines why you are applying for the Honors 
Program and that describes potential areas of interest for your honors thesis. While you may not 
have a specific topic in mind, you should have some interests in literary research that you can 
discuss.  
4. A copy of a single essay of literary analysis that you have written for an upper-division English 
class that exemplifies your best work (5-10 pages). Please include the course name and instructor.

Admission will be selective; you will be contacted by email once a decision has been made on your 
application.

The Honors Program:

The English Honors Program entails taking two related courses (3 credits each), taken in the fall and 
spring and completing an Honors thesis between 20-40 pages.

1. Honors Seminar (ENG 4932). Honors Seminar is required for honors students but open to those 
interested in more advanced literary study. This course allows students to synthesize the literary 
knowledge and critical skills gained in the English major. The seminar is more intensive and 
interactive than the Department’s other courses and will be organized in ways that anticipate 
graduate-level courses. The topics of the seminar change from year to year. This course will be 
offered once a year in the fall.
2. *Honors Research (ENG 4910)*. Honors Research facilitates the writing of the honors thesis, which will be the final aim of the course. The course will expose students to the standards and best practices of research-level literary scholarship while also preparing the ground for the students’ intended research topics. The course may include library research visits, presentations on different research and analytical methodologies, and peer editing workshops. At the end of spring semester, students will present their theses at an Honors Research course event or the Undergraduate Research Symposium. This course will be offered once a year in the spring.

*Note:* Students will receive the designation “Honors in English” at the time of graduation, upon satisfactory completion of the following requirements:

1. Fulfillment of all normal field distribution requirements for the English major.
2. Completion, with a grade of "B" or higher, of Honors Seminar and of Honors Research.
3. Achievement of an overall GPA of at least 3.0 and a GPA of at least 3.5 in all English courses at the time of graduation.
4. Completion of a thesis of substance and quality that meets with the approval of the course instructor and/or thesis director.

Students in the Honors Track in English who complete all requirements, but who do not meet the GPA requirements for honors at the time of graduation, will receive credit for all work completed, but will not be certified as having received honors. Students who engage in academic dishonesty will be dismissed from the Honors program and face additional penalties from the university.
Florida Atlantic University English Honors Application Cover Sheet

Name:
Z#:
Email:
Total Credits Earned
Cumulative GPA:
Total English Major Credits Earned:
   *This does not include ENC 1101, 1102 or the LIT 2010/30/40/70 courses

Have you taken ENG 3822 Introduction to Literary Studies? (Give semester/year)

Have you taken LIT 3212 Literary Theory? (Give semester/year)

Expected Graduation Date (month and year):

Spring 2018 English courses in which you are enrolled:
Course Number  Course Title  Instructor

Provide the names of two English Department faculty members who would be able to speak about your work. These should be professors familiar with your work in upper-division courses:
1. 
2. 
DEPARTMENT OF ENGLISH UNDERGRADUATE ASSESSMENT RESULTS, Full Assessment Cycle

2014-2015
Year 3 in assessment rotation: courses that fulfill the Literature requirement

Outcome 1
Graduates will demonstrate competency in content knowledge in the discipline. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

Assessment Method
Using the common assessment rubric, a departmental committee will assess student demonstration of CONTENT KNOWLEDGE from representative courses that fulfill the Literature requirement.

Criterion for Success
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation
Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Content Knowledge, the results were as follows:
Superior (30%)
Strong (37%)
Competent (31%)
Inadequate (2%)
Analysis:
For the superior ranking, we have exceeded our target of 10% by 20%.
98% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 18%.
With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 27%.
Program Improvement
In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be
reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

Outcome 2
Graduates will demonstrate competency in communication skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. COMMUNICATION SKILLS (Written Communication): Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

Assessment Method
Using the common assessment rubric, a departmental committee will assess student demonstration of COMMUNICATION SKILLS from representative courses that fulfill the Literature requirement.
For this assessment year, this outcome, COMMUNICATION SKILLS will receive special emphasis. The faculty who assessed the essays from the previous assessment cycle noted weaknesses in paragraph development and essay organization that had debilitating effects on the papers as a whole.
In particular, for this assessment cycle (2014-15) faculty will emphasize paragraph development: strong thesis statements for paragraphs and systematic support of thesis. This emphasis should also increase performance in the other outcomes: content, critical analysis, and use of quotations. In a later assessment cycle, we can make essay-level organization an area of emphasis.

Criterion for Success
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation
Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Communication Skills, the results were as follows:
Superior (21%)
Strong (29%)
Competent (43%)
Inadequate (7%)
Analysis:
For the superior ranking, we have exceeded our target of 10% by 11%.
93% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 13%.
With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 10%.

Program Improvement
In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

**Outcome 3**
Graduates will demonstrate competency in critical thinking skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. CRITICAL THINKING (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

**Assessment Method**
Using the common assessment rubric, a departmental committee will assess student demonstration of critical thinking skills from representative courses that fulfill the Literature requirement.

**Criterion for Success**
The committee will compare the percentages of students who receiveCompetent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

**Data Summary: Analysis and Evaluation**
Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Critical Thinking, the results were as follows:
- Superior (26%)
- Strong (35%)
- Competent (29%)
- Inadequate (11%)

**Analysis:**
For the superior ranking, we have exceeded our target of 10% by 16%. 90% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 10%. With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 21%.

**Program Improvement**
In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would
benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

**Outcome 4**

Students will use direct quotation in support of a thesis. Quotations will be: sufficient in number, pertinent to the argument, of appropriate length, syntactically correct (that is correctly incorporated within the student's own writing), and correctly cited.

**Assessment Method**

Using the common assessment rubric, a departmental committee will assess student demonstration of quotation integration from representative courses that fulfill the Literature requirement.

**Criterion for Success**

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

**Data Summary: Analysis and Evaluation**

Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Use of Quotations, the results were as follows:

- Superior (48%)
- Strong (17%)
- Competent (30%)
- Inadequate (6%)

**Analysis:**

For the superior ranking, we have exceeded our target of 10% by 38%. 95% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 18%. With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 15%.

**Program Improvement**

In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be
reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

2015-2016
Year 1 in the assessment rotation: Writing

Outcome 1
For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. Outcome one is as follows: Students will create original and effective titles for their prose and poetry.

Assessment Method
A committee of four instructors of CRW 3010 (Creative Writing) ranked the final portfolios of 36 students (55% of the total number of portfolios) on the originality and effectiveness of titles. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

Criterion for Success
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Superior or Strong.

Data Summary: Analysis and Evaluation
Data Collected:
For Outcome 1 (original and effective titles), the portfolios were ranked as follows:
Superior = 13.8% (10)
Strong = 25% (18)
Competent = 57% (41)
Inadequate = 4% (3)

Analysis and Evaluation of Data:
95.8% were ranked Competent and above; we surpassed our target of 80% by 15.8%.
38.8% were ranked either Strong or Superior; we missed our target of 40% by .2%.
13.8% were ranked Superior; we surpassed our target of 10% by 3.8%.

Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program improvement for details.)
The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; thus,
assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of “inadequate,” but this can also be explained by the fact that the other three assessors knew eighteen of the stories’ writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment). While JW spent time on revision in his CRW 3010 course as well (as it is an critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students’ revisions into his assessment of other instructors’ student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

Program Improvement
According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.

We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.

Outcome 2
For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. **Outcome two** is as follows: Students will recognize and eliminate clichéd and tired language from their writing.

Assessment Method
A committee of four instructors of CRW 3010 ranked the final portfolios of 36 students (55% of the total number of portfolios) on elimination of clichéd and tired language. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

Criterion for Success
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Superior or Strong.
Data Summary: Analysis and Evaluation

Data Collected:
For Outcome 2 (Students will recognize and eliminate clichéd and tired language from their writing), the portfolios were ranked as follows:
Superior = 4.2% (3)
Strong = 50% (36)
Competent = 43% (31)
Inadequate = 2.8% (2)

Analysis and Evaluation of Data:
97.2% were ranked Competent and above; we surpassed our target of 80% by 17.2%.
54.2% were ranked either Strong or Superior; we surpassed our target of 40% by 14.2%.
4.2% were ranked Superior; we missed our target of 10% by 5.8%.
Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program Improvement for details.)
The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; thus, assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of "inadequate," but this can also be explained by the fact that the other three assessors knew eighteen of the stories' writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment).
While JW spent time on revision in in his CRW 3010 course as well (as it is an critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students' revisions into his assessment of other instructors' student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

Program Improvement
According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.
We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.
For the next iteration (which will be in three years), we will assess student work according to the plan in place.

Outcome 3
For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. **Outcome three** is as follows: Students will recognize and eliminate stereotypes and caricatures from their writing.

**Assessment Method**
A committee of four instructors of CRW 3010 ranked the final portfolios of 36 students (55% of the total number of portfolios) on the elimination of stereotypes and caricatures from their writing. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

**Criterion for Success**
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

**Data Summary: Analysis and Evaluation**

**Data Collected:**
For Outcome 3 (Students will recognize and eliminate stereotypes and caricatures from their writing), the portfolios were ranked as follows:

- Superior = 2.8% (2)
- Strong = 44% (32)
- Competent = 43% (31)
- Inadequate = 9.7% (7)

**Analysis and Evaluation of Data:**
89.8% were ranked Competent and above; we surpassed our target of 80% by 9.8%.
46.8% were ranked either Strong or Superior; we surpassed our target of 40% by 6.8%.
2.8% were ranked Superior; we surpassed our target of 10% by 7.2%.

Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program Improvement for details.)
The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; this, assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of “inadequate,” but this can also be explained by the fact that the other three assessors knew eighteen of the stories’
writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment). While JW spent time on revision in his CRW 3010 course as well (as i: is an critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students' revisions into his assessment of other instructors' student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

**Program Improvement**

According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.

We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.

For the next iteration (which will be in three years), we will assess student work according to the plan in place.

**Outcome 4**

For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. **Outcome four** is as follows: Students will develop effective and original voice in their writing.

**Assessment Method**

A committee of four instructors of CRW 3010 ranked the final portfolios of 36 students (55% of the total number of portfolios) on development of effective and original voice in their writing. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

**Criterion for Success**

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.
Data Summary: Analysis and Evaluation

Data Collected:
For Outcome 4 (Students will develop effective and original voice in their writing), the portfolios were ranked as follows:
Superior = 7% (5)
Strong = 54% (39)
Competent = 36% (26)
Inadequate = 2.8% (2)

Analysis and Evaluation of Data:
97% were ranked Competent and above; we surpassed our target of 80% by 17%.
61% were ranked either Strong or Superior; we surpassed our target of 40% by 21%.
7% were ranked Superior; we surpassed our target of 10% by 3%.
Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program Improvement for details.)
The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; thus, assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of “inadequate,” but this can also be explained by the fact that the other three assessors knew eighteen of the stories’ writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment).

While JW spent time on revision in his CRW 3010 course as well (as it is a critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students’ revisions into his assessment of other instructors’ student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

Program Improvement

According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.

We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.
For the next iteration (which will be in three years), we will assess student work according to the plan in place.

2016-2017
Year 2 in the assessment rotation: Introduction to Literary Studies

Outcome 1
Graduates will demonstrate competency in content knowledge in the discipline. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

Assessment Method
Using the common assessment rubric, a departmental committee will assess student demonstration of content knowledge in the required course, Introduction to Literary Studies.

Criterion for Success
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation
A faculty committee ranked 71 essays written for Introduction to Literary Studies, with the following results with regard to Content Knowledge:
19 Superior (27%) [Exceeded target of 10% by 17%]
30 Strong (42%) [Exceeded target of 40% Strong or Superior by 29%]
19 Competent (27%) [Exceeded target of 80% Competent or better by 16%]
3 Inadequate (4%)

Program Improvement
In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. The majority of the students demonstrated the ability to construct essays with rhetorical and mechanical quality, strong incorporation of evidence, and strong transitional elements. One member noted that the wide gap between some of the papers in terms of textual analysis and writing ability may have to do with a number of students taking Introduction to Literary Studies late in their major coursework. Given the course description and the skills emphasized in this course, and the recent elimination of the 3000/4000 distinction in major requirements (which had served as a barrier to waiting too long to take Intro to Literary Studies) it may be worth revisiting ways to encourage students to take the course in their first semester as a junior.

Recommendations for a 4th category when next assessing Introduction to Literary Studies:
The committee recommend an assessment of the balance between close textual analysis and secondary sources in keeping with the with the course description ("Course will emphasize close textual analysis and basic research skills"). In these papers, students are engaging in scholarly
conversations often for the first time and may struggle to challenge or extend critics’ ideas, to separate their own ideas from those found in the research, and to balance critical sources with literary analysis of the literary texts.

Report to the Department:
Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting in Spring 2017. Faculty will be encouraged to address these areas in feedback to students on written work in Introduction to Literary Studies.

Outcome 2
Graduates will demonstrate competency in communication skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. COMMUNICATION SKILLS (Written Communication): Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

Assessment Method
Using the common assessment rubric, a departmental committee will assess student demonstration of communication skills in the required course, Introduction to Literary Studies.

Criterion for Success
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation
A faculty committee assessed 71 essays written for Introduction to Literary Studies with regard to Communication Skills, with the following results:
12 Superior (17%) [Exceeded target of 10% by 7%]
31 Strong (44%) [Exceeded target of 40% Strong or Superior by 21%]
25 Competent (35%) [Exceeded target of 80% Competent by 16%]
3 Inadequate (4%)

Program Improvement
In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. One member noted that three prominent challenges that students faced were constructing focused thesis statements, incorporating evidence effectively, and organizing information logically. Students who wrote broad thesis statements were often successful in explaining the topic and why that topic held value for them, but they did not demonstrate the ability to extend the ongoing critical conversation. A positive aspect regarding this challenge is that students often “found their way” to a more specific critical thesis at some point in the essay; unfortunately, though, that essential critical claim was then left undeveloped as it came too late in the paper.
The committee recommends an assessment of the balance between close textual analysis and secondary sources in keeping with the course description ("Course will emphasize close textual analysis and basic research skills"). In these papers, students are engaging in scholarly conversations often for the first time and may struggle to challenge or extend critics’ ideas, to separate their own ideas from those found in the research, and to balance critical sources with literary analysis of the literary texts.

**Outcome 3**
Graduates will demonstrate competency in critical thinking skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. CRITICAL THINKING (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

**Assessment Method**
Using the common assessment rubric, a departmental committee will assess student demonstration of critical thinking skills in the required course, Introduction to Literary Studies.

**Criterion for Success**
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

**Data Summary: Analysis and Evaluation** A faculty committee assessed 71 essays written for Introduction of Literary Studies with regard to Critical Thinking Skills, with the following results:
19 Superior (27%) [Exceeded target of 10% by 17%]
30 Strong (42%) [Exceeded target of 40% Strong or Superior by 29%]
19 Competent (27%) [Exceeded target of 80% Competent or better by 16%]
3 Inadequate (4%)

**Program Improvement**
In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. The majority of the students demonstrated the ability to construct essays with rhetorical and mechanical quality, strong incorporation of evidence, and strong transitional elements.

The committee members agreed that the assignment requirements to incorporate secondary research caused students to struggle to distinguish their own arguments from the arguments in the secondary scholarship. This lack of distinction may impede readers’ understanding what the students are contributing by way of original textual analysis. One member noted that several of the papers required significant organizational revision, while a few required only minor adjustments of the transitions and topic sentences.

**Report to the Department:**
Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting in Spring 2017. Faculty will be encouraged to address these areas in feedback to students on written work in Introduction to Literary Studies.

**Outcome 4**
Students will write topic sentences that: are analytical in nature, support the over-riding thesis being argued, are appropriate to the supporting evidence contained in the paragraph, contain (if necessary) a transitional element.

**Assessment Method**
Using the common assessment rubric, a departmental committee will assess student demonstration of topic sentences in the required course, Introduction to Literary Studies.

**Criterion for Success**
The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

**Data Summary: Analysis and Evaluation**
A faculty committee assessed 71 essays written for Introduction to Literary Studies with regard to topic sentences, with the following results:
- 16 Superior (23%) [Exceeded target of 10% by 13%]
- 24 Strong (34%) [Exceeded target of 40% Strong or Superior by 17%]
- 27 Competent (38%) [Exceeded target of 80% Competent by 15%]
- 4 Inadequate (5%)

**Program Improvement**
In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. Three prominent challenges that students faced were constructing focused thesis statements, incorporating evidence effectively, and organizing information logically. Students who wrote broad thesis statements were often successful in explaining the topic and why that topic held value for them, but they did not demonstrate the ability to extend the ongoing critical conversation.

**Report to the Department:**
Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting in Spring 2017. Faculty will be encouraged to address these areas in feedback to students on written work in Introduction to Literary Studies.
Outcome 1

Thesis Outcome Description

Students will produce writing that is characterized according to the following rubric: 1) mature in thought, rhetorically accomplished, and proficient in style and mechanics; that 2) demonstrates a professional maturity in the discipline, including knowledge of existing scholarship on the writers/works under discussion; that 3) reflects an awareness of critical traditions and can engage in contemporary critical debate.

Thesis Assessment Method:

Thesis: After the two-member thesis committee has approved a final draft of the thesis, the graduate committee, or an ad hoc committee, will read a sample of these to analyze students’ accomplishments, ranking them on a four-point scale as “superior,” “above average,” “average,” or “weak.” The committee will indicate the general strengths and weaknesses of the sample read.

Thesis Criterion for success

50% of theses read should be in the top two categories, and 25% should be considered “superior.”

Data Summary

Data Collected:

Of the eight MA theses submitted between Fall 2016 and Summer 2017, a randomly selected sample of five theses (approximately 60% of the total) were examined and ranked according to the above criteria by a two-member subcommittee of the Graduate Committee. One thesis (20%) was found to be “weak”; one thesis (20%) was found to be “average,” and one thesis (20%) was found to be “above average.” One thesis was rated “weak” and “average” while another thesis received one “above average” and one “average.”

Data Analysis:

The assessment of the subcommittee suggests that we have not met our “superior” goal (25%) as no thesis received a “superior.” One thesis unanimously received “above average” (in addition to one additional “above average” for another thesis) thus we have fallen short of our stated goal of 50% of theses in the “above average” range.
Exam Option Outcome 1 Description

Students will produce writing that is characterized according to the following rubric: 1) mature in thought, rhetorically accomplished, and proficient in style and mechanics; that 2) demonstrates a professional maturity in the discipline, including knowledge of existing scholarship on the writers/works under discussion; that 3) reflects an awareness of critical traditions and can engage in contemporary critical debate.

Exam Option Assessment Method After the three-member thesis committee has approved a final draft of the thesis, the graduate committee, or an ad hoc committee, will read a sample of these to analyze students’ accomplishments, ranking them on a four-point scale as “superior,” “above average,” “average,” or “weak.” The committee will indicate the general strengths and weaknesses of the sample read.

Exam Criterion for success 50% of theses read should be in the top two categories, and 25% should be considered “superior.”

Exam Data Collected and Analysis:

Of the four thesis exams submitted between Summer 2017 and Spring 2018, the Grad committee contacted four faculty members and asked them to rank the thesis exam they chaired according to above criteria (modified to apply to the thesis exam). Two theses were ranked “average”; two theses were ranked “above average.” These rankings met one goal, with 50% ranked in the top two categories but fell short of the other goal since no thesis was considered “superior” (the other 50% ranked “average”).

Program Improvement

The Graduate Committee will continue to work closely with faculty who direct theses to ensure a higher quality end product. In Spring 2017, the Graduate Committee developed sample reading lists for the thesis exam. These lists were revised in 2018 and will be available online for faculty and students beginning this semester.

This information will be reported to the full faculty.

Outcome 2

Outcome Description

Writing that is publishable, meeting the standards of appropriate professional journals in the discipline and being accepted for presentation at conferences.

Assessment Method:

Record of presentations at conferences and publication; graduating students’ files should show such professional involvement. We are instituting the "exit interview," with a questionnaire
about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

**Criterion for success**

20% of students should have submitted proposals to conferences or papers for publication; and 10% should show acceptances by the time of graduation.

**Data Summary and Analysis**

Of the 8 respondents (out of 12 possible), 1 presented papers at regional and national conferences; 2 presented papers at FAU conferences. 1 student had 2 publications (1 co-authored journal article and 1 book review).

2 students reported activities, with one reporting more than one activity. We surpassed our target, with 25% of responding MA graduates presenting papers at conferences or submitting essays for publication.

**Program Improvement**

Our faculty continues to encourage students to submit their work to conferences, though for the most we have been less proactive in helping them towards publication. Faculty will be urged to stand ready to advise students about publishing their work, and to keep in mind journals (both print and online) that are interested in student writing.

This information will be reported to the full faculty.

**Outcome 3**

**Outcome Description**

Academic and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

**Assessment Method:**

Exit Interview: Follow up graduates for ascertaining career choice and successful pursuit of it; thesis directors will report graduates’ progress and contribute to continued interest in their success. The exit interview is being implemented, with questionnaire, as satisfying the need for information on outcome 3. Submission of the exit interview is a condition of the department chair's signing-off on the master's thesis.

**Criterion for success**
25% of graduates should reveal in an exit interview that degree completion led to a career choice or further education. Upon follow-up of graduates, 40% of each year’s graduates shall achieve a career choice or further education.

**Data Summary**

Of the 8 respondents (out of 12 students), 2 have been accepted into PhD programs; 1 has gone onto doctoral study while the other has deferred for a year. 4 are teaching as adjuncts or are teaching at high schools. 1 is a full time employee at FAU. 5 out of 8 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

We have surpassed our target, with 62% of responding graduates in a degree-related career or chosen profession, or continuing their education.

**Program Improvement**

For the last few years, a subcommittee of the Graduate Committee has organized an informational session, “Applying to Ph.D. Programs.” This year the session will be held in October 2018. Topics of discussion included researching degree programs, writing strong application materials, funding, teaching, and coursework. We will continue to promote our internship program for our graduate students, so that they can gain experience in such fields as publishing, museum curatorship, and publicity, and are exposed to professional opportunities outside of education.

This information will be reported to the full faculty.
MFA Assessment Results Collated for Five Academic Years

2013-2014

Outcome 1
The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method
The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as “superior,” “above average,” “average,” or “weak,” according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success
50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation
All theses for this reporting cycle were ranked by members of the creative writing faculty. Out of our 7 graduates, 4 received superior rankings, and 3 received above average.

This meets and even exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement
Our improvement goal for future assessment involves further attention to the thesis essay. Now that we have implemented the early-reading-list initiative, we plan to assess the thesis essay for its use of this more extensive, supervised bibliography.

Outcome 2
Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method
Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.
Criterion for Success
25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation
The exit surveys indicate that 5 out of the 7 graduates have demonstrated professional activity, exceeding our goal of 25%.

7 out of the 7 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it does help students prepare for academic conferences, and the AWP conference, which is the largest gathering of professional writers in the country.

Students have been published in the following journals: The Explicator, The Found Poetry Review, Halfway Down the Stairs.

Program Improvement
We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

Outcome 3
Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method
The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master’s thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success
25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation A survey of MFA alumni that graduated three or more years ago indicates that 50% have secured employment or education in a relevant field. Of the 7 graduate in the most recent cohort, 2 of the 7 graduates are working at FAU (one as an instructor and one at the UCEW) and one is writing grants at PBSC.

This exceeds our goal of 30%.

Program Improvement
We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

2014-2015

Outcome 1
Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method
The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master’s thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success
25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation A survey of MFA alumni that graduated three or more years ago indicates that 50% have secured employment or education in a relevant field. Of the 9 graduate in the most recent cohort, one is working at FAU as an instructor, 4 are teaching in high schools.

This exceeds our goal of 30%.

Program Improvement
We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

Outcome 2
The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method
The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and
rank each on a four-point scale as "superior," "above average," "average," or "weak," according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success
50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation
All theses for this reporting cycle were ranked by members of the creative writing faculty. Out of our 9 graduates, 4 received superior rankings, 3 received above average, and 2 received average.

This meets and even exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement
Our improvement goal for future assessment involves further attention to the thesis essay. Now that we have implemented the early-reading-list initiative, we plan to assess the thesis essay for its use of this more extensive, supervised bibliography.

Outcome 3
Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method
Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success
25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation
The exit surveys indicate that 9 out of the 9 graduates have demonstrated professional activity, exceeding our goal of 25%.

9 out of 9 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it does help students prepare for academic conferences, and the AWP conference, which is the largest gathering of professional writers in the country.
Students have been published in the following journals: *Copper Nickel, The Bicycle Review, Blue Lyra Review, SCOPE, Devil’s Lake*.

**Program Improvement**
We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

**2015-2016**

**Outcome 1**
Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

**Assessment Method**
The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master’s thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

**Criterion for Success**
25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

**Data Summary: Analysis and Evaluation**
A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 are working at FAU as visiting instructors, 3 are adjunct instructors and 1 is teaching high school.

This exceeds our goal of 30%.

**Program Improvement**
We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

Of the 7 graduates above, 6 had the opportunity to teach one or more community workshops during their time in the MFA program. The jump from 50% (in the previous year’s assessment) to 80% employment in the field is a strong indicator that the expansion of the community workshops has helped graduates as we’d hoped.

**Outcome 2**
The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method
The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as "superior," "above average," "average," or "weak," according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success
50% of theses read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation
All theses for this reporting cycle were ranked by members of the creative writing faculty.

Out of our 7 graduates, 4 received superior rankings, 2 received above average, and 1 received average.

Thus 57% received a superior ranking and 85% received a ranking of superior or above average.

This exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement
Our improvement goal for future assessment involves further attention to the thesis essay. Now that we have implemented the early-reading-list initiative, we plan to assess the thesis essay for its use of this more extensive, supervised bibliography.

Outcome 3
Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method
Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success
25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation
7 out of 7 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it does help students prepare for academic conferences, and the AWP conference, which is the largest gathering of professional writers in the country.

Students have been published in the following journals: Porkbelly Press, Drunken Boat, Passages North, Tahoma Review, A3 Review, Proximity Magazine, JMWW, Decades Review, DIAGRAM, Hermeneutic Chaos, Eunoia Review.

Program Improvement
Our new literary magazine, Swamp Ape Review, is giving students a number of new opportunities in professionalization: soliciting and selecting materials for the magazine, marketing, and fundraising. All of these important experiences should help students expand and improve their job opportunities and marketability.

2016-2017

Outcome 1
Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method
The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master’s thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success
25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation
A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field.

Of the 6 graduates in the most recent cohort, 3 are teaching in high schools and 1 is working in an administrative capacity at FAU.

This exceeds our goal of 30%.
Program Improvement

We continue to expand our community workshop offerings to give more of our students an opportunity to teach creative writing, and to expand our community outreach to new populations. This past summer, for example, 2 MFA grad students taught a 5 day writing camp, “Sci Fi Collab Lab.” As most of our community workshops concentrate on “literary fiction,” and mostly attract an older adult population, the introduction of a new genre to a youth audience expanded both the teaching opportunities for our grad students and the learning opportunities for an underserved segment of our local community. We will continue to explore new community workshop themes and target audiences in the year ahead.

Outcome 2
The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method
The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as “superior,” “above average,” “average,” or “weak,” according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success
50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation
All theses for this reporting cycle were ranked by members of the creative writing faculty.

Out of our 6 graduates, 2 received superior rankings, 3 received above average, and 1 received average.

Thus, 33% received a superior and 83% received a ranking of superior or above average.

This exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement
While we met our goals, we would still like to see more students achieve the top ranking. We have implemented an early reading-list initiative to encourage more advance planning of the thesis itself. Students should offer a reflection of the usefulness of this reading-list in their “thesis essay,” which we will assess.
Outcome 3
Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method
Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success
25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation
5 out of 6 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it helps students prepare for academic conferences, including the AWP conference, which is the largest gathering of professional writers in the country.

Students in this cohort have been published in a variety of literary magazines/journals, including Eunoia Review, Firefly Magazine, FishFood Magazine, Drunken Boat, Sweet Tree Review, 3Elements Review, alice blue, Noisemedium, tinypoetry: macropoetics, and Blue Fifth Review

1 of our student's published essays was nominated by the editors for a Pushcart Prize, one of the most prestigious awards in our field for a creative publication.

Program Improvement
Our new literary magazine, Swamp Ape Review, continues to give students a number of new opportunities in professionalization: soliciting and selecting materials for the magazine, marketing, and fundraising. Several of our grad students working on the magazine in editorial capacities attended the AWP Conference this Spring—the largest and most prestigious gathering of writers in the US—to promote the magazine. While there, they were able to attend various readings and panels, which furthered their professionalization. All of these important experiences should help students expand and improve their job opportunities and marketability. We plan to continue our support of this magazine.

2017-2018

Outcome 1

Assessment Method
MFA Assessment Report for 2017-2018

Outcome 1
Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method
The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master’s thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success
25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation
Of the 4 students who completed the exit survey, 3 are currently working as adjunct or visiting instructors, teaching composition, literature, or creative writing. The remaining student who took the survey is writing full time. Thus more than 50% of graduating students are working in the field, exceeding our goal.

For this cycle, we have no data to report from our follow-up survey. This data will be reported next cycle.

Outcome 2
The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method
The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as “superior,” “above average,” “average,” or “weak,” according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success
50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation
All theses for this reporting cycle were ranked by members of the creative writing faculty.

Of the 7 theses, 3 were ranked superior, 3 were ranked above average, and 1 was ranked average. Thus 42% were superior and 86% were either superior or above average, exceeding our goals.

Program Improvement
While we met our goals, we would still like to see more students achieve the top ranking. We have implemented an early reading-list initiative to encourage more advance planning of the thesis itself. Students should offer a reflection of the usefulness of this reading-list in their “thesis essay,” which we will assess.

Outcome 3
Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method
Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success
25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation
Of the 7 graduating students in 2018, 4 completed the exit survey. All 4 participated in some kind of local or national conference, such as AWP, which is the largest gathering of professional writers in the country. 3 out of the 4 spent time sending their work out for publication, and 2 of these 3 found homes for their work in such venues as Smokelong Quarterly and North American Review (the latter of which was in Best American Essays 2017).

This participation level exceeds our 30% goal.

Program Improvement
Swamp Ape Review—supported this last year by a $10,000 grant from the university’s South Florida Cultures platform—continues to give students a number of new opportunities in professionalization: soliciting and selecting materials for the magazine, marketing, and fundraising. Students have taken the initiative to begin an open mic night once a month in Boca, sponsored by the magazine. 17 of our grad students working on the magazine in editorial capacities attended the AWP Conference to promote the magazine. While there, they were able to attend various readings and panels, which furthered their professionalization. All of these important experiences should help students expand and improve their job opportunities and marketability. We plan to continue our support of this magazine.
ENGLISH ANNUAL EVALUATION PROCEDURES AND CRITERIA

Adopted on April 5, 2001
Revised and Submitted in Fall 2010 and Spring 2011
Approved by the Provost on March 4, 2011
Revised and Submitted to the Dean Spring 2016
Rejected and Returned to the Department Fall 2016
Revised and Approved by Department February 21, 2017

Faculty members in the Department of English are evaluated in three general areas:

- Instruction
- Research/creative/professional activities
- Service

Procedures

The Annual Review of faculty members is conducted by a committee made up of the Chair and at least four tenured members of the English Department faculty, who serve three-year terms. The Faculty Evaluation Committee will consider the quality of accomplishment in the three categories as well as other meritorious activity that (given the wide range of faculty activities in English) may not all be specified in these criteria.

The ratings are as follows:

- Exceptional
- Outstanding
- Good
- Needs Improvement
- Unsatisfactory

1. All full-time faculty members submit a completed Annual Evaluation form to the Chair. This shall include supporting materials to substantiate accomplishments in the areas of the faculty member’s annual assignment.

2. The Faculty Evaluation Committee reviews the materials submitted and meets with the Chair to discuss and evaluate each faculty member in the terms defined by the faculty member’s assignment as well as the Department’s criteria.

3. With the advice of the Faculty Evaluation Committee and in accordance with the Department criteria and the faculty member’s assignment, the Chair determines the annual evaluation rating of each faculty member. The Chair provides written notification to the faculty member and forwards the results to the Dean of the College.

Criteria
Instruction: University-level instruction encompasses a complex and multivalent set of pedagogical activities, all of them geared towards providing students with the most rigorous possible education. Faculty members develop curricula, create new courses and revise existing courses, and generally work towards keeping their teaching effective and current within the discipline. Faculty members teach WAC courses and service learning courses, they teach in the major and at the graduate level, and they serve as committee members on graduate theses, dissertations, and comprehensive exams. The instructional process goes beyond the classroom and includes directing students in independent studies, promoting and supervising undergraduate and/or graduate research, supervising graduate teaching assistants, and shepherding students from the major into graduate programs and career positions.

To arrive at the rating they recommend for instruction, the Committee will consider evidence of teaching effectiveness and currency. They will review syllabi, documentation of the development of new courses and/or revision of existing courses, and awards or other special recognition received for teaching during the academic year under review. The Committee also considers the numerical scores on the SPOT forms. Faculty members may also choose to include a peer-review by a tenured Department colleague who has observed their teaching.

All graduate faculty are expected also to advise graduate student theses and/or to supervise graduate comprehensive exams. Completed theses or exams chaired by the faculty member will receive most weight, followed by committee work on completed theses or exams, chairman of theses or exams actively in-progress, and committee work on theses or exams actively in-progress (i.e., the faculty member has offered feedback on drafts during the period under review.)

When considering the SPOT scores, the Committee will take the index item, currently #6. If warranted, the Committee may also request a complete set of student responses to individual courses; a selection will not ordinarily be considered. The SPOT scores constitute only part of the holistic evaluation of a faculty member’s teaching effectiveness. They will, however, be a factor in the Committee’s final recommendation for teaching effectiveness. If special circumstances have affected the faculty member’s teaching during the terms under evaluation, these may be briefly described in a statement included among the supplementary materials. In evaluating teaching, the English Department recognizes that there are many effective teaching methods and styles. In arriving at individual recommendations about teaching, the Committee will weigh all elements of the faculty member’s teaching materials. No single element will be decisive, but no element can be waived or ignored.

Note: The SPOT scores and thesis or exam advisement for first-year Assistant Professors will be viewed by the Committee with some latitude, as the Department recognizes the challenges of this transitional year. The Chair and the Committee will also exercise discretion in evaluating faculty members with unusual annual assignments and faculty members whose instructional activities focus intensely in one or two areas.

Instructional Activities

- thesis, dissertation, and/or comprehensive exam supervision
- internal and/or external grant on pedagogical development
- teaching WAC courses
- new course development
- revision of existing courses
- Directed Independent Studies
- promotion and supervision of graduate research
- supervising GTAs
- mentoring students (advising, taking students to conferences and readings, participating in students’ events, writing recommendation letters, etc.)
- teaching research intensive (RI) undergraduate courses, courses supported by the OURI curriculum grants program, or otherwise offering supervised research experiences
- community engagement through experiential-learning courses such as academic service learning, field experience, co-ops, internships, co-curricula, and independent study
- others

**Exceptional:** To earn this rating, a faculty member is expected to have engaged in three activities listed above and to have earned SPOT scores at or better than 2.0 in the majority of classes taught. When a faculty member has served on four or more thesis, dissertation, or comprehensive exam committees, the requirement is two activities. The Committee will make allowances for especially challenging classes, including WAC courses, new courses, and other required courses. In weighing the SPOT scores, the Committee will take into consideration the special difficulties of courses taught for the first time, WAC courses, and required courses at all levels.

**Outstanding:** To earn this rating, a faculty member is expected to have engaged in two activities listed above and to have earned SPOT scores at or better than 2.5 in the majority of classes taught. When a faculty member has served on three thesis, dissertation, or comprehensive exam committees, the requirement is one activity.

**Good:** To achieve this rating, a faculty member is expected to have engaged in one activity listed above, and to have earned SPOT scores at or better than 3.0 in the majority of classes taught.

**Needs Improvement:** This rating indicates that a faculty member does not meet the criteria of “Good.” The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected.

**Unsatisfactory:** To merit the rating of “Unsatisfactory,” the faculty member must demonstrate performance that egregiously fails to meet departmental expectations. Failure to improve in the year after receiving a “Needs Improvement” rating will result in a rating of “Unsatisfactory.” This designation serves as a warning to the faculty member that significant improvement is urgently required.

The expectations for SPOT scores given above are guidelines, subject to exception on the basis of unusual teaching assignments, extraordinary circumstances, or other atypical conditions.

**Research, Creative, and Professional Activity:** Typically, faculty members engage in multiple research and creative projects. Some are long-term, some are near-completion, and some are newly undertaken. The Committee and Chair will be holistic in evaluating a faculty member’s creative activities and research. The following categories of publication will be considered, in this order of importance:

- refereed books
- refereed articles, chapters, and creative publications
- non-refereed books, articles, chapters, and creative publications
encyclopedia articles, reviews, interviews
conference papers and other professional activities

The Department recognizes that excellence in research and creative writing is documented by a pattern of sustained and significant publication over time. We affirm, too, that research/creative excellence is demonstrated when faculty members receive professional recognition such as grants and awards, or when their expert opinions are sought by other scholars or creative writers in their field(s) beyond the FAU campus. All faculty accomplishments tending to increase the Department’s and University’s reputation for scholarly and creative excellence are valid elements in an Annual Evaluation Report. Citation of faculty scholarship by other scholars and/or reprinting of previously published work are further examples of Research/ Creative effectiveness that will be considered by the Committee.

The ratings associated with individual projects are given below, but multiple activities that suggest broad professional engagement and recognition will tend to raise the rating. According to the guidelines below, for example, a faculty member absorbed in a long-term project, with no publication in a given year and one conference within the last year who has received an NEH Summer Stipend in recognition of the promise of the scholarly project would raise the rating to at least “Above Satisfactory.” The award in a very competitive and stringently refereed national program would in its own way affirm the faculty member’s current research project as highly significant.

Attention to multiple factors is part of the English Department’s holistic approach to evaluation; but this does not mean (for instance) that three conference presentations in a single year, particularly in cases where variations on the same paper are presented, will increase a research/creative rating threefold, or even by one step. Excellence in research and creative activities is to be judged in terms of the quality and significance of publications and other research/creative activities, not in quantity per se.

Note: In all cases, co-written publications will be evaluated in terms of the extent of the faculty member’s contribution, which should be clearly described in the Annual Report.

**Exceptional:** This rating acknowledges a refereed publication within the last year (article or short work) or two years (book), or an invited book publication within the last year. A refereed publication or invited book publication within the last year should be accompanied by some other indication (aside from work in progress) of continuing scholarly or creative activity: an item in press or accepted for publication, a book review or encyclopedia entry, a conference presentation, a digital humanities project, a residency or fellowship granted by an outside institution, or some other such endeavor. In determining what constitutes acceptable evidence of continuing scholarly or creative activity, the Chair and Faculty Evaluation Committee will be mindful that members of the English department do very different kinds of work in very different professional environments; the available outlets for academic and creative accomplishment will vary widely from one faculty member to another.

Within the last two years:

- a refereed book from a university press or from a trade press; for Creative Writing candidates, a refereed book published by a university press, trade press, or literary small press. (A book counts in the year of its acceptance and the year it is in print. If both activities happen in the same year, it counts again in the following year.)
- a refereed book published electronically by a recognized academic e-publisher
a textbook or pedagogically oriented study that has received external reviews
• a scholarly edition that has received external reviews.

Within the last year:

• an edited collection that has received external reports, whether scholarly, pedagogical, or creative in focus.
• a scholarly article or chapter in a book that has received external reports
• a work of short fiction, a poem, a work of nonfiction, or a translation of any of these genres.
• refereed scholarship of shorter length that advances pedagogical theories and practices. Among these might be included a refereed article, website, video, or database.
• an invited book in the faculty member's field
• an invited chapter in a book

Outstanding: This acknowledges a refereed article accepted or a briefer editor-reviewed publication within the last year to be evaluated in terms of complexity as well as the quality of the journal in which reviews appear. As implied by the criteria given above for Exceptional ranking, an isolated refereed publication within the last year, without any other evidence of continuing scholarly or creative activity, would earn the rank of Outstanding.

• an entry for an encyclopedia, handbook, or reference work
• an editor-reviewed textbook
• a reprint or work previously published. Such re-publication attests to the continuing importance of the work

Good: This rating acknowledges evidence of conference presentations, works under review, works under contract but still in progress, and works in progress.

Needs Improvement: This rating indicates that a faculty member does not meet the criteria of “Good.” The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected.

Unsatisfactory: This rating indicates that a faculty member has had no publication, conference presentation, or evidence of professional activity. The designation of “Unsatisfactory” serves as a warning to the faculty member that significant improvement is urgently required.

As mentioned above, in addition to publications, professional activities that document a faculty member’s research/creative activities will be factors affecting the overall rating. Such factors include (but given the range of English faculty members’ activities are not limited to) the following:

• an award for a research or creative publication
• applying for and/or receiving an internal or external grant
• serving as editor of a scholarly journal
• designing professional websites or databases
• inquiry, investigation, or creative discovery in partnership or collaboration with undergraduate or graduate students that results in a shared publication, presentation, juried exhibition, or performance
• community-engaged, collaborative research or creative activity with the goal of contributing to the discipline and strengthening the well-being of community stakeholders
Evidence of national or international professional recognition of research/creative activities that is well documented in the Annual Evaluation report will be considered in determining the faculty member’s overall rating.

**Service:** The Department of English prioritizes junior faculty members’ research and creative activities over service and thus evaluates them by criteria different from those applied to tenured faculty members. We expect all faculty members to serve diligently and participate actively in the Department’s life. In documenting committee service, faculty members should briefly describe the work of each committee, the frequency of meetings, and the estimated hours needed to prepare. Faculty members should also report, and receive credit for, professional and community services outside the confines of the university.

**University Service:**

- chairing a committee or taskforce (University, College, or Department)
- serving on a committee or taskforce (University, College, or Department)
- serving as an officer in College FA or UFF
- mentoring a junior colleague
- advising student bodies, such as EGSS, *Coastlines*, Sigma Tau Delta, and directing the English Internship Program, etc.
- mentoring undergraduate students in research and inquiry through the department or a grants program;
- serving as judge or reviewer for undergraduate research journals, grant programs, symposia, etc.
- other services to the Department, College, and University

**Professional service:**

- organizing or chairing panels for professional conferences
- judging professional competitions
- serving as an officer in state, regional, and professional organizations
- serving on the editorial board of or as a referee for scholarly journals and presses
- writing external reviews of P&T cases
- community-engaged service that applies professional expertise in collaboration with the community in order to address a community-identified need and support the goals and mission of the university
- other professional services

**CRITERIA FOR TENURED FACULTY MEMBERS:**

**Exceptional:** To earn this rating, a faculty member is expected to have engaged in four activities listed above.

**Outstanding:** To earn this rating, a faculty member is expected to have engaged in three activities listed above.

**Good:** To earn this rating, a faculty member is expected to serve on two University, College, or Department committees.
**Needs Improvement:** This rating indicates that a faculty member does not meet the criteria of “Good.” The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected.

**Unsatisfactory:** To merit the rating of “Unsatisfactory,” the faculty member must demonstrate performance that egregiously fails to meet departmental expectations. Failure to improve in the year after receiving a “Needs Improvement” rating will result in a rating of “Unsatisfactory.” This designation serves as a warning to the faculty member that significant improvement is urgently required.

**CRITERIA FOR TENURE-EARNING FACULTY:**

**Exceptional:** To earn this rating, a faculty member is expected to serve productively in one committee and engage in two other activities listed above.

**Outstanding:** To earn this rating, a faculty member is expected to serve productively in one committee and engage in one other activity listed above.

**Good:** To earn this rating, a faculty member is expected to serve in one committee.

**Needs Improvement:** This rating indicates that a faculty member does not meet the criteria of “Good.” The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected.

**Unsatisfactory:** To merit the rating of “Unsatisfactory,” the faculty member must demonstrate performance that egregiously fails to meet departmental expectations. Failure to improve in the year after receiving a “Needs Improvement” rating will result in a rating of “Unsatisfactory.” This designation serves as a warning to the faculty member that significant improvement is urgently required.
Department of English
Promotion and Tenure Procedures and Criteria
Adopted on April 5, 2001
Revised in Fall 2009 and Spring 2010
Approved by the Provost on June 15, 2010
Revised and Approved by Department on October 23, 2017
Revised and Approved by Department (again) on January 8, 2018

The programs of the English Department at Florida Atlantic University cover three broad areas:
• Literary Studies
• Rhetoric and Composition
• Creative Writing
Faculty members in these fields have significantly different assignments and will present very
different profiles as candidates for promotion and tenure.

The Department is in all cases committed to distinction and currency in teaching, to the
publication of original scholarship and creative work, and to service that advances the missions
of the Department, College, and University. These criteria remain consistent across the
Department yet are met somewhat differently depending on a faculty member’s assignment and
area of specialization.

The English Department recognizes that promotion is earned by accomplishment, with an
emphasis on achievements following the candidate’s tenure-line appointment to FAU. Many
such accomplishments in research/creative activities, scholarship, teaching, and service will be
documented in the candidate’s Annual Evaluations, which should show overall ratings of
Satisfactory or better (under the 4-tier evaluation system in place prior to 2017) or of Good or
better (under the 5-tier evaluation system in place as of 2017). The awarding of tenure is linked
to candidates’ promise of future substantial scholarship, to their continued excellence in
teaching, and to their willingness to serve effectively as a colleague in the Department, College,
and University. Tenure cannot be awarded unless the candidate is in every way qualified for
promotion.

Mission: The English Department offers the BA, MA, and MFA degrees. The
Department administers the Freshman Composition program and contributes significantly to the
University’s core curriculum and Writing across the Curriculum programs, as well as to
interdisciplinary certificate undergraduate programs in the College. In its upper-division classes,
the Department offers specialized courses for English majors and minors, for prospective high
school English teachers, and for other interested students.

Our graduate programs serve advanced students in English and in interdisciplinary
graduate programs in the College. Our graduate degrees (the MA and MFA) require a thesis or a
comprehensive exam. The advisement of theses and/or comprehensive exams is a painstaking,
time-consuming activity that is expected of all faculty members who are active in the graduate
programs.

Across different degree programs and student constituencies, the Department’s mission
remains consistent. The Department values scholarly and creative activities that contribute to the
production and distribution of knowledge and to the enhancement of literary culture. Our faculty
members publish scholarly monographs, trade books, textbooks, fiction, poetry, biographies,
creative non-fiction, translations, anthologies, editions, essays, and book reviews; they present
papers at national and international conferences and edit scholarly journals. They are teachers
committed to increasing the knowledge and skills of their students, and they support the wider programs of the university by their commitment to service and governance.

**Procedures:** Tenured members of the Department vote on tenure decisions. Full professors vote on promotion to the rank of Full and Associate Professor. Full Professors and Associate Professors vote on promotion to the rank of Associate Professor. Tenured faculty members discuss candidates for third-year review and offer an advisory vote on the candidate's progress. All tenure-line faculty vote on tenure-line appointments.

- Application for tenure and/or promotion is made by the candidate through the Chair.
- For all candidates for promotion, the Chair solicits letters from at least five external reviewers. In the case of candidates for promotion to Associate Professor and/or tenure, the external reviewers must be at the rank the candidate is aspiring to or higher (or, in the case of creative writing candidates, accomplished, active, and recognized figures) in the candidate's field. These external reviewers should be faculty members at Ph.D. granting universities or highly regarded four-year colleges, and their credentials and publications should confirm a high level of distinction.
  In the case of candidates for promotion to Professor, all external reviewers must be accomplished full Professors at Ph.D. granting universities or highly regarded four-year colleges. Candidates in creative writing may, however, receive external reports from reviewers who are well-recognized authors, distinguished in the candidate's field, who do not hold the academic rank of Full Professor.
- The Chair should consult the Department P&T committee to determine a list of external reviewers of the candidate's dossier. The candidate may provide names that s/he thinks are appropriate, revealing any relationship that s/he may have to these proposed reviewers in order to avoid any conflict of interest or appearance of conflict of interest. A candidate's friends, co-authors/collaborators, mentors, and/or dissertation or MFA thesis advisors should not be invited to serve as external reviewers.
- Candidates should consult the Provost's remarks on Promotion and Tenure, located on the Provost's page of the FAU website. They should also review the two-part statement of the College Promotion and Tenure Committee that is posted on the College's website page. The candidate prepares all documents as stipulated in the University's tenure and promotion guidelines. The Chair makes the files available for review by the Department faculty eligible to vote. Faculty eligible to vote must read the full dossier of each candidate, signing a checklist after consideration of all documents.
- The Chair calls an ad hoc meeting to discuss each application. Only faculty eligible to vote may attend. After full review and discussion, and having arrived at a consensus that a vote is in order, faculty attending the meeting will vote by confidential ballot. Eligible faculty who cannot attend this meeting but who participate in the meeting virtually, in real time, may vote. Voting members who cannot participate in the deliberations should write a letter to the Chair explaining the reason for their absence.
• The Department Chair coordinates and takes notes at the meeting but does not vote. The Chair writes a letter that reports the result of the faculty vote to the candidate and the Dean of the college and includes the Chair’s recommendation about the candidate’s promotion and tenure. The candidate has five days from receipt of this letter to submit a written response to the Chair.

• A representative of the voting faculty also writes a letter to the Dean summarizing the discussion of the candidate’s teaching, research/creative achievements, and service. This letter may be reviewed by all who attended the meeting, and the candidate has five days from receipt of this letter to submit a written response to the Chair.

Third-Year Review of tenure-line faculty members requires a current C.V., copies of all Annual Evaluations since appointment to FAU, the summary sheets for SPOT evaluations for all classes taught since appointment to FAU, peer evaluation (two letters of recommendation solicited by the candidate that evaluate teaching), a letter of self-evaluation, and a dossier of published and in-progress research/creative work. Candidates should familiarize themselves with the guidelines for Third-Year Review posted on the Provost’s web-page and with the comments of the College Committee on Promotion and Tenure that are posted on the College web-page. If they wish, candidates may include additional materials and documentation in a supplementary folder.

The Third-Year Review file is made available to tenured English faculty, who will meet to discuss, and to take an advisory vote on, the candidate’s progress toward tenure. The Chair and a faculty representative summarize the Department’s discussion in letters to the Dean of the College, as described above for promotion and tenure cases.

Criteria for Tenure and Promotion to Associate Professor

Teaching: All candidates in English are expected to challenge and inspire their students in the classroom, demonstrating pedagogical currency by regular updating of their syllabi and course materials. Whatever the limitations of the SPOT forms, the Department recognizes the validity of student input as part of a holistic approach to the evaluation of teaching. Candidates are expected to achieve SPOT scores of 2.5 or better (on question 6) in the majority of their classes. The Department will make allowances for especially challenging classes, such as WAC and other required courses. Candidates are also expected to engage in active and conscientious thesis and/or comprehensive exam advisement. In evaluating a faculty member’s thesis or exam advisement, more weight is given to completed theses or exams than to work in progress, and directing theses or exams is given more weight than serving on committees.

All candidates will document distinction in teaching by including, either in their primary or supplementary dossier, some or all of the following:

• copies of representative syllabi for classes taught since tenure-line appointment
• a grid, as described in the Portfolio Requirements, showing SPOT scores for all classes taught since tenure-line appointment
• evidence of curriculum/program development, including the substantial revision of currently offered courses and the documented development of new courses and teaching materials.
• two letters of peer evaluation, dating back no further than two years, written by tenured English Department colleagues who have observed the candidate’s teaching
• candidates active in the MA or MFA programs will document their advisement on graduate theses, dissertations, and/or comprehensive exams, separating in-progress from completed work and stating whether the advisement was as a committee member or as a director.
• titles of courses offered as a Directed Independent Study, with names of students and semester taught.
• participation in pedagogy workshops with dates and descriptions; presentations concerning teaching methods.
• a list of any grants obtained in support of curricular and pedagogical development, giving the amount, semester, and name of the funding agency.
• a list of guest lectures in colleagues’ courses, by course, title, and date, with a copy of the invitation.
• evidence of teaching research intensive (RI) undergraduate courses, courses supported by the OURI curriculum grants program, or otherwise offering supervised research experiences
• evidence of community engagement through experiential-learning courses such as academic service learning, field experience, co-ops, internships, co-curricula, and independent study

**Service:** Candidates are expected to demonstrate effective and conscientious service. Service assignments shall be reflected in the file by a full summary on the candidate’s C.V. and also by the activities documented in Annual Evaluations. Some examples of meritorious service include:

• Chairing Department, College, or University Committees
• Membership on Department, College, and/or University Committees
• Leadership as Department, College and/or University Administrator
• Collegiality, demonstrated by collaboration and constructive cooperation
• Advising student groups, including the literary magazine *Coastlines*, Sigma Tau Delta (the English Honor Society), and EGSS (the English graduate students’ organization), as well as giving presentations at meetings and/or conferences of these groups
• Mentoring undergraduate students in research and inquiry through the department or a grants program, serving as judge or reviewer for undergraduate research activities

• Professional service such as organizing or chairing panels for professional conferences, serving as an officer in professional organizations, serving on the editorial board of or as a referee for scholarly journals or presses, writing external reviews of P&T *cases*, etc.
• Community-engaged service that applies professional expertise in collaboration with the community in order to address community-identified needs
• Other services to the Department, College, and University

**Research, Creative Activity, Scholarship:** The criteria for promotion and tenure are consistent across the Department; the activities of candidates in the three broad areas covered by the English curriculum (Rhetoric and Composition, Creative Writing, and Literary Studies) will vary.
All candidates are expected to show substantial scholarly or creative achievement since their appointment to FAU as Assistant Professors. Quality of research is the primary criterion. This is verified by at least five letters from external reviewers and by the majority vote of the Department, as well as by the Department representative's report on the tenure and promotion meeting and the Chair's letter and recommendation.

Candidates are expected to have a book in print or in press when they become candidates for promotion and tenure or to have the equivalent, in refereed publications in journals (or chapters in books that have received external reports). Candidates should document some national influence in their field and the promise of continued influence. Evidence of scholarship with resonance at the national level might include panel presentations at national conferences, publication in journals and books that reach a national audience, serving as an external reviewer for nationally distributed journals or publishers, and any citations to or full reviews of the candidate’s publications. (It is not expected to achieve all of these, but some such evidence of scholarly and creative activity at the national level is required.)

Collaborative research is conducted by many Department faculty across the areas of concentration and is especially characteristic of published research in Rhetoric/Composition; such co-authored work is valued by the Department. The Department notes also that topics addressed in Rhetoric and Composition often address wide audiences, that online publication is typical and valued in this field, and that projects in literacy studies, textbooks, and research on the teaching of writing are recognized and important activities for specialists in Rhetoric and Composition.

All candidates for promotion and tenure must show, in addition to research/creative activities as described above, other evidence of scholarly promise and activity; examples of such activities are described below. No one candidate is expected to engage in all the activities listed from A-G, but a candidate’s documentation of excellence in research/creative activities/scholarship must include an item or items from Section A (refereed publication); non-refereed publications (Section B) will be considered, although not given the weight of the refereed publication (Section A). Further activities as listed in Sections C-G are also recommended, as providing evidence of future promise.

1. Publication
The quality of the candidate’s work, as judged by external reviewers and the Department, is to take precedence over the perceived status of the publication venue or the number of publications per se. Sections A-G are listed in order of their importance, but no priority is implied by the order of listing within each section.

A. Refereed publication:
These may include

- (for all candidates) a refereed book from a university press or from a trade press that requires external reports
- (for all candidates) a refereed book published electronically by a recognized academic e-publisher
- (for all candidates) a textbook (or pedagogically oriented study) that has received external reviews
- (for all candidates) scholarly articles or chapters in books that have received external reports. When refereed journal articles form part of a broader publication profile (i.e., when the candidate
has additional scholarly accomplishments as described in Sections B, C, and D below), the nuanced evaluation of quality is to take precedence over any specific, arbitrary "minimum" number of publications.

- (for all candidates) a scholarly edition or other edited book (whether scholarly, pedagogical, or creative in focus) that has received external reviews, with the complexity of the topic and significance of the work to be taken into consideration.
- (for candidates in Creative Writing): short fiction, poems, translations, or nonfiction essays. When such work constitutes the majority of a candidate’s creative profile, the quality of the publications takes precedence over quantity per se.
- (for candidates in Rhetoric and Composition): refereed articles and books that advance pedagogical theories and practices. Among these might be refereed articles, websites, videos, and databases. In the case of the multi-authored works typical of the field, the candidate’s specific contributions should be clearly described.

Note: Collaborative scholarship will be evaluated in terms of the candidate’s contribution to the work, which should be clearly specified in the candidate’s self-evaluation letter, and of the significance of the project as a whole.

**B. Non-Refereed publication:** The Department’s guidelines on the evaluation of non-refereed scholarship in English studies follow those recommended for promotion and tenure by the *Modern Language Association Taskforce Report* (2007).

Across the three sub-disciplines of Rhetoric and Composition, Creative Writing, and Literary Studies, many first-rate publication venues are not refereed. These carry less weight per se than refereed books and articles but may in substantial quality become elements in a candidate’s tenure and promotion portfolio. The most relevant factor in evaluating non-refereed scholarship is the significance of the work as a contribution to the candidate’s field; the reputation of the venue is also of some weight.

Among many significant and meritorious non-refereed projects are:

- a non-refereed book in the candidate’s field
- a non-refereed textbook, to be considered in terms of its usefulness as a contribution to the candidate’s field
- invited chapters in books, to be evaluated in terms of the significance of the book and the quality of the press publishing the work
- review essays and book reviews, to be evaluated in terms of length and complexity as well as in terms of the quality of the journal in which reviews appear
- entries for encyclopedias or reference works
- reprints of works previously published. Although such reprints are typically not sent out for further review, any such re-publication attests to the continuing importance of the candidate’s work
- websites and online databases and multimedia or New Media texts

Note: Collaborative non-refereed scholarship will be evaluated in terms of the candidate’s contribution to the work, which should be clearly specified in the candidate’s self-evaluation letter, and of the significance of the project as a whole.
C. **In Press:** Books and/or articles that have been completed but are still in press are taken by the Department as evidence of significant research/creative activity (when candidates can document the successful completion and acceptance of the manuscript). Forthcoming books are (like articles accepted for publication but still forthcoming) considered a legitimate element in a candidate’s application for promotion and tenure.

D. **Under Contract:** Works under contract but still to be completed are taken by the Department as evidence of professional activity, but they do not carry the weight of publications that are in print or in press.

E. **In-Progress:** The Department expects candidates for promotion and tenure to have solid plans for further long-range project(s) in their field. All candidates for promotion and tenure should discuss their project(s) in development along with listing and describing the publications in hand discussed in items A-D.

2. **Other Professional Activities**

   F. **Conferences**

   - The size and/or location of the conference are less important than the relevance of the conference topic to the candidate’s research/creative interests.

   G. **Professional Activities**

   - applying for internal and/or external grants or other sources of funding
   - securing internal and/or external grants or other sources of funding
   - serving as Editor for a scholarly journal
   - membership in professional organizations such as the MLA or other important groups in the faculty member’s field(s).
   - designing professional websites or databases; directing or participating in digital humanities projects
   - inquiry, investigation, or creative discovery in partnership or collaboration with undergraduate or graduate students that results in a shared publication, presentation, exhibition, or performance
   - community-engaged, collaborative research or creative activity with the goals of contributing to the discipline and strengthening the well-being of community stakeholders

**Criteria for Promotion to Full Professor**

Candidates for promotion to Full Professor should review the online Provost’s Guidelines on promotion for current information on criteria. Typically, candidates will have held the rank of Associate Professor for at least five years. Candidates will have maintained an overall evaluation of Satisfactory or better (under the 4-tier evaluation system in place prior to 2017) or of Good or better (under the 5-tier evaluation system in place as of 2017) on annual evaluations since their promotion and tenure.
**Teaching:** As teachers, candidates will have continued to develop new courses, to revise and update existing courses, and to challenge and inspire their students in the classroom. Whatever the limitations of the SPOT forms, the Department recognizes the validity of student input as part of a holistic approach to the evaluation of teaching. All our candidates are expected to achieve SPOT scores of 2.5 or better (on question 6) in the majority of their classes. The Department will make allowances for especially challenging classes, such as WAC and other required courses. Faculty members standing for promotion to Full Professor should have a track record of active and conscientious graduate thesis, dissertation, and/or comprehensive exam advisement.

**Research, Creative Activity, Scholarship:** During their tenure as Associate Professors, they will have published, depending on their assignment, significant additional refereed creative and/or scholarly work of high quality. The Department’s approach to the evaluation of research is holistic and the quality of research/creative activity is more important than any fixed quantity of publication. Nonetheless, candidates usually will have published an additional refereed book as well as several substantial juried articles. Candidates for promotion to Full Professor should have achieved national and/or international recognition. Evidence of such recognition might include (among other possibilities) invitations to speak at universities and/or conferences in the US or abroad, publication in journals or books that reach a national and/or international audience, work as an external reader for nationally and/or internationally distributed journals and books, invitations to serve as an external reviewer for promotion and tenure candidates at universities in the US or abroad, citations to and/or full reviews of the candidate’s publication(s) in national and/or international venues, and any research awards, grants, or fellowships received since promotion and tenure. (It is not expected to achieve all of these, but some such evidence of national and international recognition is required.)

In considering candidates for promotion to Full Professor, the Department adheres to University guidelines and also to those outlined in the 2007 MLA Task Force on Promotion and Tenure: “a body of essays or articles in peer-reviewed journals can demonstrate the quality of scholarly work as well, or in some cases better, than a monograph of similar length. Moreover, edited collections of articles, critical editions, annotated translations of important primary texts, essays written for a general audience, trade books, textbooks, and pedagogically useful monographs, as well as publications or other professional work in electronic form, may contribute to a body of scholarly and professional work that can meet the highest standards of the...review process” (40-41). The candidate’s *overall* body of work (completed and published since the last promotion) will form the basis for the Department’s assessment of research accomplishment.

For co-authored work published after tenure, the faculty member’s individual contribution should be clearly specified. At least five external readers will report on applications for promotion to Professor; each will be a major scholar in the relevant field(s) who can attest to the significance and high quality of the candidate’s work. External reviewers must be accomplished full Professors at Ph.D. granting universities or highly regarded four-year colleges. Candidates in creative writing may, however, be supported by external reports from highly regarded authors, distinguished in the candidate’s field, who do not hold the academic rank of Full Professor.
In accordance with the university mandate for a Sustained Performance Evaluation (SPE) process to “follow a seven-year cycle for each tenured faculty member,” the department of English establishes the following standards and procedures, as supplemental to those specified in the Provost’s SPE memorandum of October 3, 2016.

1) As stated in the Provost’s memorandum, the faculty member under review will provide the following items in his/her SPE portfolio: a current curriculum vitae, copies of the faculty member’s last seven annual assignments and annual evaluations, a copy of the SPE performance expectations of the English department, a brief (2 pages) narrative of accomplishments for the period under review, and a copy of the report of the previous SPE, if available.

2) Portfolios will be reviewed by the English department’s SPE committee, which will include all tenured faculty members. The entire committee will discuss and vote on the cases of associate professors. Only full professors will discuss and vote on the cases of full professors. If a faculty member disagrees with the decision of the departmental SPE committee, the result will be reviewed by the College Performance Review Committee of the College of Arts and Letters.

3) The results of SPE reviews will be duly recorded by the chair of the department. Full records of SPE proceedings, including portfolios, will be delivered to and stored by the dean of the College of Arts and Letters; copies will also be kept by the department.

4) The Provost’s SPE memorandum specifies that “each academic unit that does annual evaluations shall define expectations for sustained performance among its tenured faculty in the areas of teaching, scholarship, and service.” Moreover, these guidelines expressly require inclusion of annual evaluations in SPE portfolios. Because consistency between long-term and short-term evaluation criteria is both desirable and necessary, the English department establishes the following relation between annual evaluations (which weigh teaching, scholarship, and service equally) and the three available SPE rankings:

**Exceeds Expectations:** In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top two categories (Exceptional, Outstanding); the faculty member will have received no overall annual evaluation score in the bottom two categories (Needs Improvement, Unsatisfactory).

**Meets Expectations:** In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top three categories (Exceptional, Outstanding, Good) but will not have met the above criteria for "Exceeds Expectations." No more than one annual evaluation can have received an overall score in
the bottom category (Unsatisfactory). If the faculty member has received a Performance Improvement Plan connected to any of the annual evaluations, it is expected that he or she will have fulfilled the plan, or be in the process of doing so (in accordance with the timeline specified in the plan).

**Fails to Meet Expectations:** The faculty member has not met the criteria for either Exceeds Expectations or Meets Expectations.

The above standards employ the new five-tier annual evaluation system mandated by the university: Exceptional, Outstanding, Good, Needs Improvement, Unsatisfactory. In the many cases where SPE portfolios will include some annual evaluations from years when the old four-tier system (Excellent, Above Satisfactory, Satisfactory, Below Satisfactory) was still in use, those particular years will be assessed as follows:

**Exceeds Expectations:** In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top two categories (Excellent, Above Satisfactory); the faculty member will have received no overall score in the bottom category (Below Satisfactory).

**Meets Expectations:** In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top three categories (Excellent, Above Satisfactory, Satisfactory). If the faculty member has received a Performance Improvement Plan connected to any of the annual evaluations, it is expected that he or she will have fulfilled the plan, or be in the process of doing so (in accordance with the timeline specified in the plan).

**Fails to Meet Expectations:** as above.

5) The Provost’s memorandum also states that “the SPE is separate and distinct from annual and other employee evaluations in that the evaluation will focus on long-term accomplishments over a period of multiple years.” That is, evaluation over a protracted period will capture long-term patterns in a faculty member’s professional progress that may not be apparent from the annual evaluations regarded separately. To take one example, long-term work on a major scholarly or creative project will not necessarily result in a regular series of annual publications, and, in any case, qualitative judgments must prevail over quantitative measures in evaluations of intellectual achievement. Likewise, on-going activities that fall under the headings Community Engagement and Undergraduate Research, categories that have only recently been added to the English department’s annual evaluation criteria, may not be fairly and fully represented in the annual evaluations alone. The SPE review committee will of course consider such activities whether or not they were part of the annual evaluation criteria in the years under review. If the SPE candidate has relevant accomplishments during the review period that are not captured by annual evaluations, the candidate should highlight those accomplishments both in the curriculum vitae and in the 2-page narrative to be submitted in the portfolio. In addition, the candidate should discuss in the narrative any extraordinary circumstances that have a clear bearing on the period under review. Taking all such factors into account,
the department's SPE review committee may consider the adjustment of a candidate's SPE evaluation as defined above.

In accordance with the above, the SPE committee will look not only at Annual Evaluation scores but will, if necessary, count and average quantifiable accomplishments over the 7 year period under review in order to be able to evaluate longer-term developments in teaching, research and service not captured in the Annual Evaluation. The faculty member under review should use the brief narrative to trace such developments.

For example, a faculty member might publish 4 peer-reviewed journal articles in a single year and publish 3 additional articles in another year within the review period. In that case, the faculty member would have received an “Exceptional” ranking for those two years but lower (potentially significantly lower) in the other 5 years under annual review. In this case, the SPE committee may note that had the 7 publications been evenly distributed, the faculty member would have received 7 “Exceptionals” in research and therefore should easily receive “Exceeds Expectations” in the research portion of SPE. Likewise, graduate teaching might lead to an exceptionally heavy theses advisement over 2 to 3 years and may offset a lack of advisement in other years. Criteria added to Annual Evaluations (such as service learning, undergraduate research) may not have been recorded in earlier Annual Evaluations, but should nevertheless be counted and averaged.

The English Department notes that the publishing cycle for academic work, particularly in the humanities, is long and delays related to the editing of any publication type enumerated in the Annual Evaluation criteria will not be held against the SPE candidate. However, it is possible that faculty members may earn “Outstanding” or “Good” Annual Evaluation ratings based upon works list as “In Press” or “Works in Progress.” If such work does not appear in print within the review period, the SPE committee will consider these as “non-publications” and will assign a ranking based upon publications in print along the principles of averaging total publications (and other quantifiable accomplishments) by 7.
F.A.I.R. ASSIGNMENT AND ACTIVITY CATEGORY DEFINITIONS

Faculty Activity and Information Reporting (F.A.I.R.) definitions are based on the Provost's Faculty Assignment Guidelines and the standard practice for the Florida Board of Governors' Instruction and Research Data file. The definitions are provided as guidelines for recording information via the F.A.I.R. system: Annual Assignment module, Activity Reporting module.

TEACHING

The percentage of effort for instructional activity in the classroom and/or laboratory resulting in the production of Student Credit Hours reported in the official university files. The percentage of effort is based on the overall assignment and not contact hours. This activity involves instructional preparation, lectures, supervising laboratory work, evaluating student efforts, and conference with and tutoring of students. Variables that may affect the total effort include, but are not limited to, enrollment, travel time, use of teaching assistants, multiple sections of the same course, and the amount of preparation required. Directed Independent Studies, where students study a specifically assigned topic on their own and meet regularly with a faculty member to review progress and evaluate achievements, may be reported here as well. In certain situations, effort for Directed Independent Studies, theses, dissertations and Honors capstone courses may be split and reported both here and under Research, Scholarship and Creative Activity.

Community-Engagement courses may be reported here. Curricular activities that connect students with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples may include experiential-learning courses such as academic service learning, internships, and educational field experiences.

Undergraduate Research and Inquiry (URI) courses may be reported here. Curricular activities that actively engage undergraduates in the process of research and inquiry through projects/assignments centered on a question or unstructured problem for which no clear answer exists. Examples include courses supported by the OURI curriculum grants program and research intensive (RI) designated courses/capstones as well as supervised research experiences, internships, co-ops or independent study that include research and inquiry activities. As stated above, in certain situations a percentage of the effort may be reported here and a percentage of the effort under Research, Scholarship and Creative Activity.
DROP DOWN BOXES

The top 5 below are auto-populated by semester (Fall, Spring, Summer)

Lower Level

Upper level

Graduate Classroom

Thesis/Dissertation

Graduate III (Medical)

INSTRUCTION RELATED

Narrative

The narrative should describe the activities undertaken in these assigned areas, as appropriate.

DROP DOWN BOXES

Academic Advising

Formal counseling with students on academic course or program selection, advising on graduate and professional programs and career counseling. Supervision of teaching assistants and mentoring activities may be reported in this category. Reports shall describe advising activities in the supporting documentation area.

Other Instructional Effort

Performance of instructional related activities that are not directly tied to specific credit courses reported in “Teaching”. This includes any development activities for courses not reported in “Teaching” for the current term, new course development, new program planning, preparation of assessment plans and academic learning compacts. Preparing, coaching and evaluating students for papers presentations, performances and exhibits outside of courses listed in “Teaching” may be reported here. The development, recruitment and administration of a Study Abroad program could be reported here. Efforts expended on Honors Compacts, as well as the supervision of internships not tied to specific courses reported in “Teaching” may be reported here.
Other instructional effort may also include teaching residents and fellows in graduate medical programs. A significant portion of this teaching may be done outside the classroom and may include, but is not limited to: 1) teaching in the operating room and on ward rounds; 2) one-on-one teaching during mentoring and review process for scholarly activity and resident QI projects; 3) small group educational sessions related to specific educational assignments.

**Clinical Instruction**

Instruction conducted with students in clinical settings where the course is not listed in the “Teaching” category.

**RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY**

**Narrative**

The narrative should describe the specific activities in these assigned areas, as appropriate.

**DROP DOWN BOXES**

**University Research**

Research, scholarly or creative activities ordinarily managed within academic departments. Assignments should be accompanied by the identification of a specific activity and specific expected outcomes. Reports should include a description of activities toward the fulfillment of the research assignment. General research, scholarly or creative activities required to maintain currency in the discipline and keep teaching up-to-date should be reported under “Other Instructional Effort”. Supervision of Graduate Assistants may be reported here.

For graduate medical education programs, a significant amount of the research/scholarship effort occurs outside of the laboratory, at participating clinical training sites.

Community-Engagement activities may be reported here. In this section it may include a collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Undergraduate Research and Inquiry (URI) may be reported here. Supervising an inquiry or investigation conducted by an undergraduate that makes an original intellectual, technical, or creative contribution to the discipline or practice, or applied research, where the student uses discipline-appropriate data to address a research question/problem for which no clear answer exists. The contribution to the discipline or practice should be documented in appropriate ways within each discipline such as written works, presentations, publications, juried exhibitions, performances, works of art, and other appropriate documentation with undergraduate students as co-authors.
As indicated in the “Teaching” section, a portion of theses and dissertations and capstone projects in disciplines that have an Honors program may be reported here.

Internally funded research may be reported in this section. This would include all scholarly or creative activities that are supported by internal grant-funding agencies, such as OURI Summer Undergraduate Research Fellowships, Undergraduate Research grants, Curriculum grants, Graduate Research and Inquiry (GRIP) grants, and the Division of Research Seed grant program. Research and scholarship activities funded through the FAU Foundation, Inc. may be included here. Sabbaticals and Fulbrights, which are supported by university funding, should also be reported here.

**Externally Funded Research**

All research, scholarly or creative activities that are paid from Contracts and Grants budget (sponsored by federal, state, local and non-federal agencies and organizations, including federal flow-through). This includes all grant, contract and industry supported research activities both basic and clinical. This section is auto-populated.

**SERVICE**

**Narrative**

The narrative should describe the assigned activities in these areas, as appropriate.

**DROP DOWN BOXES**

**Service – University Committees/Councils**

Activities that provide advisory support, including special assignments as consultation service to university offices and units, faculty governance, and service on curricular and non-curricular related committees, including accreditation and program reviews. This may also include attending and participating in department/school/college meetings, attending commencement and other university ceremonies, and participating in recruitment and retention efforts.

Participation in resident interview and selection; participation in resident and program evaluation; functioning in the role of resident mentor and career guide; participation in program development activities.

**Service – Professional/Public/Academy**

Extends the professional and/or discipline related services of individuals to the community, the state, or the nation. This includes service in professional organizations, such as membership on an editorial board, professional committee or advisory board. The primary intent is to provide professional and/or discipline related services, other than instruction, that are beneficial to groups, organizations or individuals external to the university. Such public service shall not generate remuneration from third parties, although honorariums are acceptable. Reports shall list, in the supporting documentation area, the activities toward fulfilling the assignments.
Working with the Career Center, coordinating the placement of Cooperative Education students into supervised work experiences, evaluating student progress, and counseling and conducting seminars for Cooperative Education students.

Community Engagement activities which involve the application of one’s professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community.

Undergraduate Research and Inquiry activities that involve the application of professional expertise to support undergraduate research efforts aligned with the institution’s strategic plan. Activities could include mentoring of undergraduate students in research and inquiry either through the department, an outside grant, or the OURI Undergraduate Research grants program, serving as judges or reviewers for undergraduate research-related journals, grant programs, and symposia etc...

Service Mandated

Public service activities required by rule or statute to be performed by state universities. This category is to be used for reporting education service effort of faculty and other professional employees involved in the performance of public service activities in the K-12 system that have been assigned by the unit administrator.

Service Clinical

Service in medical clinical settings where the course is not listed in the “Teaching” category.

OTHER ASSIGNED DUTIES

Narrative

Anything that does not fit into another category above should be reported here. The narrative should describe the assigned activities in these areas, as appropriate.

DROP DOWN BOXES

Academic Administration

Supervisory, management, or staff activities related to the administration of a department, school, college, or university. This activity provides administrative support and management direction to instructional, research and public service programs and is formally assigned and evaluated. Assignments customarily and regularly require the incumbent to exercise discretion and independent judgement and to direct the work of others. Normally only academic administrators will report in this category. If the individual does not hold an administrative title, effort in this activity will describe the administrative activities performed by the individual in
the supporting documentation. Coordination of a university-wide program and service on inter-institutional SUS Committees may be reported here.

Auxiliary Effort

All activities paid from the auxiliary budget that are not specifically assigned to other categories. This category includes effort expended on the operation of residence halls, dining halls, student unions, intercollegiate athletics, and other similar auxiliary enterprises.

Leave of Absence With Pay

An authorized, compensated leave of absence granted to an employee by the university.

Release Time

A reduction in an employee’s course load (for instruction) or hours of work (for non-instruction) for purposes of carrying out activities for faculty governance or the United Faculty of Florida (UFF).

Leave of Absence Without Pay

Any leave of absence without pay.

Retirement
DON ADAMS
Department of English
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University (FAU)
3200 College Avenue
Davie, FL 33314
+1 954-557-6231 (USA)
+91 88847 98504 (INDIA)
+84 09378 19945 (VIETNAM)
radams@fau.edu
zeonoadams@gmail.com

EMPLOYMENT

2011-   Professor, Department of English, FAU
2017-18 Visiting Senior Fulbright Scholar, Christ University, Bangalore, India
2002-04 Visiting Senior Fulbright Scholar, Ho Chi Minh City University of Education, Vietnam
1999-2011 Associate Professor, Department of English, FAU
1999-2002 Chair, Division of Arts and Humanities, College of Liberal Arts, Florida Atlantic University
   —Responsible for administering partner-campus programs in English, Art, History, and Music.
1999   Assistant Chair, Division of Arts and Humanities, FAU
1994-99 Assistant Professor of English, FAU
1993-94 Visiting Assistant Professor of English, Lawrence University, Appleton, Wisconsin

EDUCATION

Degrees

1993   PhD, Washington University in St. Louis
   Major field of concentration: 20th Century British and American literature
1988  MA, English, University of Missouri-Columbia

1986  BJ (Bachelor of Journalism) with honors, University of Missouri-
Columbia

Dissertation

Title:  “Making Destiny His Choice: The Quest to Choose Necessity in James
Merrill’s The Changing Light at Sandover”

Director:  Naomi Lebowitz, Lewin Distinguished Professor Emerita

Fellowships and Scholarships

2017-18  Fulbright Senior Scholar Fellowship to India

2002-04  Fulbright Senior Scholar Fellowship to Vietnam

1991-92  Dissertation Fellowship, Washington University

1986-88  Graduate Fellowship in English, University of Missouri

1985-86  Alumni Scholarship for Academic Excellence, University of
Missouri School of Journalism

1982-86  Curators’ Scholarship, University of Missouri

PUBLICATIONS

Books


Chapters in Books

2016  “Down the Rabbit Hole: Snippets of a Saigon Sojourn.” On the Back of a


**Articles in Scholarly Reference Works**


**Print and Print-Online Journal Publications**


Textbook

2016 *Introduction to American Literature*. Ho Chi Minh City, Vietnam: Ho Chi Minh City University of Education Press, 2016. Ed. Don Adams, et al. [Note: This university textbook is a slightly revised and enlarged print edition of the “Electronic Sourcebook” below.]


Online Only Publications


http://uknowledge.uky.edu/disclosure/vol21/iss1/7/

http://www.ipcs.in/upload/333971289Tourist%20in%20earnest.pdf

file:///Users/dadams/Downloads/James_Purdy's_Via_Negativa.pdf

2009 “Ronald Firbank: Aggressive, Witty, and Unrelenting.” *Point of View* special feature column at the online encyclopedia site glbtq.com, 
http://www.glbtq.com/sfeatures/ firbankronald.html

http://therumpus.net/2009/03/why-are-we-dead-anyhow/#more-11432


www.lodestarquarterly.com/issue/6/

Compact Disk


Web Link

2002 *Oxford Anthology of Modern American Poetry* 
http://www.english.uiuc.edu/maps/poets/m_r/merrill/broken.htm

CONFERENCE PAPERS

2018 “Radical Evil and the Infinite Other in Jim Thompson’s Fiction,” invited Keynote Address at the Images of Self and Others conference at St. Aloysius College in Kerala, India, and Christ Academy in Bangalore, India.
2017  “Increasing Sustainability Awareness in the Humanities Classroom,” paper presented at the 2017 Engaging Vietnam conference at the University of Social Sciences and Humanities in Ho Chi Minh City, Vietnam.

2017  “Representing a World to Come: Prophetic Realism,” invited plenary lecture given at the Politics of Representation Conference at Sikkim University in Gangtok, India.

2010  “Teaching Environmental Awareness in the Literature Classroom,” paper presented at the Environmental Awareness and Higher Education conference at Hoa Sen University in Ho Chi Minh City, Vietnam.

2008  “All Must Have Prizes or Punishing the Loser: Alternative Educational Paradigms,” paper read for me at the 2008 Comparative Education conference hosted by the Center for International Education, Culture Exchange, and Research at the University of Education in Ho Chi Minh City, Vietnam.


2005  “Jane Bowles and Nomadology,” paper presented at the American Comparative Literature Association conference at Penn State University.

2004  “Jane Bowles and a Spinozistic Realism,” paper presented at the Borders of Realism of 20th Century Narrative Literature conference at Louvain-la-Neuve, Belgium, and later included in a refereed collection of essays chosen from among the papers presented at the conference and published on the scholarly website e-montaigne.com (see “Online Publication” above).

2003  “James Purdy’s Allegories of Love,” paper presented at the Assessing James Purdy conference at the University of Massachusetts, Amherst.

2000  "So Natural and So Hard: James Schuyler’s Casual Perfection," paper read for me at the National Poetry Foundation conference in Orono, Maine.


1999 “Pleading the Permanence of Ignorance: The Poetry of William Bronk,” paper presented at the William Bronk Symposium at the Stevens Institute of Technology in Hoboken, New Jersey, and later included in a refereed volume of essays chosen from among the papers presented at the conference (see “Published Chapters in Books” above).


1997 “Elizabeth Bishop and the Pastoral World,” paper presented at the Elizabeth Bishop conference in Worcester, Massachusetts, and later included in a refereed volume of essays chosen from among the papers presented at the conference (see “Published Chapters in Books” above).


1995 “James Merrill’s Poetry of Loss,” paper presented at the Twentieth-Century Literature conference at the University of Louisville in Louisville, Kentucky.

PRESENTATIONS AND WORKSHOPS

2018 “Modern Fiction and the Ethical Self,” invited guest lecture at Christ University, Bangalore, India.

2017 “The Gender Radicalism of Somerset Maugham,” invited guest lecture at Christ University, Bangalore, India.

2017 “Popular Culture in the Literature Classroom,” invited guest lecture at Christ University, Bangalore, India.

2016 “Introduction to American Literature,” invited guest lecture at the American Center, U.S. Consulate Ho Chi Minh City, Vietnam.


2012  "Western Detective Fiction in Asia," invited guest lecture at the American Center, U.S. Consulate, Ho Chi Minh City, Vietnam.


2010  "East-West: Alternative Educational Paradigms," invited guest lecture at the Department of Foreign Languages and Cultures, Hoa Sen University, Ho Chi Minh City, Vietnam.


2005  "The Traffic in Saigon and Other Observations from Two Years in Vietnam," presentation given in the FAU PhD in Comparative Studies Colloquium Series.


2004  "Individualism in American Literature and Culture," invited guest lecture given at Vinh University, Vietnam.

2004  "Utopianism in American Literature and Culture," invited guest lecture given at Hue University, Vietnam.


2002  “Lingering Voices: American Poetry at the Turn of the Millennium,”
invited lecture given at the Ho Chi Minh City University of Education,
Vietnam.

2000  Key West Writers’ Workshop with John Ashbery.

1996  “The Elevated Highway,” readings from my poetry for “Performance/Art
Fusion,” Broward Community College.

1995  “Zeno’s Pilgrimage,” readings from my poetry for Words After Hours,
Florida Atlantic University.

1994  “‘It’s Too Ample’: The Poetry of John Ashbery,” paper given for Main
Hall Forum, Lawrence University.

1994  “Homosexual Elitism in James Merrill’s Poetry,” paper given at the
Bisexual, Gay, and Lesbian Conference, Lawrence University.

1993  “The Man of Two Minds,” readings from my poetry for Main Hall Forum,
Lawrence University.

1992  “The Nature Of The Quest In James Merrill’s Poetry,” paper given for
Critical Forum, Washington University.

COMPETITIVE GRANTS AND AWARDS

2015  Japan Foundation Curriculum Development Grant, FAU
2011  Asian Studies Program Curriculum Development Grant, FAU
2010-11  Full-Year Sabbatical, FAU
2007-8  University Research Grant, FAU
2005  International Travel Grant, FAU
2004  International Travel Grant, FAU
2002  Awarded Full-Pay Sabbatical leave for Fall 2002 (not taken)
2002  Finalist, Four-Way Books Intro Poetry Prize
1999  Finalist, Salmon Run Press National Poetry Book Award
1998  Nominated by FAU for NEH Summer Stipend
1997  International Travel Grant, FAU

INSTITUTIONAL SERVICE

Department of English

2013-17  Graduate Committee Member
2011-13  Faculty Evaluation Committee Member
2011  Library Committee Member
2010  Graduate Committee Member
2009-13  Davie Schedule Coordinator
2009  Americanist Search Committee Member
2008  Transatlantic Search Committee Member
2008  Creative Writing in Translation Search Committee Member
2008-9  Associate Chair for Davie
2008  Chair of Visiting Speaker’s Committee
2007  Pamela White Hadas, Visiting Poet, Trip Coordinator
2006  Matthew Stadler, Visiting Novelist, Trip Coordinator
2005-8  Faculty Evaluation Committee Member
2004-7  Creative Writing Committee Member
2004-5  Associate Chair for Davie
2004  Writing Director Search Committee Member

Dorothy F. Schmidt College of Arts and Letters

2016-17  English Department Representative on the Sustained Performance Evaluation (SPE) Committee
2015-7  BC/FAU Joint-Use Library Committee Member
2012-17  Davie Campus Liaison to the FAU/BC Joint-Use Library
2004-7  Masters of Liberal Studies Committee Member

College of Liberal Arts, Davie

2001  English Faculty Search Committee Chair
2000  Advancement Officer Search Committee Member
2000  Chamber Music Series Administrator Search Committee Member
1999  Market Equity Award Committee Member
1999  BCC/FAU Joint Use Library Committee Member
1998-9  Steering Committee Chair
1997  Steering Committee Member
1997  Graphic Design Search Committee Member
1997  Music Performance Search Committee Member
1996  Teaching and Advising Award Committee Member
1996  Associate Dean Search Committee Member
1995-6  Library Committee Member
1995-2002  Masters of Liberal Studies Committee Member
1995  United Way Fund Drive Coordinator

University Service

2014  Finance Department, FAU Business College, Program Review Committee
2000  FAU Institutional Effectiveness Committee Member
1997  Broward Faculty Senate Bylaws Committee Member
PROFESSIONAL SERVICE

2017  Served as a panel member respondent at the conference on “Shifting Perspectives in Indian Higher Education,” Christ University, Bangalore, India, November 11, 2017.

2014  Served as an outside manuscript reviewer for the essay, “Robust Body and Social Souls: Reassessing Ronald Firbank’s Effeminate Queer Men,” for Studies in the Novel.

2012  Served as international consultant for the conference on the "International Integration of Vietnamese Higher Education," Vietnamese National University, Ho Chi Minh City, Vietnam, November 9, 2012.

2011  Served on the 2012-13 Vietnam Fulbright Scholar Grant Award Review Committee.

2011  Served as outside reviewer for the project “New York Pastoral: The Poetry of James Schuyler,” sponsored by the Polish Science Foundation.

2010  Served as an Academic Consultant to the Ho Chi Minh City University of Education Department of English and Foreign Language Center.

2010  Served as an Academic Consultant to the Hoa Sen University Faculty of Foreign Languages and Cultures, Ho Chi Minh City, Vietnam.

2010  Served as the English Language Editor and Advisor for the Environmental Awareness and Higher Education conference at Hoa Sen University in Ho Chi Minh City, Vietnam.


2005  Reviewed the manuscript “Postmodern Magus: Myth and Poetics in the Work of James Merrill,” by Evans Lansing Smith, for the University of Iowa Press.

2002-4 Fulbright service in Vietnam, including editing an annotated anthology of American literature, history, and culture; serving on a panel to choose Vietnamese Fulbright scholars, and presenting visiting guest lectures throughout the country.

1998 Served as an outside reviewer for PMLA, the journal of the Modern Language Association of America.

1997 Judged Broward Country Public Schools annual poetry contest.

1994 Judged Florida Phi Theta Kappa poetry award contest.

1994 Lectured on James Merrill’s poetry for Critical Forum, Washington University, preceding the James Merrill Conference.

1994 Judged the Beloit College annual poetry contest.

1993 Lectured on James Merrill’s poetry at the University of Wisconsin Madison.

TEACHING EXPERIENCE

Christ University, Bangalore, India

Academic Research and Publishing Seminar (Graduate)

Florida Atlantic University, Boca Raton and Davie, FL

Undergraduate

20th Century American Literary Movements
20th Century British Literature
Asia in Western Literature and Film
British Literature 1867-1914
Creative Writing
Critical Approaches to Literature
Detective Fiction
Interpretation of Poetry
Introduction to Literary Studies
Irish Literary Renaissance
Literary Theory (Face to Face and Online)
Literature and the Environment
Major American Writers of the 20th Century
Modern Allegory
Modern British Novel
Modern Poetry
Poetry Writing I and II
Sexuality and Modern Literature
Western Fiction in Asia
World Literature

Graduate

20th Century Poetry
American Modernisms
The Autobiographical Mode in 20th Century Literature
Gay and Lesbian 20th Century Literature
Modern Allegory
Modern British Novel
Modern Poetry
Sexuality and Modern Literature

Ho Chi Minh City University of Education, Vietnam

American Literature (Undergraduate)
American Studies (Undergraduate)
Literary Theory and American Literature (Graduate)

Hoa Sen University, Ho Chi Minh City, Vietnam

American and British Culture

Lawrence University, Appleton, WI

Modern British Fiction
Poetry Writing
Survey of British Masterpieces from the 19th and 20th Centuries
Expository Writing
Minority Literature
Modern Poetry
Freshman Studies (Introduction to the Humanities)

Washington University in St. Louis

Modern British Literature
Practical Criticism
Composition
University of Missouri-Columbia

Composition
Honors Composition
Television and Radio Reporting, Editing and Producing

GRADUATE THESIS SUPERVISION, FAU

Committee Chair

2015, MA Thesis, Maureen Case, "The Final Novels of Ronald Firbank and Virginia Woolf: Carnivalesque and Grotesque Realism in Modernist Literature"
2013, MA Thesis, Elliot Shaw, "Grammars of Communion"
2009, MA Thesis, Tracy Stone, "The Compass of Human Will in Realism and Fantasy: A Reading of Sister Carrie and The King of Elfand's Daughter"

Committee Member

2016, MA Thesis, Pami Beveridge, John Crowleyle's New Fantastic Space: Reconstructing the Realm of Faerie in Little, Big
2012, MA Thesis, Rachel McDermott, "Room for You and Me: An Ethical Critique of Noncanonical Labor Literature"
2010, MA Thesis, Frank Altmore, "Strange Time: Block Universes and Strange Loop Phenomena in Two Novels by Kurt Vonnegut"
2010, MA Thesis, Janine McAdams, "Gender and the Abject in the Symbolic Landscapes of Robert Louis Stevenson's Strange Case of Dr. Jekyll and Mr. Hyde and Olive Schreiner's The Story of an African Farm"
2010, MA Thesis, Michael Buso, "A Dark, Uncertain Fate: Homophobia, Graphic Novels, and Queer Identity"
Stacey Balkan
sbalkan@fau.edu

EDUCATION

2016    Ph.D., English, The Graduate Center, City University of New York
        Dissertation: *Rogues in the Postcolony: The New Picaresque and the
        Making of Modern India.*
        Committee members: Ashley Dawson (director), Robert
        Reid-Pharr, Alan Vardy, Siraj Ahmed

2015    M. Phil., English, Distinction, The Graduate Center, CUNY

2012    M.A., Liberal Studies, The Graduate Center, CUNY

2003    M.A., English, Summa Cum Laude, Montclair State University

2000    B.A., English & Women’s Studies, Montclair State University

ACADEMIC APPOINTMENTS

2017 - Present  Assistant Professor, English, Florida Atlantic University, Boca Raton, FL
2012 - 2017    Adjunct Professor, English, John Jay College, New York NY
2010 - 2017    Assistant Professor, English, Bergen Community College, Paramus, NJ
2005 - 2010    Instructor, English, Bergen Community College, Paramus, NJ
2004 - 2005    Adjunct Professor, English, Montclair State University, Montclair, NJ

TEACHING & RESEARCH INTERESTS

Literature and the Environment, Eco-criticism, Postcolonial Literature and Theory,
Postcolonial Eco-criticism, Anglophone World Literature

PUBLICATIONS

PEER-REVIEWED ARTICLES

2018    “A *Memento Morí* Tale: Indra Sinha’s *Animal’s People* and the
        Politics of Global Toxicity.” *ISLE: Interdisciplinary Studies in
        Literature and Environment.* In press.

2016    “Rogues in the Postcolony: Chris Abani’s *Graeceland* and The Petro-

2015    “Representing India’s ‘Suicide Economy.’” *Social Text Online.* 8
        Mar. 2015.

2013    “Latin American Semiotics: ‘Metropolitan (Im)migrants’ in the
        ‘Lettered City.’” *CLC Web: Comparative Literature and Culture.* 14.5

BOOK CHAPTERS


REVIEW ESSAYS


BOOK REVIEWS


ENCYCLOPEDIA ENTRIES & OCCASIONAL PIECES


WORKS IN PROGRESS

Rogues in the Postcolony: Developing Itinerancy in India (book manuscript)

Oil Fictions: World Literature and our Contemporary Petrosphere (edited collection, manuscript in progress)
Anthropocene, Capitalocene, Thermocene: A Petro-Aesthetic Critique of Amitav Ghosh’s *The Glass Palace* (chapter for *Oil Fictions*, manuscript in progress)

“Inhabiting the Cthulucene: Tentacular Intimacies in Jamaal May’s Detroit.” (manuscript in progress)

**SELECTED CONFERENCE PRESENTATIONS**


2018  “Cultivating the Local in Anna Lowenhaupt Tsing’s *The Mushroom at the End of the World* and Amitav Ghosh’s *Sea of Poppies.*” MLA Annual Convention, New York City.

2018  “Inhabiting the Cthulucene: Tentacular Intimacies in Jamaal May’s Detroit.” MLA Annual Convention, New York City.


2016  “Amitav Ghosh and the Environmental Picaresque.” MLA Annual Convention. Austin, TX.


2014  “Rogues in the Postcolony: Chris Abani’s *Graceland* and the Environmental Picaresque.” SCMLA Annual Convention. Austin, TX.

2014  “*Lazarillo on the Ganges: Amitav Ghosh’s "Environmental Picaresque" and Other Representations of India’s ‘Suicide Economy.’*” Radical Materialism: Making the World Matter. CUNY Graduate Center.

2014  “The River in/of Time in V.S. Naipaul and Amitav Ghosh.” NeMLA
Annual Convention, Susquehanna University, Harrisburg, PA.

2013

2011
"Abject Spaces: The Hinterland in Roberto Bolano’s 2666 and Amulet." American Comparative Literature Association (ACLA) Annual Convention, Vancouver, BC.

2011
"Abject Spaces: The Hinterland in Roberto Bolano’s 2666 and Amulet." NeMLA Annual Convention, Rutgers University, New Brunswick, NJ.

2010
"Metropolitan Migrants’ after the Apocalypse: Urban Indíos in the Postmodern City." NeMLA Annual Convention, McGill University, Montreal, QC.

2009
"The City as a Space of Exile in the Prose of Junot Díaz and Daniel Alarcón." NeMLA Annual Convention, Boston University, Boston, MA.

INVITED TALKS

2017

2017

2017

2017
"A Memento Mori Tale: Indra Sinha’s Animal’s People and the Politics of Global Toxicity." English Department. Florida Atlantic University.

2016
"Rogues in the Postcolony: Chris Abani’s GraceLand and the Pecu-Picaresque." English Department. State University of New York, College at Old Westbury.

2016
"Postcolonial Ecologies: Indra Sinha’s Animal’s People and the Politics of Global Toxicity." Eco-criticism Seminar Series, Center for Humanities, CUNY Graduate Center.
2016

2015
“Land Reclamation in India’s ‘Red Corridor:’ Selections from Arundhati Roy’s *Walking with the Comrades*.” Bergen Community College, Women’s History Month lecture.

2014
“What is Sustainability?” Earth Day Panel, Bergen Community College.

2014
“Chilean Poetics of Resistance.” Bergen Community College, Women’s History Month lecture.

2014
“*Lazarillo* on the Ganges: Amitav Ghosh’s ‘Environmental Picaresque’ and Other Representations of India's Suicide Economy.” James Gallery. CUNY Graduate Center.

2013
“Mary Shelley’s *Frankenstein: Some Notes on Cognitive Aesthetics.*” Bergen Community College, Women’s History Month lecture.

2012
“Nawal el Saadawi: Notes on Islamic Feminism.” Bergen Community College, Women’s History Month lecture.

2011
“When the Air is Clear: Carlos Fuentes in Mexico City.” Suburban Studies Initiative, Bergen Community College.

2011
“A Pedagogy of Alienation Revisited.” Teaching of Writing Circle, Bergen Community College.

2010
“Edwidge Danticat’s ‘Night Women.’” With Professor Kelly Keane. Bergen Community College, Women’s History Month lecture.

2010

2010
“Alienation and Composition.” With Dr. Alan Kaufman. Teaching of Writing Circle, Bergen Community College.

2009
“Conversations in Composition.” EDRE (English Division Resource Envelope), Bergen Community College.

2009
“Alternative Transportation and the Cycling Option in New Jersey.” Alternative Transportation Day, Bergen Community College.
FELLOWSHIPS, GRANTS, AND AWARDS

2017  
Distinguished Faculty Scholar, Bergen Community College.

2016/2017  

2016  
Faculty Development Travel Grant (BCC): MLA, $800.00

2015  
Faculty Development Travel Grant (BCC): MLA, $1250.00

2014  
Faculty Development Travel Grant (BCC): SCMLA, $750.00

2014  
Oral Comprehensive Examination, The Graduate Center, City University of New York: Pass with Distinction.

2014  
Faculty Development Travel Grant (BCC): NEMLA, $750.00

2013  
Faculty Research Sabbatical, Bergen Community College. Competitive scholar award granted to four faculty members annually.

2012  
Center for Institutional Research and Development (CIRD) at Bergen Community College: Literary Arts Series, $3000.00 (Jennifer Egan program)

2012  
Center for the Study of Intercultural Understanding (CSIU) at Bergen Community College: Literary Arts Series, $5000.00 (Jennifer Egan program)

2011  
Center for Institutional Research and Development (CIRD): Literary Arts Series, $3000.00 (Mary Gaitskill program)

2011  
Center for the Study of Intercultural Understanding (CSIU): Literary Arts Series, $5000.00 (Mary Gaitskill program)

2011  
Faculty Development Travel Grant (BCC): ACLA, $1250.00

2011  
Faculty Development Travel Grant (BCC): NEMLA, $500.00

2011  
Providence Bank: Literary Arts Series, $5000.00 (general programming)

2010  
Center for Institutional Research and Development (CIRD): Literary Arts Series, $3000.00 (Joseph O’Neill program)

2010  
Center for the Study of Intercultural Understanding (CSIU): Literary
Arts Series, $5000.00 (Joseph O'Neill program)

2010
Faculty Development Travel Grant (BCC): NEMLA, $1250.00

2009
Center for Institutional Research and Development (CIRD): Literary Arts Series, $3000.00 (Salman Rushdie & Junot Diaz programs)

2009
Center for the Study of Intercultural Understanding (CSIU): Literary Arts Series, $5000.00 (Junot Diaz program)

2009
Faculty Development Travel Grant (BCC): NEMLA, $750.00

2008
Center for Institutional Research and Development (CIRD): Literary Arts Series, $3000.00 (Jhumpa Lahiri program)

2008
Center for the Study of Intercultural Understanding (CSIU): Literary Arts Series, $5000.00 (Jhumpa Lahiri program)

2007
Faculty Development Travel Grant (BCC): CCHA, $1250.00

2006
Center for Institutional Research and Development (CIRD): Middle Eastern Studies Initiative, 2005/2006, $3000.00

2006
Faculty Fellow, College Consortium for International Studies
Universidad Veritas, San Jose, Costa Rica

2002-2003

2002-2003
Research Fellowship. Women’s Center. Montclair State University.

PROFESSIONAL SERVICE

2017 - Present
Undergraduate Committee, Florida Atlantic University

2017 - Present
Faculty advisor, English Club, Florida Atlantic University

2016 - 2017
Faculty Senate, Elected Departmental Representative, Bergen Community College.

2015 - Present
Member, Eco-criticism Seminar Series, Center for Humanities, Graduate Center, City University of New York.

2008 - 2017
Co-Chairperson, Literary Arts Series, Bergen Community College.

2007 - 2017  Member, Honors Faculty Association, Bergen Community College.

2013 - 2015  Co-Chairperson, Women’s History Month Committee, Bergen Community College.

2011 - 2013  Chairperson, Women’s History Month Committee, Bergen Community College.

2011 - 2013  Co-chairperson, Teaching of Writing Circle, Bergen Community College.

2011 - 2012  Representative Assembly of the BCCFA, Elected Departmental Representative.

2008 - 2012  Faculty Senate, Elected Departmental Representative, Bergen Community College.

2009 - 2010  Program Review Committee, Elected Departmental Representative, Bergen Community College.

2008 - 2010  Founder/Advisor, BergenLit, Bergen Community College Student Literature Club.

2006 - 2009  College-wide Curriculum Committee, Elected Departmental Representative, Bergen Community College.

**EXTERNAL SERVICE**

2017 - Present  Referee, *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*

2012 - Present  Referee, *Comparative Literature and Culture*

**COURSES TAUGHT/DEVELOPED**

**Florida Atlantic University**
Graduate
LIT6934 Postcolonial Environments

Upper Division
LIT4434 Literature and the Environment
ENG4932 Honors Seminar
AML 2020 American Literature from 1865
Bergen Community College
LIT231 Literature and the Environment
WRT101 Reading the Environment (co-taught with Environmental Science faculty)
LIT204 World Literature 1650 - Present
LIT226 Introduction to the Novel
LIT223 Contemporary Latin American Literature
LIT202 American Literature 1880 - Present

LANGUAGES

English, native fluency
Spanish, proficiency
Italian, reading knowledge

CURRENT PROFESSIONAL MEMBERSHIPS

Modern Language Association (MLA)
Association for the Study of Literature and Environment (ASLE)
Postcolonial Studies Association (PSA)
American Comparative Literature Association (ACLA)
Northeastern Modern Language Association (NeMLA)
Society for Literature, Science, and the Arts (SLSA)
South Asian Literary Association (SALA)

REFERENCES

Available upon request.
Curriculum Vitae
Updated: February 14, 2018

HIGHER EDUCATION
Rutgers, the State University of New Jersey, PhD in Literatures in English, May 2005.
Rutgers, the State University of New Jersey, MA in Literatures in English, December 1995.
Tulane University, BA in English, 1992.

EXPERIENCE
Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters, Associate Dean, 2017-Present.
Florida Atlantic University, Director, Center for Women, Gender, and Sexuality Studies, 2016-Present.
Florida Atlantic University, Associate Professor of English, 2011-Present.
Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters, Assistant Dean, 2014-2016.
Florida Atlantic University, Interim Chair, Visual Arts and Art History, 2015-2016.
Florida Atlantic University, Interim Director, Center for Women, Gender, and Sexuality Studies, 2015-2016.
Florida Atlantic University, Director of Writing Programs, 2005-2014.
Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters, Coordinator for Credentialing, Assessment, and Interdisciplinarity, 2013.
Florida Atlantic University, Assistant Professor of English, 2005-2011.
Rutgers, the State University of New Jersey, Lead Assistant Director of the Writing Program and Director of Instructional Technology, 2000-2005.
Rutgers, the State University of New Jersey, Assistant Director of the Writing Program and Course Coordinator for Basic Composition, 2000.

HONORS, AWARDS, AND POST-DOCTORAL FELLOWSHIPS
Florida Atlantic University Student Affairs Faculty/Staff Impact Award, 2017.
Nominee, Excellence in Graduate Mentoring, 2012.

**FUNDED RESEARCH**

**Externally funded:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Investigator Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>$3,600</td>
<td>Principal Investigator</td>
<td>Barclay Barrios, Principal Investigator. Grant from Bedford/St. Martin's for six members of the Florida Atlantic University writing program to attend the &quot;Evolving Writing Programs: Needs, Goals, And Strategies For Change&quot; workshop.</td>
</tr>
<tr>
<td>2006</td>
<td>$500</td>
<td>Principal Investigator</td>
<td>Barclay Barrios, Principal Investigator. Travel grant from Thomson-Wadsworth to attend Conference on College Composition and Communication.</td>
</tr>
</tbody>
</table>

**Internally funded:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Investigator Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>$4,000</td>
<td>Co-Investigator</td>
<td>Barclay Barrios, Co-Investigator. &quot;Queer Images,&quot; Summer Undergraduate Research Fellowship, with Charles Pratt.</td>
</tr>
<tr>
<td>2013</td>
<td>$42,819</td>
<td>Principal Investigator</td>
<td>Barclay Barrios, Principal Investigator. &quot;Refurbishing AL 337.&quot; Tech Fee Grant.</td>
</tr>
<tr>
<td>2010</td>
<td>$5,000</td>
<td>Principal Investigator</td>
<td>Barclay Barrios, Principal Investigator. &quot;Researching Research: An Assessment of the Impact of Research-Based Writing in ENC 1102,&quot; Assessment Grant, FAU Institutional Effectiveness and Analysis.</td>
</tr>
<tr>
<td>2006</td>
<td>$1,791</td>
<td>Principal Investigator</td>
<td>Barclay Barrios, Principal Investigator. &quot;Project Codex: Improving Teacher Training in ENC 1101 and ENC 1102,&quot; Summer Teaching Development Award, Dorothy F. Schmidt College of Arts and Letters.</td>
</tr>
</tbody>
</table>
REFEREED RESEARCH PUBLICATIONS

Works in progress:

Monographs published:


Co-authored books:


Journal articles:


Barrios, Barclay. "Reimagining Writing Program Web Sites as Pedagogical Tools," 

Computers and Composition Online, Spring 2003, np,
<http://www.bgsu.edu/cconline/barrios/blogs/>.

Chapters in books:
Barrios, Barclay. "Soul Remedy: Turnitin and the Visual Design of End User License

Barrios, Barclay. "Boi's Story: Queer Language, Identity, and Technological Literacy on

Barrios, Barclay. "Teaching and Technology: A Primer for Instructors Using The New
Humanities Reader," Instructor's Resource Manual for the New Humanities Reader,

CONFERENCE PRESENTATIONS
Papers presented:
Barrios, Barclay. "The Heart of 3.4.11: Meeting the Challenges of Credentialing

Barrios, Barclay. "Green is the New Green: The Challenge of Sustaining Technology
Budgets in Writing Programs," South Atlantic Modern Language Association Annual
Conference, November 2014.

Barrios, Barclay. "Well Played, WPA: Promoting Growth in an Era of Budget Cuts,

Barrios, Barclay. "A Funny Thing Happened on the Way to Digital Literacy," invited
plenary speaker, NEXUS conference, University of Tennessee—Knoxville, March 2012.

Barrios, Barclay. "A Funny Thing Happened on the Way to Digital Literacy,"
Conference on College Composition and Communication, March 2012.

Barrios, Barclay. "Hope: Axiomatic," Invited Speaker, Indiana University—South Bend,
January 2011.

Barrios, Barclay. "Hard Drive: Moving from Technology Using You to Using
Technology," Headwinds in English Symposium, Online, March 2010.

Barrios, Barclay. "Broke: When Technology (and Budgets) Fail," Bedford St. Martin's

Barrios, Barclay. "The Secrets of Visual Arguments, The Visual Arguments of Secrets:
PostSecret and Pedagogy," Conference on College Composition and Communication,


Published in Meal Journal, Spring 2005, np.


Barrios, Barclay. "Sector 0.0: Technology, English Departments, and the Center of the New University," The Watson Conference, University of Louisville, Louisville, October 2004.


Workshops and roundtables:


Panels chaired:


NON-REFEREED PUBLICATIONS IN TEACHING


Barrios, Barclay. A Codex for Teachers, orientation binder for new instructors at Florida Atlantic University, 2006. Internal publication.


**TEACHING**

**Teaching awards received:**

2010   Degree of Difference Award, Florida Atlantic University Alumni Association

2010   Dorothy F. Schmidt College of Arts and Letters Nominee for Distinguished Teacher of the Year

1999   Faculty of Arts and Sciences Award for Distinguished Contributors to Undergraduate Education, Rutgers University

1999   Outstanding Contributor to the Writing Program, Rutgers University

**Teaching specialization—FAU:**

SLS 1503   Learning Strategies and Human Development
ENC 1101  College Writing I
ENC 1102  College Writing II
ENC 1930  Honors Writing Seminar
ENC 3310  Advanced Exposition: Queer Composition
ENG 4020  Composing Advocacy
AML 4213  Colonial and Early American Literature
LIT 4930  Queer Literature and Theory
LIT 6905  Trans Theory
ENG 6009  Principles and Problems of Literary Study
ENG 6049  Queer Theory
ENC 6700  Introduction to Composition Theory and Methodology
ENG 6925  Colloquium in English
ENG 6933  Rhetorics of the World Wide Web
ENG 6933  Composing Digital Identities
ENG 6906  Directed Independent Study
WST 2608  Introduction to Sexuality and Gender

Courses added to the curriculum—FAU:
IDS 3890  Interdisciplinary Studies Seminar
ENC 1130  Introduction to Writing
ENC 1930  Honors Writing Seminar
ENC 1939  Special Topics: College Writing II
LIT 2070  Interpretation of Creative Nonfiction

Teaching specialization—Rutgers, The State University of New Jersey:
355:095  Rutgers College EOF Program, English Writing Section
355:098  Composition Skills
355:099  Reading Skills
355:100  Basic Composition
355:100R  Basic Composition with Reading
355:101  Expository Writing
355:102  Expository Writing II
355:103  Exposition and Argument
355:203  Business Writing Essentials
355:303  Writing for Business and Professions
355:302  Scientific and Technical Writing
355:402  Advanced Technical Writing
355:425  Web Authoring
355:396  English Internship
350:220  Principles of Literary Studies
352:225  American Literature, Colonial to Civil War
350:315  Colonial American Literature
351:349  Cyberliterature
352:504  Web Authoring for Humanities Graduate Students

Dissertation and thesis advising:
Conor Arevalo, 2017-Present, MA, Chair, in progress.

Trina Sutton, 2017-Present, MFA, Committee Member, in progress.

Dylan Owsiiany, 2017-Present, MA, Committee Member, in progress.
Roberto Navarrete, 2016-Present, MFA in Studio Art, Committee Member, in progress.

Michael Clark, 2016-Present, MA in Women, Gender and Sexuality Studies, Chair, in progress.

Claudette Batchelor, 2017-2018, MA, Committee Member.

Brian French, 2015-2016, MA, Committee Member.

Ruben Aguilar, 2013-2016, MA, Committee Member.

Atticus Ranck, 2013-2015, MA in Women’s Studies—Internship, Chair, in progress.


Renata Bozzetto, 2013, MA Thesis, Committee Member, completed Spring 2013.

Mark Kattoura, 2012-2013, PhD Dissertation, Committee Member, completed Spring 2013.

Sarah Jenkins, 2012-2013, MA Thesis, Committee Member, completed Spring 2013.

Dana DeFalco, 2009-2011, MA Thesis, Committee Member, completed Summer 2011.

Megan Halena, 2010-2011, Women’s Studies thesis, Committee Member, completed Summer 2011.

Christina Ginfrida, 2010-2011, MFA Thesis, Committee Member, completed Summer 2011.

Jessica Pitts, 2010-2011, MA thesis, Committee Member, completed Summer 2011.

Dyanne Loput, 2009-2010, MAT Thesis, Committee Member, completed Summer 2010.

Adam Berzak, 2008-2010, MA Thesis, Committee Member, completed Summer 2010.

Gloria Panzera, 2009-2010, MFA Thesis, Committee Member, completed Summer 2010.


Anne Bosworth, 2006, MA Thesis, Committee Member, completed 2006.

**SERVICE**
**Statewide committees:**
General Education Communications Faculty Committee, 2012-Present.

**University committees and service:**

Textbook Adoption Compliance Committee, 2017-Present.

Textbook Affordability Committee, 2016-17.

SACSCOC Working Group on Personnel, 2016-Present.

Super SWAT Team, 2016-Present.

Health Science Oversight Committee, 2016-Present.

Entrepreneurship Platform Steering Committee, 2016-Present.


SACSCOC Policy Committee, 2014-Present.

SACSCOC Sustainability Committee, 2014-Present.

Team for Assurance of Student Learning, 2013-Present.

Eligibility Appeals Board, 2018.

Delores A. Auzenne Fellowship Committee, 2018.

University Art Committee, 2015-2016.

Standing Committee on Recruitment and Engagement, 2016.


Special Advisory Committee to the Provost, 2013.

Program review, Office of Students with Disabilities, 2013.
QEP Committee, 2012.

Freshman Reading Committee, Chair, 2007-2009.

**College committees:**
Coalition for the Recruitment of Undergraduate Students Holistically, 2018-Present.

Graduate Programs Committee, 2016-Present.

Undergraduate Programs Committee, 2016-Present.

Strategic Metrics Utilization Team, 2015-Present.

School of the Arts Committee, 2015-2016.

Strategic Planning Committee, 2012-2013.

Teaching Taskforce, 2012-2013.

Ad-hoc Academic Integrity Committee, 2012.

**Department committees:**
Executive Committee, Center for Women, Gender, and Sexuality Studies, Chair, 2015-Present.

Writing Committee, Chair, 2005-2014.

Master of Arts in Teaching Committee, Chair 2008-2014.

Instructor Promotion Committee, Chair, 2013-2014.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Member, 2012.

Search Committee for Full Time Instructor, Member, 2012.

Search Committee for Full Time Instructor, Chair, 2011.

Search Committee for Full Time Instructor, Chair, 2011.

Search Committee for Full Time Instructor, Chair, 2011.

Search Committee for Full Time Instructor, Chair, 2011.
Search Committee for Full Time Instructor, Member, 2011.
Search Committee for Full Time Instructor, Chair, 2010.
Search Committee for Full Time Instructor, Chair, 2010.
Search Committee for Full Time Instructor, Chair, 2010.
Search Committee for Full Time Instructor, Chair, 2010.
Search Committee for Assistant Professor in Composition/Rhetoric, Chair, 2009-2010.
Search Committee for Full Time Instructor, Chair, 2009.
Search Committee for Full Time Instructor, Chair, 2009.
Search Committee for Assistant Professor in Composition/Rhetoric, Chair, 2008-2009.
Search Committee for Full Time Instructor (WAC), Member, 2008-2009.
Search Committee for Full Time Instructor (UCEW), Member, 2008-2009.
Search Committee for Full Time Instructor, Chair, 2008.
Search Committee for Full Time Instructor, Chair, 2008.
Search Committee for Full Time Instructor, Chair, 2008.
Search Committee for Full Time Instructor, Chair, 2008.
Search Committee for Full Time Instructor, Chair, 2008.
Search Committee for Assistant Professor in Technical Writing, Chair, 2007-2008.

Administrative responsibilities:
Associate Dean, 2016-Present.
Assistant Dean, 2014-2016.
Director, Center for Women, Gender, and Sexuality Studies, 2016-Present.
Interim Chair, Visual Arts and Art History, 2015-2016.
Interim Director, Center for Women, Gender, and Sexuality Studies, 2015-2016.
Director of Writing Programs, 2005-2014.
Officer of the Department of English, 2005-2014.
PROFESSIONAL SERVICE

General service:
Tenure portfolio review for Maria Fackler, Davidson College, 2012.

Editorial responsibilities:
Editorial board member, Pedagogy, 2007-Present.

Peer reviewer for “Linguistic Diversity as Resource—A Multi-Level Approach to Building Awareness in First-Year Writing Programs (and Beyond),” Pedagogy, 2016.


Peer reviewer for Language Workouts, 2011.

Peer reviewer for Little, Brown Essentials, 2011.


Peer reviewer for “What’s Wrong with My Paper?,” Pedagogy, 2011.

Peer reviewer for Writer’s Help, 2010.


Peer reviewer for Reading Across the Disciplines, 2009.


Peer reviewer for *Ways of Reading*, 2006.


**Professional and honorary organizations, service:**

**Professional and honorary organizations, memberships:**
Member, Modern Language Association

Member, National Council of Teachers of English

Member, Conference on College Composition and Communication

Member, Council of Writing Program Administrators

Member, FL-WPA, Florida's Writing Program Administrators
CURRICULUM VITAE

PERSONAL
Name: Adam Cunliffe Bradford
Office Phone: (954) 236-1127
Current Academic Rank: Assistant Professor
Primary Department: English Department

HIGHER EDUCATION
Institutional
The University of Iowa; Ph.D., English; 2010
Brigham Young University; M.A., English; 2005.
University of Utah; B.A.; English; 1999.

EMPLOYMENT HISTORY
Florida Atlantic University; Assistant Professor of English, English Department; 2010 to present.
The University of Iowa; Graduate Teaching Assistant, General Education Program, 2005-2010.
Carden Memorial School (Salt Lake City, Utah); Assistant Headmaster, Co-Director/Instructor of Summer Programs, Pedagogical Methods Instructor, Curriculum Developer, Instructor of English, Math, and Science; 1998-2005

REFEREED PUBLICATIONS
Books

Journal Articles


Chapters in Edited Volumes

Reviews


Creative Work


Other Publications

REFEREED PRESENTATIONS

International Conferences


National Conferences


Regional or Local Conferences


GRANTS

Professional Advancement Grant, The University of Iowa Executive Council of Graduate and Professional Students, 2009.


TEACHING

Undergraduate Courses taught at FAU

Interpretation of Poetry (LIT 2030)
African American Literature to 1895 (AMI 4064)
Colonial and Early American Literature (AML 4213)
American Novel: Nineteenth Century (AML 3111)
American Literature: Nineteenth-Century Traditions (AML 4223)
Literature of Adolescence (LIT 3333)
Gothic Literature (LIT 4001)
Literary Theory (LIT 3213)
American Literature to 1865 (AML 2010)
Landscapes of Literacy: Puritans, Profiters and Native Peoples in Early America (AML 4930)
American Literature to 1865 (AML 2010)
Major American Writers: 19th Century (AML 4311)

Graduate Courses taught at FAU
Antebellum American Literature (AML 6938)
Whitman, Dickinson, and Poe: Authors, Readers, and Texts (AML 6938)
Principles and Problems of Literary Study (ENG 6009)
Landscapes of Literacy/Early American Literature (AML 5930)
History of the Book (CST 7639)

Thesis Advising

MA Theses
Director; Michelle Rovere; Radical Sentimentalism and Antebellum American Women’s Literature. In progress.
Director; Joel Wilson; The Rhetoric of Unity in a Pluralistic Early America. Completed 2012.
Director; Ryan Frabizio; The Estatic Whitman: The Body and Sufistic Influences in Leaves of Grass. Completed 2011.
Reader; Jason Stephens; Untitled. In progress
Reader; Dawn Zanders; Critical Mixed Race Narratives in late 19th C and early 20th Century America
Reader; Rosemary Toulas; Dystopia and Utopia in Atwood’s “A Handmaid’s Tale”. In progress.
Reader; Betty Feuerberg; Biography and Characterization in Edith Wharton’s Age of Innocence. Completed 2012.
Reader; Ashley Santy; Heaven’s Fertile Soil: Baseball, Gender, and The Natural American Heartland in W.P. Kinsella’s “Shoelless Joe Jackson Comes To Iowa.” Completed 2012.
Reader; Rachel McDermott; “Room for You and Me”: An Ethical Critique of Noncanonical Labor Literature. Completed 2012.
Reader; Skye Cervone; Magic Words: Illuminating the Role of Language in Lord Dunsany’s Fictional Prose. Completed 2011.
Reader; Bryan Salgado; Diagnosing Modernity: Walker Percy’s “The Moviegoer” as more than a Southern Sickness unto Death. Completed 2011.

MFA Theses
Reader; Mary Ann Hogan; Literary Cargo. Completed 2013.

SERVICE

Departmental Service
Associate Chair; English Department, Florida Atlantic University; 2013 to present.

Organizer; Brown Bag Symposium Series; English Department, Florida Atlantic University; 2010 to present.

Faculty Advisor; The Rat’s Mouth Review: A Graduate Literary Journal; Florida Atlantic University, 2012 to present.
Search Committee Chair; Native-Americanist Position, English Department, Florida Atlantic University 2013-2014.

Search Committee Member; 19th Century African-Americanist Position, English Department, Florida Atlantic University, 2012-2013.

Member; Ad Hoc Committee on Medical Humanities, English Department, Florida Atlantic University, 2012.

Member; Undergraduate Program Committee; English Department, Florida Atlantic University; 2010 to 2013.

Member; Writing Committee; English Department, Florida Atlantic University; 2013 to present.

**College and University Committees**

Member; Faculty Learning Committee to Assess Implementation of Writing Enriched Curriculum, Florida Atlantic University, 2013-2014.

Member; University Subcommittee to Assess Undergraduate Intellectual Foundations Program, Florida Atlantic University, 2011.

Member; College of Arts and Letters Intellectual Foundations Program Review Committee, Florida Atlantic University, 2012.

**Professional Service**

**Editorial Responsibilities**

Peer Reviewer; *Walt Whitman Quarterly Review*, 2010 to present.

Peer Reviewer; *Farleigh Dickinson University Press*; 2012 to present.

Peer Reviewer; *LIT: Literature, Interpretation, Theory*; 2012 to present.

Peer Reviewer; *ANQ*, 2014 to present.

**Professional and Honorary Organizations**

Member; American Literature Association; 2009 to present.

Member; Society for the Study of American Women Writers; 2009 to present.

Member; Whitman Studies Association; 2005 to present.

Member; Poe Studies Association; 2009 to present.

Member; Modern Language Association; 2003 to present.

Member; Young Adult Library Services Association; 2008.

**HONORS AND AWARDS**

Faculty of Distinction Award Nominee, Broward President's Community Council, Florida Atlantic University; 2011.

Dorothy F. Schmidt College of Arts and Letters Scholarly and Creative Arts Fellowship, Florida Atlantic University, 2011.

NEH Summer Stipend Nominee, Florida Atlantic University, 2010.

Presidential Fellow, Graduate College, The University of Iowa, 2005-2010.
Outstanding Teaching Assistant Award, Graduate College Council on Teaching, The University of Iowa, 2008.

Parley A. and Ruth J. Christensen Memorial Award for Academic Excellence and Expected Contribution to the Field, Brigham Young University, Department of English, 2003.

Hart-Larson Poetry Award (3rd Place), Brigham Young University, 2003.
ACADEMIC APPOINTMENTS

2017–Present  Assistant Professor, Department of English, Florida Atlantic University
2016–2017    Lecturer, Department of English, Vanderbilt University

EDUCATION

2016    PhD  English, Vanderbilt University
2012    MA  English, Vanderbilt University
2009    BA  English, University of Massachusetts – Amherst
         Summa cum laude, Departmental Honors
2009    BA  Philosophy, Spanish Minor, University of Massachusetts – Amherst
         Summa cum laude

RESEARCH AND TEACHING INTERESTS

African American Literature, 19th-Century US American Literature, Hemispheric American Studies, Print
Culture and Book History, Critical Race Theory, Migration and Diaspora, Slavery and Abolition, Caribbean
Literature, Gender

PUBLICATIONS

Peer-Reviewed Articles
2018    “Greater Still in Death: Race, Martyrology, and the Reanimation of Juan Placido,”
         American Literature (forthcoming)
2015    “Manifest Diaspora: Black Transamerican Politics and Autoarchiving in Slavery in Cuba,” in
         “African American Print Cultures,” ed. Jocelyn Moody and Howard Rambsy II,
         special issue, MELUS 40.3 (2015): 110-133.
2013    “The Most Perfect Picture of Cuban Slavery: Transatlantic Bricolage in Manzano’s and
         Reprinted in Journeys of the Slave Narrative in the Early Americas, ed. Nicole N. Aljoe and

Conference Proceedings
2012    Co-author with Allison Curseen, Sarah Sillin, and Max White, “The Year in Conferences
         (American Studies Association Convention),” ESQ: Journal of the American Renaissance
Book Reviews


Online Scholarship


Works in Progress

*The Race for America: Manifest Destiny, Emigration, and the Antebellum Black Political Imagination* (book manuscript)


FELLOWSHIPS AND GRANTS

2015–2016  Humanities, Arts, Science, & Technology Alliance & Collaboratory (HASTAC) Scholarship Program in American Studies, Vanderbilt University

2015–2016  Martha Rivers Ingram Dissertation-Year Fellowship
  Department of English, Vanderbilt University

2015  Dissertation Enhancement Grant
  College of Arts and Sciences, Vanderbilt University

2015  Kate B. and Hall J. Peterson Fellowship
  American Antiquarian Society, Worcester, MA

2015  English Writing Fellowship
  Writing Studio, Vanderbilt University

2012  Pre-Prospectus Summer Fellowship
  Cuban Heritage Collection, University of Miami, Miami, FL

2012–2013  Seminar Grant for “Caribbean Studies Reading Group”
  Robert Penn Warren Center for the Humanities, Vanderbilt University
  Coordinated with Megan Myers, Annette Quarcoopome, and Petal Samuel

2011–2016  University Fellowship
  Graduate School, Vanderbilt University

2010  Fulbright English Teaching Assistant Fellowship
  Instituto Superior Josefa Contte, Corrientes, Argentina

2008  William F. Field Alumni Scholarship
University of Massachusetts Alumni Association

2005–2009 University Scholarship
   University of Massachusetts – Amherst
2005–2009 Commonwealth Scholarship
   Commonwealth College Honors Program, University of Massachusetts – Amherst

HONORS AND AWARDS

2016 Edgar Hill Duncan Award (for highest standards of achievement and promise for the future)
   Department of English, Vanderbilt University
2013 Mary Kelley Prize (for best graduate student essay presented at annual conference)
   New England American Studies Association
2013 Second Prize (for best essays presented at annual conference)
   Alabama Regional Graduate Conference in English
2013 Rose Alley Press Achievement Award (for excellence in collegiality and publication)
   Department of English, Vanderbilt University
2008 Sanderson Prize (for best undergraduate essay on any topic)
   Department of English, University of Massachusetts – Amherst
2008 Phi Beta Kappa
   Nu Chapter, University of Massachusetts – Amherst

CONFERENCES AND PRESENTATIONS

Invited Talks
2016 “Uncle Tom’s Cabin, Manifest Destiny East, and the Race for America,” Dissertation Talk
   hosted by the English Graduate Student Association, Vanderbilt University
2016 “What is American Studies?” Digital Humanities Project,” Digital Works in Progress Series
   hosted by American Studies and Scholarly Communications, Vanderbilt University
2015 “Manifest Destiny East: Uncle Tom’s Cabin and the Segregated Labor of Empire,” Fellows’
   Talk, American Antiquarian Society
2012 “Up from Slavery, Up from Cuba: The Transnational Re-mapping of Abolition in the 19-
   Century Americas,” Cuban Heritage Collection Graduate Fellows Colloquium,
   University of Miami

Conference Presentations
   Limits of Black Transnationalism,” C19: The Society of Nineteenth-Century
   Americanists, University of New Mexico
2017 “Critical Whiteness Pedagogy and the Liberal Agenda,” American Studies Association,
   Chicago, IL
2017 “The Coloured Citizens of the World and *todo pueblo americano independiente*: The Appeals of
   David Walker and Vicente Rocafuerte,” Society of Early Americanists, Tulsa, OK
2016 “The Revolution Will Not Be Televised (But It Might Be Tweeted): Twitter, Teaching, and
   Social Justice,” HASTAC Conference, Arizona State University
2016 “E.G. Squier, James McCune Smith, and the Race for Central America,” C19: The Society of
   Nineteenth-Century Americanists, Penn State University
2016  “Thanks to Mrs. Stowe!: The Hemispheric Politics of the Trinidadian Antislavery Novel,”
Modern Language Association, Austin, Texas
2015  “Whittier’s Arm-Chair Abolitionism and the Challenges of Hemispheric American Studies,”
American Studies Association, Toronto, Ontario
2014  “From Jay Gatsby to Jay Z: Racial Appropriation in Baz Luhrmann’s The Great Gatsby,”
Northeastern University English Graduate Student Association Conference
2014  “How to Start a Revolution, a Manual; or Diaspora Didacticism in Martin Delany’s Blake,”
C19: The Society of Nineteenth-Century Americanists, UNC – Chapel Hill
2013  “Wiki World Literature: Tech, Texts, and Contexts in the Undergraduate Classroom,”
Professions, the 28th Annual Interdisciplinary Conference in the Humanities,
University of West Georgia
2013  “The Hemispheric Ethics of Abolition at the 1872 Cuban Anti-Slavery Committee Meeting,”
New England American Studies Association, Mashantucket Pequot Museum and
Research Center
2013  “The Ethical Transgression of Bromance in Popular Cinema,” Alabama Regional Graduate
Conference in English, University of North Alabama
Studies Association, San Juan, Puerto Rico
2012  “Bromantic Comedies and Queer Masculinities at the Movies,” Rocky Mountain Modern
Language Association, Boulder, CO
2009  “Revising Authority and the ‘Peer’ Debate in Writing Centers (or Why Peer Tutors Have
Good Reason to Embrace Their Knowledge and Experience),” Northeast Writing
Center Association Conference, University of Hartford. Roundtable
2008  “CTRL-ALT-DEL, But Will It Reboot?: Technological and Theoretical Tensions of
Rebooting the Writing Center,” Northeast Writing Center Association Conference,
University of Vermont. Roundtable

Panels Organized
2016  “Unsettling Race at the Borders of USAmerican Empire,” C19: The Society of Nineteenth
Century Americanists, Penn State University
2014  “Black Atlantic Revolutions,” C19: The Society of Nineteenth-Century Americanists,
University of North Carolina – Chapel Hill (co-organized with Ben Fagan)

Panels Moderated
2014  “Sensing Cuba,” American Studies Association, Los Angeles, California
2014  “Literary Borders,” Kentucky-Tennessee American Studies Association, Heritage Center of
Murfreesboro and Rutherford County

TEACHING EXPERIENCE

Florida Atlantic University
Graduate
ENG 6925 Colloquium in English
AML 6934 Early African American Print Culture
Upper Division
AML 2010 American Literature to 1865
AML 4213 Early and Colonial American Literature

Vanderbilt University

Upper Division
ENGL 3644 20th-Century US American Novel

Lower Division
ENGL 1260W Intro to Literary & Cultural Analysis: “Whiteness in the USA”
ENGL 1260W Intro to Literary & Cultural Analysis: “Chicago, I Love You”
ENGL 1270W Intro to Literary Criticism: “Edgar Allan Poe and Literary Theory”
ENGL 100 Composition
ENGL 102W Literature & Analytical Thinking: “You Say You Want a Revolution?”
ENGL 102W Literature & Analytical Thinking: “Masculinities and Bromances”

SEMINARS, INSTITUTES, AND WORKSHOPS

2017  History of the Book Summer Seminar, “Other Americas, Other Languages,” American Antiquarian Society
2016  Early Caribbean and the Digital Symposium, Northeastern University
2015  The Humanities and Technology (THAT) Camp, Vanderbilt University
2015  Futures of American Studies Institute, Dartmouth College
2014  The Humanities and Technology (THAT) Camp, Vanderbilt University
2014  Graduate Leadership Academy, College of Arts and Sciences, Vanderbilt University
2013  Institute for World Literature, Harvard University
2012  History of the Book Summer Seminar, “African American Cultures of Print,” American Antiquarian Society

PROFESSIONAL SERVICE

Professional Collaborations
2017–Present  National Teaching Partner, Colored Conventions Project http://coloredconventions.org/

Journals
2015–Present  Peer Reviewer, MELUS

Florida Atlantic University
2017–2020  Undergraduate Committee (English)
2017–2020  Website Manager and Social Media Administrator (English)
2017–2018  Search Committee—Assistant Professor of Colonial American Literature (English)

Dissertations and Theses
2018  Jesus Flores, MA English, Comprehensive Exams (Reader)
2018  Paul Probst, MA English, Comprehensive Exams (Reader)
2019  Michelle Rovere, PhD Comparative Studies, Dissertation (Reader)

**Vanderbilt University**

2017  Second-Round Reviewer for Undergraduate Writing Symposium (Writing Studio)
2015–2016  Graduate Committee (English)
2015  Reviewer for Henrietta Morgan Memorial Award (Writing Studio)
2015  First-Round Reviewer for Undergraduate Writing Symposium (Writing Studio)
2014–2015  Vice President (English Graduate Student Association)
2014  Liaison and Organizer for Rheney Lecture (Eve Dunbar, Vassar College)
2013–2015  Co-Chair, Faculty Recruitment Graduate Committee for Four Job Searches (English)
2013–2014  Departmental Representative (Graduate Student Council)
2012–2013  Social Chair (English Graduate Student Association)
2012  Coordinator for Graduate Recruitment and Orientation (English)

**PROFESSIONAL ORGANIZATIONS**

American Literature Society
American Studies Association
C19: The Society of Nineteenth-Century Americanists
HASTAC: Humanities, Arts, Science, & Technology Alliance & Collaboratory
MELUS: The Society for the Study of Multi-Ethnic Literature of the United States
Modern Language Association
Society of Early Americanists

**LANGUAGES**

English (Native), Spanish (Fluent)
Curriculum Vitae

Updated January 22, 2018

PERSONAL

Name: Ayşe Papatya Bucak
Home Phone: 561-542-7323
Current Academic Rank: Associate Professor
Primary Department: English

HIGHER EDUCATION

Arizona State University; MFA in Creative Writing (Fiction); May 1999
(Committee: Ron Carlson, Chair; Jewell Parker Rhodes; Alberto Rios)

Princeton University; BA; Graduated with Honors in English (Creative Writing
Concentration); June 1993. (Thesis advisor: Russell Banks)

Bread Loaf Writer’s Conference; Included fiction workshop (led by Percival Everett) and
lectures and readings by other prominent writers; only 18 percent of applicants accepted;
August 17 – August 28, 2005

Radcliffe Publishing Course; Six week certificate course on all aspects of book and
magazine publishing; by application only (now known as Columbia Publishing Course);
Summer 1993.

EXPERIENCE

Florida Atlantic University; Associate Professor of English; 2009-present.
   Director of Creative Writing Program, 2011-2013.
Florida Atlantic University; Assistant Professor of English; 2003-2009.

Oberlin College; Visiting Assistant Professor of Creative Writing; 2001-2002.

Minnesota State University, Mankato; Visiting Assistant Professor of English; 1999-

Arizona State University; Graduate Teaching Assistant, 1996-1999.

Development and Alumni Relations, University of Pennsylvania; Stewardship Writer;
Composed reports to donors on scholarship recipients, as well as other writing projects in
support of University development, including writing letters for the president; September
Anchor Books/Doubleday; Editorial Assistant; Edited manuscripts and performed wide variety of related office duties in support of publishing process; September 1994-July 1996.


PUBLICATIONS

Short Fiction:


**Short-Short Fiction (under 1000 words):**


**Creative Nonfiction/Essay:**


Bucak, Ayşe Papatya. "An Address to My Fellow Faculty Who Have Asked Me To


Poetry:


Craft Essays:

Bucak, Ayşe Papatya. “Complicating Your Conflict.” Fiction Writers Review. 24 May


**Reviews:**


**HONORS AND AWARDS**

Residency, Willapa Bay AIR, May 2018
Runner-Up, Celia Johnson Emerging Writer Award (for short story), Key West Literary Seminars, 2017
Residency, Studios of Key West, May 2016
Writer in Residence, Betsy Hotel, July 16-19 2015
Residency, Millay Colony for the Arts, June 2015
Pushcart Prize 2014; “Iconography” (short story)
O.Henry Prize 2015; “The History of Girls” (short story)
Finalist; “Iconography” (short story), Summer Literary Seminars Unified Literary Contest (top 20 fiction), 2011
Nominee; “Eight Questions You Would Ask Me If I Told You My Name” (essay); The Essay Prize (University of Iowa), 2010.
Longlist, “Me, Then,” Wigleaf Top 200 Very Short Fictions of the year, 2009
Finalist; *Once There Was, Once There Wasn’t* (chapbook of short-short fiction); Rose Metal Press Second Annual Chapbook Competition, 2008.
Semi-Finalist; *Things to Do* (short story collection); *Spokane Prize*; Eastern Washington University Press; 2007 and 2004.
Finalist; “Down the Shore” (short-short fiction); *Glimmer Train’s Very Short Fiction Award*; 2005.
Finalist; “Also Known as Fiction” (short fiction); *Mississippi Review* Short Fiction Contest; 2003.
Special Mention; “Goodnight, Alice” (short fiction); *Pushcart Prize XXIV*; 2000.

**GRANTS/FELLOWSHIPS RECEIVED**

2016 College of Arts and Letters Creative Arts Grant: Florida Atlantic University; $1200 to support summer residency

2015 Faculty Advisory Board Research award; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; $780 for summer research on new novel

2014 SCAF Award, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic
University; For continued work on my short story collection.
2005; State of Florida Individual Artist Fellowship; Division of Cultural Affairs; awarded to 13% of eligible applicants; $5,000.
Summer 2005: Scholarship, Creative Accomplishment, and Teaching Development Award; $3,000; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; For continued work on my novel Wood for Stone.
Summer 2004: Scholarship, Creative Accomplishment, and Teaching Development Award; $2,000; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; For development of graduate course “Teaching Creative Writing.”

CREATIVE ACTIVITY

See publications

PROFESSIONAL

Editorial responsibilities:

2017-present: contributing editor for literary journal, Aster(ix), out of University of Pittsburgh
2014-present: contributing editor for literary journal, Copper Nickel, out of University of Colorado, Denver
2013-present: contributing editor for Pushcart Prize anthology, a national award for the “best of the small presses”
2012-present, Lit Bits Blogger on Teaching Creative Writing, for Bedford/St. Martin’s (http://blogs.bedfordstmartins.com/litbits/author/cwadmin/)

Professional and Honorary Organizations (member; officer; date)

Member; AWP: Associated Writing Programs; 1996-present.

Other Professional Activities

Invited Readings:

Good Thunder Reading Series; Minnesota State University, Mankato; September 2000.

Conference Presentations:
Bucak, A. Papatya. "Writers Fighting for Social Justice." NonfictionNow Conference,
Meeting of the Associated Writing Programs. Washington D.C. 2-5 February
2010.
Bucak, A. Papatya. “How (Student) Writer Interviews Can Emphasize Process in the
Graduate Workshop.” Pedagogy Forum Participant. Annual Meeting of the
Associated Writing Programs, Chicago. 11-14 February 2009.
Bucak, A. Papatya. "The Earned Ending: How a Short Story Can Have a Happy
Ending." Annual Meeting of the Associated Writing Programs, New Orleans. 9
March 2002.
Bucak, A. Papatya. "What You Asked For: Making the Transition from Student to
Professor." Annual Meeting of the Associated Writing Programs, Palm Springs.
University's MFA Community-Internship Program." Annual Meeting of the
Associated Writing Programs, Albany. 17 April 1999.
Bucak, A. Papatya. "Old Hands, New Hands, No Hands: Teaching Students to Write and
Teachers to Teach Without Losing Their Voices." Annual Meeting of the
Associated Writing Programs, Portland. 26 March 1998.
Bucak, A. Papatya and Susan Allspaw. "Poet, Writer, Scholar: Transformations of the
Personal." Annual Meeting of the Conference on College Composition and
Communication, Chicago. 2 April 1998.

TEACHING

Florida Atlantic University:

Creative Writing Courses
CRW 6024 Graduate Special Topics in Creative Writing: Revision (Mixed Genre)
CRW 6024 Graduate Special Topics in Creative Writing: Forms of Prose
CRW 6236 Graduate Workshop: Nonfiction Writing
CRW 6130 Graduate Workshop: Fiction Writing
CRW 6024 Graduate Special Topics in Creative Writing: Teaching Creative Writing
CRW 6130 Graduate Special Topics in Creative Writing: Story to Script
CRW 6024 Graduate Special Topics in Creative Writing: Writing the First Novel
CRW 4120/ 4121: Fiction Workshop I and II
CRW 4211: Creative Writing: Nonfiction
CRW 3010: Creative Writing (Poetry, Fiction, Nonfiction)
CRW 4930 Special Topics in Creative Writing: Writing Magic Realism
CRW 4930 Special Topics in Creative Writing: Writing for Young Adults
CRW 4930 Special Topics in Creative Writing: Novel Writing
CRW 4930 Honors Course in Creative Writing (Fiction, Nonfiction, Poetry)

Undergraduate Literature Courses
AML 4242: 20th Century Literary Movements
Literature of Adolescence
ENL 3132 British Novel: Twentieth Century
LIT 2030 Interpretation of Poetry
LIT 4001: Special Topics in Literature: The Short Story
LIT 4383: Women in Literature

Independent Studies
ENG 6909: Literature of Addiction (Fall 2003)
CST 7905: Detective and Crime Novel (Spring 2004)

Thesis Advising:
Kevin Brolley, Reader, essay collection, Spring 2019
Mary Mattingly, Reader, story collection, Spring 2019
Caitlyn Davidehiser, Chair, novel, Spring 2019
Adam Sword, Chair, story collection, Spring 2019
Madison Garber, Chair, novel, Spring 2019
Christopher Notarnicola, Chair, story collection, Spring 2018
Dustin DiPaolo, Chair, literary nonfiction, Spring 2018
Natalie Rowland, Chair, story collection, Spring 2018
Anthony Padavano, Member, story collection, Spring 2018
Lindsey Averill, Member, PhD dissertation, Fattitude, Summer 2017
Jeanette Geraci, Chair, story collection, Spring 2017
Scott Rachesky, Chair, short story collection, Spring 2017
Kira Geiger, Chair, essay collection, Spring 2017
Rebecca Jensen, Member, essay collection, Spring 2017
Justin Kane, Member, story collection, Spring 2017
Jason Stephens, Member, story collection, completed Fall 2016
Lisa Chiles, Chair, short story collection, completed Spring 2016
Kim Grabenhorst, novel, completed Spring 2016
Thomas McDermott, Chair, novel, completed Fall 2015
Donovan Ortega, Chair, novel, completed Spring 2015
Monique McIntosh, Chair, short story collection, completed Spring 2015
Megan Hesse, Chair, novel, completed Spring 2015
Katrina Gersie, Chair, short story collection, completed Spring 2015
Stephanie Anderson, Member, nonfiction, completed Spring 2015
Risa Shiman, Chair, essay collection, completed Spring 2015
Diana Burgos, Chair, short story collection, completed Fall 2014
Mikaella Von Kursell, Chair, short story collection, completed Spring 2014
Christopher Irving, Chair, novel, completed Spring 2014
Benjamin Parham, Member, novel, completed Spring 2014
Caryn Suhr, Chair, story collection, completed Spring 2014.
Cathy Shelton, Chair, story collection, completed Fall 2013
Renee Long, Chair, novella, completed Spring 2013
Mary Long, Member, short story collection, completed Spring 2013
Abbe Greenberg, Member, memoir, completed Spring 2013
Kim Pekala, Chair, story collection, completed Spring 2013
Michelle Hasler, Member, essay collection, completed fall 2012
Kel McIntyre, Member, essay collection, completed fall 2012
Kristen McNair, Member, short story collection, completed spring 2012
Nicole Oquendo, Member, memoir, completed spring 2012
Michael Gray, Chair, short story collection, completed spring 2012
Roger Drouin, Chair, novel, completed spring 2012.
Janelle Garcia, Chair, novel, completed spring 2012
Mike Shier, Member, essay collection, completed spring 2012.
Justin Waldron, Member, novel, completed spring 2012.
Michael Pagan, Member, poetry collection, completed summer 2011
Kelly De Stefano, Chair, short story collection, completed summer 2011
George Christakis, Chair, short story collection, completed summer 2011
Robert Slattery, Member, story collection, completed spring 2011
Christina Ginfroda, Member, short story collection, completed spring 2011
Daniel Kennard, Member, novel, completed spring 2011
Jacob Henson, Chair, short story collection, completed spring 2011
Scott Wood, Chair, short story collection, completed spring 2011
Kristian Mecom, Chair, story collection, completed spring 2011
Kelly Gregorio, Member, memoir, completed spring 2011
Gloria Panzer, Chair, novel, completed summer 2010
A.J. Ferguson, Chair, novel, completed summer 2010
Dyanne Loput, Reader, MAT thesis, completed summer 2010
Dustin Clark, Chair, short story collection, completed fall 2009
Elisabeth James, Member, short story collection; completed summer 2009
Alison Amato, Member, poetry collection, completed summer 2009
Richard Peacock, Chair, short story collection, completed spring 2009
Mary Sheffield, Chair, short story collection, completed spring 2009
Courtney Watson, Member, novel, completed spring 2009
Kira Frederick, Member, poetry collection, completed spring 2009
Elizabeth Norberg, Chair, novel, completed spring 2009
Shannon O’Brien, Member, nonfiction work, completed spring 2009
Hillary Boles, Member, nonfiction work, completed spring 2009
Cory Zimmerman, Member, short story collection, completed fall 08
Claudia Amadori-Segree, Chair, novel, completed summer 08
Kim Vann, Chair, novel; completed summer 08
Winifred Storms, Chair, short story collection; completed spring 08
Eduardo Astigarraga; Chair; novel; completed spring 08
Phyllis Vanik, Chair; novel; completed spring 08
Cora Bresciano, Chair, novel; completed fall 07
Michael Ditusa, Member, short story collection; completed fall 07
Kathrine Wright; Chair, short story collection; completed summer 07
Robert DeGennaro; Member; short story collection; completed spring 07
Rosely Tavares; Chair; novel; completed spring 07
William Cooper; Chair; novel; completed spring 06
Tee Angel; Chair; short story collection; completed spring 06
Kathleen Moorhead; Chair; novel; completed spring 06
Carmel Leen; Chair; novel; completed spring 06
Tiffany Noonan; Member; novel; completed spring 06
Sabrina Davis; Chair; short story collection; completed fall 05
Laura DeJong; Chair; short story collection; completed fall 05
Keith Clavin; Member; short story collection; completed fall 05
Fayc Pelosi; Member; poetry collection; completed spring 2005
Wesley Wright; Member, linguistics/novel dissertation; completed fall 2004.
Christine Sciarrino; Member; short story collection; completed spring 2004.
Sheryl Miller; Member; short story collection; completed spring 2004.

SERVICE

Department Committees
2015-present, AMP Lab Committee, member
2013-present, Creative Writing Committee, member
Spring 2015-present, Bylaws and Annual Evaluation Revision Committee, member
2016-2017, Hiring Search Committee, Member, World Anglophone Literature
2016-2017, Hiring Search Committee, Member, Caribbean Literatures
2013-2016, Faculty Evaluation Committee, member
2013-2014, Hiring Search Committee, Native American Literature
2011-2013: Creative Writing Committee, Chair
2013: Sub-committee to draft department mission statement, Chair
2003-2011: Creative Writing Committee, Member (on sabbatical leave, Spring 2011)
2009 Bylaws Revision, Creative Writing Sub-committee
2008-2009; Hiring Search Committee, Translation/Creative Writing
2008-2009; Hiring Search Committee, Creative Nonfiction Writing
2007-2008: Hiring Search Committee, Composition/Technical Writing, Member
2005-2006: Hiring Search Committee, Creative Nonfiction Writing/Multicultural Literature, Member

College Committees
2016-present: South Florida Cultures Platform, Member
2003-3004: Book Arts Committee, Member

Departmental Service
April 2013, presenter, College of Arts and Letters Faculty Accomplishment Festival
September 2012, presentation, “Rock, Paper, Scissors: Creating Conflict in Short Fiction,” Mind
Body Spirit symposium series, College of Arts and Letters
March 2012, presentation “Person, Place or Thing: Writing Setting,” Department of English
Brown Bag Colloquium Series.
2011-2012, panelist on Department of English professional development panels on job market and publishing
2011-2013, Creative Writing Program Director
2011-2013, mentor to junior faculty member, Becka McKay
2009-2014, mentor to junior faculty member, Katherine Schmitt
November 15, 2011, presenter, College of Arts and Letters Faculty Accomplishment Festival
2006-2010: Faculty advisor to English Graduate Students Association (EGSS)
2006, 2007, 2008, 2009; Reader for Faculty and Student Reading
March 2007; Panelist on publishing session for English Graduate Students Association
October 2006; Panelist on Sigma Tau Delta’s English Graduate School Seminar
2004, 2005: Panelist on professional development session for English Graduate Students’ Association
2003-2006: Faculty advisor for Coastlines (Student literary publication)
2003-2004: Webmaster, assisted with major updating of department website

Community Activities:
2012-2016: Creative Advisory Board, Blue Planet Writers’ Room, West Palm Beach, FL, an organization aimed at teaching kids to write and connect art and Technology
February 2016: Judge, Payton James Freeman Essay Prize, Drake University
October 2014: Young Writers Day, Lynnewood Elementary School, Havertown, PA
Spring 2014: Judge, Best of the Net Fiction
Spring 2013: Judge, Delray Beach Library Centennial Young Adult Writing Contest
Spring 2013: Teacher, Memoir Writing class, Delray Beach Public Library, Lifelong Learning Community Institute
2004: Book club leader for Courtney Brogan’s Boca Raton Book Club; resulted in $2,000 donation in my honor to Friends of Creative Writing scholarship.
2003-2005: Novel consultant for community member Sandy Simon, who then contributed $500 donation for two creative writing awards

Professional Service:

Associated Writing Programs 2018 Conference Subcommittee:
https://www.awpwriter.org/awp_conference/event_proposals_subcommittees
Oliver S. Buckton
Curriculum Vitae

Department of English
Ste. 306
Culture and Society Building (CU-97)
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991
USA
e-mail: obuckton@fau.edu
Phone: 001+561.297.3836 (voicemail)
Fax: 001+561.297.3807

145 Coconut Road
Deeray Beach
FL 33444
USA
Cell: 001+561.271.1195

Education
1998 School of Criticism and Theory, Summer Program, Cornell University
1985-87 Tufts University: MA, English and American Literature (1986)
1982-85 Churchill College, University of Cambridge: BA (Honors), English (1985)

Other Professional/Technical Training
2017 Canvas Online Learning training, Center for eLearning, Florida Atlantic University
2015 e-Design Course Development Program: James Bond (LIT 4930), Center for eLearning, Florida Atlantic University
2012 eLearning Designer and Facilitator Certification Program (CEL1001), Center for eLearning, Florida Atlantic University

Academic Appointments
Lifelong Learning Society Distinguished Professor of Arts and Humanities, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2015-16
Visiting By-Fellow (elected), Churchill College, University of Cambridge, Michaelmas Term 2010
Professor of English, Florida Atlantic University: 2008-present
Associate Professor of English, Florida Atlantic University: 1999-2008
Assistant Professor of English, Florida Atlantic University: 1994-1999
Full-time Lecturer in English (post-doctoral), Cornell University: 1992-94
Graduate Teaching Assistant, Department of English, Cornell University, 1987-91
Graduate Teaching Assistant, Department of English, Tufts University, 1985-87

Administrative Roles
Search Committee Chair, tenure-track assistant professor in nineteenth-century British literature, 2016-17
(hired Dr Devin Garofalo, PhD U of Wisconsin)
Promotion and Tenure Representative, Department of English, Florida Atlantic University, 2011-16
Search Committee Chair, tenure-track position assistant professor in British Romanticism, 2006-7 (hired Dr John Golden, PhD, Harvard U)
Director of Graduate Studies, Department of English, Florida Atlantic University, 2003-05
Chair, Graduate Curriculum Committee, Department of English, Florida Atlantic University, 2003-05
Chair of the Committee on Research and Other Creative Activity (ROCA), Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2001-03
Coordinator of Research and Creative Activity, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2002-03

Publications
Books


http://uncpress.unc.edu/browse/book_detail?title_id=2027

Under Contract
*Exploring the Many facets of Diamonds are Forever: James Bond on the Rocks:* An edited collection of original essays drawing on the two conference panels I organized on Ian Fleming’s *Diamonds Are Forever* at the South Atlantic Modern Language Association Conference at Jacksonville, Florida, in November 2016. As volume editor, I contribute the introduction and one of the essay chapters, a comparative reading of Fleming’s novel and his non-fiction book *The Diamond Smugglers.* The book is under contract with Lexington Books.

Book Chapters and Articles


"Race, Gender, and Anti-Pastoral Critique in Doris Lessing’s *The Grass is Singing* and Olive Schreiner’s *The Story of an African Farm.*” Doris Lessing Newsletter Vol 20 No 2 (Summer 1999): 8-12.


**Work in Progress**

"The World is Not Enough": A Critical Biography of Ian Lancaster Fleming." This critical and cultural biography of Ian Lancaster Fleming, most famous as the author of the James Bond novels, will be the first full-length biography of Fleming since Andrew Lycett’s in 1995. This new work, based on archival research, will incorporate detailed critical readings of Fleming’s fiction and non-fiction with a reevaluation of his life, career, and cultural/historical context for the James Bond novels and films. A particular focus of the study is the significance of geographical, cultural, and national locations of Fleming’s writings in creating the widespread cultural significance of Bond.
"Some Other Man Who Would Have to be Set Aside": Masculine Doubling in Ian Fleming's *From Russia With Love*. A 7000-word essay contributed to a collection on gender and espionage, edited by Ann Rea of the University of Pittsburgh.

Reviews


Oliver S. Buckton, *Curriculum Vitae*: Updated 1/4/18


**Research & Teaching Interests**

Nineteenth and twentieth century British literature and culture; espionage fiction and film; landscape, region, and environment in literature; the life and works of Ian Fleming; the life and works of Robert Louis Stevenson; Oscar Wilde; colonial and postcolonial literature; travel literature; literary criticism and theory; cultural studies; gender studies; film and visual culture;

**Academic Awards & Honors**

2018 One-semester Sabbatical (competitive, full pay), Fall 2018, for researching and writing critical biography of Ian Lancaster Fleming

2017 Schmidt College of Arts and Letters/Division of Sponsored Research Summer Research Grant ($5000 for research travel to the UK and Bloomington, Indiana, for Ian Fleming biography)

2017 Everett Helm Visiting Fellowship, Lilly Library, Indiana University, Bloomington ($1500 to assist with expenses while researching the Ian Fleming papers held at the Lilly), August 2017.

2017 Lifelong Learning Society Research Travel Award ($1000 for research travel to UK, summer 2017)

2017 Dean’s Nominee for Distinguished Mentor of the Year Award: Excellence in Undergraduate Research and Inquiry Mentorship, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University

2016 Creative Scholar of the Year, Full Professor level, 2015-16, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University

2015 Lifelong Learning Society Distinguished Professorship in Arts and Humanities, 2015-16 ($5000 stipend for research, invited course for Lifelong Learning Society)

2014 College Faculty Advisory Board Travel Grant, Dorothy F. Schmidt College of Arts and Letters ($1500 to attend and participate in the special Panel on Oscar Wilde 150 Years at the Northeastern Modern Language Association, 2014)

2013 Lifelong Learning Faculty Incentive Grant ($1000 for Research Travel to the UK, to deliver a paper at the International Narrative Conference at Manchester Metropolitan University), June 2013

2011 European Center of Excellence Research Award, Florida International University (1500 Euros for Research Travel to Churchill College Archive Center, Cambridge, UK, for research on “The Changing Enemy: Espionage in British Fiction and Film, 1900-2000”)

2010 Visiting By-Fellow, Churchill College, University of Cambridge, Michaelmas Term 2010 (elected Fellowship)

2010 Sabbatical semester (competitive, full pay), Fall 2010, for researching and writing “The Changing Enemy: Espionage in British Fiction and Film, 1900-2000”

2009 University Scholar of the Year Award 2008-09, Professor level. Florida Atlantic University ($2500 award with Matching $2500 from FAU Division of Research)

2009 College Scholar of the Year Award 2008-09, Professor level. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University

2004 International Travel Grant, Division of Sponsored Research, Florida Atlantic University ($1500)

2003 Sabbatical semester (competitive, full pay), Spring 2003, Florida Atlantic University for *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*
2003 Ernestine Richter Avery Fellowship, Huntington Library, San Marino, California: January-February 2003 ($2500 monthly stipend) for research on *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*

2002 Jackson Brothers Fellowship, Beinecke Rare Book and Manuscript Library, Yale University: May 2002 ($2800 monthly stipend and travel expenses) for research on *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*

2000 International Conference Travel Award, Division of Sponsored Research, Florida Atlantic University, ($1000)

1999 University Researcher of the Year Award 1998-99, Assistant Professor level, Florida Atlantic University ($2500 award)

1999 College Researcher of the Year (Assistant Professor), Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 1998-99

1999 Teaching Incentive Program (TIP) Award, Florida Atlantic University, 1998-99, ($5000 increase in base salary)

1998 Tuition Scholarship, School of Criticism and Theory at Cornell University, June 15-1998


1997 Research Initiation Award, Division of Sponsored Research, Florida Atlantic University 1997 ($3000)

1996 Dorothy F. Schmidt College of Arts and Letters Summer Research Fellowship, Florida Atlantic University, 1996 ($5000)

1995 Dorothy F. Schmidt Schmidt College of Arts and Letters Summer Research Fellowship, Florida Atlantic University, 1995 ($5000)


Symposium Organized

Honors Research Symposium: Department of English, Florida Atlantic University, April 21, 2016. This symposium featured presentations by all the English Honors Research students, based on their research for their Honors Theses. The Symposium concluded with the presentation of the Honors ribbons to graduating Honors students.

Conference Panels Organized


Conference Papers, Invited Lectures & Presentations (Since 1994)

"A Comforting Sense of the Ridiculous: Narrating the Parodic Antihero in Peter Fleming’s Brazilian Adventure." International Conference on Narrative, McGill University, Montreal, Quebec, April 18-22, 2018.

"You're just a stuffed dummy": Grant, Fleming, and the “death” of Bond in From Russia with Love. Special Sessions on “From Russia With Love: Serious Spy Fiction or Popular Escapist Fantasy. South Atlantic Modern Language Association (SMLA) Conference, November 3-5, 2017, Atlanta, GA.


"My Name is......Palmer? Identity and Narration in Spy Novels by Len Deighton and Ian Fleming and their Film Adaptations." Center for Body, Mind, and Culture. Coffee Colloquium, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, November 7, 2013.

"My Name is......Palmer?: Narration and Identity in Spy Fiction by Ian Fleming and Len Deighton.” International Society for the Study of Narrative Conference, Manchester Metropolitan University, Manchester, UK. June 27-29, 2013.


“Cruising with Robert Louis Stevenson: Travel and Research in the South Seas and Beyond.” Comparative Studies PhD Colloquium Series 2007-08, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, September 10, 2007.


“Cruising with Robert Louis Stevenson: Researching Victorian Travel Writing in Scotland, the South Seas, and Beyond.” Invited Faculty Presentation. English Graduate Student Society Conference, Florida Atlantic University, Boca Raton, March 24 2006.
"When in Rome": Dickens, Symonds, and the Italian 'Other.' Panel on "Travel Writing in and out of Italy: Representations of the Other." Program Arranged by the Division of 17th, 18th, and 19th Century Italian Literature, Modern Language Association Convention, Washington DC, 27-30 December 2005.


"Robert Louis Stevenson in the South Seas." Comparative Studies PhD Colloquium, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, September 2002.


"A Room Without a View: The Queer Politics of Filming Forster." Literature/Film Annual Conference, Ocean City, Maryland; December 2, 1995.

"Masculinities and Autobiography: Oscar Wilde and Contemporary Theory." Faculty Development Seminar, Women's Studies Center, Florida Atlantic University, October 24, 1994.

"False Art: Secrecy and Representation in Oscar Wilde's The Picture of Dorian Gray." Invited Lecture, Department of English, Florida Atlantic University, Boca Raton, May 9, 1994.
Courses Taught
Florida Atlantic University
(courses followed by * have been taught multiple times; courses followed by • are Writing Across the Curriculum courses)

Fully Online Courses
James Bond•
Literature and Film*

Lower-Division Undergraduate
College Writing 2 •
Interpretation of Fiction**
Interpretation of Drama•
British Literature Since 1798*

Upper-Division Undergraduate
British Literature 1832-67*
British Literature, 1867-1914*
British Romanticism*
Critical Approaches to Literature
Hitchcock and the Novel
Honors Research
Introduction to Literary Studies*
James Bond: 50 Years
Landscape and Region in British Fiction
Literature and Film*
The Literature of Adolescence*
Literary Theory*
The Nineteenth-Century British Novel*
The Spy Thriller
The Twentieth-Century British Novel*
Victorian Literature
Major Writers of World Literature in English*
Victorian Travel and Adventure Writing
Victorian Adventure Fiction
Twentieth-Century British Literature
Honors Research

MA/PhD Graduate Seminars
Alfred Hitchcock and the Novel*
Anti-Victorian Writers
Comparative Autobiography
Conrad, Kipling, and Postcolonial Theory
Contemporary Theory, Gender and Sexuality
Dickens
Contemporary Theory, Gender and Sexuality
Gender and Sexuality in British Literature and Culture, 1850-1900
Graham Greene and Ian Fleming
History, Gender, and Nation: Walter Scott and Robert Louis Stevenson
Hitchcock: Film, Theory, and Sexuality
Literary Criticism 2 (Romantic to Postmodern theory)*
Nineteenth-Century British Novel
Oscar Wilde
Popular Culture
The Postwar Spy Novel
Principles and Problems of Literary Study*
Research Colloquium
Robert Louis Stevenson
Sexuality in Literature and Film
Spy Thriller
Theory and Criticism
Travel and the Nineteenth-Century British Novel
Victorian Adventure Fiction
Victorian Fin-de-Siecle*
Victorian Regional Novel
Victorian Sensation Novel*

Thesis/Dissertation Advising

Doctoral Dissertations and MA Theses Chaired to Completion


B.A. English Honors Theses Directed
2016: Stephanie Albrecht, Daniella Barbieri, Clarke Bisby, Andrew Mattingley, Nicholas Morano, Aakash Patel

Technology & Curriculum Training

e-Design Course Development Program: supports faculty members interested in working with an instructional designer (ID) to develop an online course. Developed LIT 4930, "James Bond." Summer 2015.

CEL-1001. This is the Online Teaching Designer and Facilitator program, offered by the Center for eLearning at Florida Atlantic University. Completed over a 12-week period. Fall 2012.

I am familiar with both PC and Macintosh systems and programs, including Mac OS X, MS Word, Powerpoint, Excel. I have recorded and mixed extensive material using Apple’s professional music recording and production program, LogicPro.

Training Completed for “Blackboard,” the online course management system, with Information Resource Management, FAU, August 2004; Completed additional training programs on Blackboard 9.1 in May and August, 2012. Passed LMS Mastery Exam in Blackboard.

Training completed for Writing Across the Curriculum (WAC) Program, Florida Atlantic University, February 27, 2009 (training session led by Dr. Jeffrey Galin, Director of the University Center for Excellence in Writing, FAU)

Service (FAU)

Department of English
Chair, Search Committee for tenure-track Assistant Professor in nineteenth-century British literature, 2016-17 (hired Devin M. Garofalo, PhD U of Wisconsin-Madison)

English Department Representative, Committee on Research and Other Creative Activity, 1999-2003, 2016-

English Department Representative, Promotion and Tenure Committee, 2011-16
Member, English Graduate Studies Committee, 2008-13, 2015-
Member, English Department Search Committee for tenure-track position (assistant professor) in British Romanticism, 2009-10 (hired Dr John Golden, PhD Harvard)
Chair, English Department Search Committee for tenure-track position (assistant professor) in British Romanticism, 2006-7 (hired Dr Magdalena Ostas, PhD Duke)
Chair, English Graduate Studies Committee, 2003-05
Member, Undergraduate Curriculum Committee, 2000-02, 2005-06
Member, Search Committee for Tenure-line position in postcolonial literature and theory, 2003-4 (hired Dr Eric Berlatsky, PhD University of Maryland)
Member, Search Committee for position in Twentieth-Century British Literature, Florida Atlantic University, Treasure Coast Campus, 2000-01 (resulted in hiring of Dr Thomas Sheehan, PhD UC Berkeley)
Member, Search Committee for Tenure-line position in British Literature, Honors College, 1998-99
Member, Search Committee for English Department Chairperson 1997-98 (resulted in hiring of Prof. William Covino, PhD U of Illinois)
Member, Writing Committee 1996-99
Member, Search Committee for Director of Writing Program 1995-96 (resulted in hiring of Dr Daniel Murtaugh, PhD Yale)
Member, Search Committee for position in Minority U.S. Literatures, 1994-95 (resulted in hiring of Dr Krishnakali Lewis, PhD University of Pennsylvania)

Dorothy F. Schmidt College of Arts and Letters
Member, Committee on Research and Other Creative Activity, 1999-2003, 2016-
Member, Promotion and Tenure Committee, 2011-16
Member, Executive Committee, Graduate Certificate Program in Film and Culture, 2013-
Member, Executive Committee for Comparative Studies PhD Program, Literatures, Literacies, and Linguistics Track (LLL), 2003-10
Chair, Committee on Research and Other Creative Activity, (elected by committee members), 2001-03
Member, Planning Committee for Certificate Program in Sexualities and Gender, 2001-02
Member, Executive Committee for Certificate Program in Film and Video, 1997-2005
Planning Committee for Certificate Program in Film and Video 1996-97
International Film Series Committee 1995-97
Comparative Studies Ph.D. Program, Implementation Committee, 1994-5

Florida Atlantic University
Member, Core Curriculum Task Force, appointed by FAU President Frank Brogan, 2005-07
Member, Graduate Programs Committee, 2003-05
Advisory Council on University Research (appointed by Vice-President for Research, Larry Lemanski), Spring 2002
University Research Committee, 2001-03
University Faculty Council (elected member) 1998-1999, re-elected for 1999-2000, re-elected for 2001-02 (replacement position)

Community
Master of Ceremonies, Delray Beach Literary Society (2000-09): I served as “Master of Ceremonies” for monthly literary luncheons, hosted by Northern Trust Bank in Delray Beach, FL. In this capacity, I introduced guest authors and providing overview of their careers and work. Authors I have introduced include Harlan Coben, Jay Parini, Jeffrey Eugenides, Edward P. Jones, Jodi Picoult, Karen Joy Fowler, Simon Winchester, Alexander McCall Smith, Tony Earley, Andre Dubus III, Audrey Niffenegger, Dave King, Hilda Wolitzer, Greg Iles, Philippa Gregory, and Russell Banks.

Professional Service
Editorial Board, Journal of Stevenson Studies. University of Stirling, Scotland (ongoing)
Member, Scientific Board for European Network “In Robert Louis Stevenson’s Footsteps.” European Cultural Route Project.
Reviewer of the University of Stirling, Scotland’s Robert Louis Stevenson Website for NINES (Networked Infrastructure for Nineteenth-Century Electronic Scholarship) (Jan 2011) (see www.nines.org/about/what_is.html)
Invited Manuscript Reviewer for leading academic Presses, including Ohio University Press, Routledge, Edinburgh University Press, University of Arkansas Press, Lexington Books
Invited manuscript reviewer for leading journals, including Victorian Studies, Victorian Review, Victorian Institutes Journal, GLQ, Mosaic, Journal of Stevenson Studies, Midwest MLA Journal, Partial Answers
Evaluator for promotion and tenure case at the Honors College, John D. MacArthur Campus, Florida Atlantic University
Consultant for Judy Hallet Productions for an hour-long film on Robert Louis Stevenson’s Strange Case of Dr. Jekyll and Mr. Hyde for the Discovery Channel's Great Books Series that airs on The Learning Channel.
Evaluator for Third-year review decision at the Honors College, John D. MacArthur Campus, Florida Atlantic University
Campus Representative for FAU, Fulbright Program, 2002-

Professional Affiliations
Modern Languages Association (MLA)
South Atlantic Modern Language Association (SAMLA)
Northeastern Modern Languages Association (NeMLA)
North America Victorian Studies Association (NAVSA)
International Society for the Study of Narrative (ISSN) (formerly the Society for the Study of Narrative Literature)
Scientific Board, European Network “In Robert Louis Stevenson’s Footsteps.”
The Brontë Society, UK
Reader, Lilly Rare Book and Manuscript Library, Indiana University, Bloomington
Reader, British Library, London, UK
Reader, Cambridge University Library, UK
Reader, Churchill Archive Center, Churchill College Cambridge, UK
Reader, National Library of Scotland, Edinburgh, UK
Reader, Huntington Library, San Marino, California
Reader, Beinecke Rare Book and Manuscript Library, Yale University, New Haven
ACADEMIC APPOINTMENTS

2018 – present    Assistant Professor of English, Florida Atlantic University

2017-2018          Postdoctoral Fellow, Department of English, Fordham University

EDUCATION

2017          Ph.D. in English, Fordham University


2009          M.Phil. in Renaissance Literature, Cambridge University

2008          B.A. in English, magna cum laude, Bryn Mawr College

PUBLICATIONS

Journal Articles


2017          “A Balsome for Both the Hemispheres: Tears, Repentance, and Medical Discourse in Herbert’s Temple and Seventeenth-Century Preaching,” English Literary History 84.3 (2017).

Editions & Translations


Reviews & Encyclopedia Entries


GRANTS AND AWARDS

2017  Department of English Graduate Essay Prize, Fordham University

2016 – 2017  Alumni Dissertation Fellowship, Fordham University

2016  Professional Development Grant, Fordham University

2015  Graduate Student Association Summer Research Grant, Fordham University

2014 – 2015  Jesuit Pedagogy Seminar Grant, Fordham University

2013 – 2014  Grant-in-Aid for "Researching the Archives" year-long dissertation seminar, Folger Shakespeare Library

2013  Fr. John McCloskey Summer Research Grant, Fordham University

2011  Research Support Grant, Fordham University
2011 – 2015  Presidential Scholarship, Fordham University

**INVITED TALKS & CONFERENCES**

**Invited Talks**

2017  ""The soul's most subtle rooms': Grace, Medical Spirits, and the Sacraments in Herbert's *Temple,"* Institute for Medieval and Early Modern Studies (IMEMS) Lecture Series, University of Wales.


2015  "'Fractures well cur'd': Repentance and Medical Discourse in Herbert's *Temple* and in Seventeenth-Century Preaching," Religious History of Britain Seminar, Institute of Historical Research, London.


**Conference Panels Organized**


**Conference Presentations**


2016  "Prayer as Life-Writing: Shaping the Self Dialogically," Renaissance Society of America, Boston.

2015  "Reading, Sighing, and Tuning in George Herbert's *Temple,∗" conference on "Voices and Books, 1500-1800," Newcastle University.


2013  "‘Inward corruption, and infected sin’: Reading and Penitential Healing in Spenser’s House of Holiness,” symposium on “Reading and Health in Early Modern Europe, 1500-1800,” Newcastle University.


TEACHING EXPERIENCE

Florida Atlantic University

   English 4333: Shakespeare (Fall 2018)
   English 4221: Seventeenth-Century Literature (Fall 2018)

Fordham University

   English 2000: Texts and Contexts: Lyric and Music from Shakespeare to Bob Dylan (Fall 2017, Spring 2018)
   English 2000: Texts and Contexts: Playing with Food (Spring 2016)
   English 2000: Texts and Contexts: Bleeding Hearts (Spring 2014)
   English 1102: Composition/Rhetoric II (2012-2018)
   English 1101: Composition I: Basic Writing (Fall 2014, Fall 2015)
   Writing Center Tutor (2010-2011)

SERVICE

2017  Reviewer, Renaissance Studies

2015 – 2017  Graduate Student Mentor, English Department, Fordham University
2016  Teaching Mentor, Department of English Teaching Practicum, Fordham University

2010  Workshop Coordinator, “Revision: A Rose Hill Writing Center Workshop,” Fordham University

PROFESSIONAL AFFILIATIONS

Modern Language Association
Renaissance Society of America
George Herbert Society
Hagiography Society
New Chaucer Society

LANGUAGES

Modern French (advanced proficiency)
Anglo-Norman (advanced proficiency)
Modern Italian (advanced proficiency)
Latin (proficient)
SIKA A. DAGBOVIE-MULLINS
Curriculum Vitae

Florida Atlantic University
Department of English
777 Glades Road
Boca Raton, FL 33431-0991
sdagbovi@fau.edu

EDUCATION

2004  Ph.D.  English, University of Illinois at Urbana-Champaign
1999  M.A.  English, University of Illinois at Urbana-Champaign
1997  B.A.  English, Northwestern University, Evanston, Illinois

ACADEMIC APPOINTMENTS

Associate Professor.  Department of English, Florida Atlantic University, 2010-present
  Director of Undergraduate Studies, 2011-2015
  Director of Graduate Studies, 2015-present

Assistant Professor.  Department of English, Florida Atlantic University, 2004-2010
Teaching Assistant.  Department of English, University of Illinois at Urbana-Champaign, 1999-2000

PUBLICATIONS

Books:

Crossing B(l)ack: Mixed Race Identity in Modern American Literature and Culture (University of Tennessee Press, 2013)

Refereed Journal Articles:

"The Neo-S(k)in Trade: White Skin, Black Bodies in Bernardine Evaristo’s Blonde Roots."


“From Living to Eat to Writing to Live: Metaphors of Consumption and Production in Sapphire’s Push.” African American Review 44.3 (Fall 2011): 435-452.


Book Chapters:


Encyclopedia Entries:


Book Reviews:


MANUSCRIPTS UNDER REVIEW

“Performing White Innocence while Invoking Black Slavery in Contemporary Popular Culture” (submitted to the Journal of American Culture)

WORKS IN PROGRESS

Modern Plantations in Contemporary Narratives of Slavery (book manuscript in progress)
HONORS AND AWARDS

ROCA (Research and Other Creative Activity) Summer Research Grant, awarded Summer 2017

Florida Atlantic University 1 semester sabbatical, awarded Spring 2014

Scholarly and Creative Accomplishment Fellowship Award, Dorothy F. Schmidt College of Arts & Letters, Florida Atlantic University, Fall 2006

Division of Research and Graduate Studies Travel Award, Florida Atlantic University, Fall 2005

English Department Humanities Fellowship, University of Illinois, Fall 2004

English Department Gragg Barr, Humanities, & University Fellowships, University of Illinois, 2002-2003


English Department Release Time Fellowship, University of Illinois, Fall 2001

Richard K. Barksdale Fellowship, University of Illinois, 1999-2000

Graduate College Fellowship, University of Illinois, 1997-1998

PROFESSIONAL ACTIVITIES

Invited Lectures:


"'Jus' like it's cornflakes for breakfast': AIDS and Metaphors of Consumption in Sapphire's Push," Tulane University, School of Public Service, October 2006.
International Conferences:

"Edible Bodies and the ‘Herbivorous Monster’: Food, Consumption, and (Neo)Slavery in Bernardine Evaristo’s *Blonde Roots.*" West Indian Literature Conference. St. Augustine, Trinidad, October 2011.


National Conferences:


"Black Female Cyborgs in Popular Culture.” National Women’s Studies Association Conference.
Atlanta, Georgia, November 2011.


"Flavor of Love Chicks, Nappy Headed Hos, and R. Kelly’s Underage Hook-Ups: Where Have All the Black Girls Gone?" National Popular Culture Association and American Culture Association Conference. New Orleans, Louisiana, April 2009.


"'I keep eating till the pain . . . is a blur': Dangerous Consumption in Narratives about HIV in the Black Community." The Association for the Study of African-American Life and History Conference. Atlanta, Georgia, September 2006.


"Black Words on White Pages: Reading the Complexities of Mixed Race Autobiographies." English


Community Lectures:


"Where Have All the Black Girls Gone?", Spady Cultural Heritage Museum, Connecting Community and Culture Lecture Series, February 2009.


TEACHING

Undergraduate:
AML 4604 African American Literature to 1895
AML 4607 African American Literature 1895-present
LIT 4355 Black Literatures
LIT 4383 Women in Literature
AML 4321 Twentieth Century Major American Writers
AML 3121 Twentieth Century American Novel
ENG 3822 Introduction to Literary Studies
AML 2020 American Literature 1865-1945
LIT 2010 Interpretation of Fiction

Graduate:
CST 7309 Critical Race Theory
AML 6934 Representing Slavery in Contemporary Literature and Film
AML 6938 Contemporary African American Literature: The Post-Soul Aesthetic
AML 6934 Tragic Mulatto
AML 6934 Twentieth Century African American Literature and Theory
AML 6305 Toni Morrison
AML 5937 Neo-Slave Narratives
AML 6049 Critical Mixed Race Studies

GRADUATE THESIS ADVISING

Chair:
- Micah Moreno; Chair, M.A. in English Literature (“Survival by any Means: Race and Gender Passing and Performance in Octavia Butler's Parable of the Sower and Parable of the Talents,” completed 2017)
- Melissa Villabolos; Chair, M.A. in English Literature (exam option), completed 2017
- Dawn Zanders; Chair, M.A. in English Literature (exam option), completed 2016
- Ruth Pierre; Chair, M.A. in English Literature (exam option), completed 2015
- Tamar Osborne; Chair, M.A. in English Literature (“Fallen from Disgrace: The Divine Couple in Dutchman and Guerrillas,” completed 2014. Winner of Howard Pearce Award for best thesis)
- Gyasi Byng; Chair, M.A. in English Literature (“The Mixed Race Girl’s Guide to the Art of Passing: Racial Simulations in Danzy Senna’s Caucasia and Nella Larsen’s Quicksand,” completed 2014)
- Samantha Messinger; Chair, M.A. in English Literature (“Fight for Education, Fight for Freedom: From Object to Subject in Freedom Narratives,” completed 2012)
- Pauline Anderson; Chair, M.A. in English Literature (“Earth, Water, and Black Bodies: Elements at Work in Toni Morrison’s Literary Landscape,” completed 2012)
• Kathryn Smith; Chair, M.A. in Women’s Studies (“Joseph Conrad’s Heart of Darkness Revis(it)ed: Women, Symbolism, and Resistance,” completed 2009)
• Pamela Segal; Chair, M.A. in English Literature (“Reading, Writing and Language: The Neo-Slave Novel and the Changing Definition of Literacy,” completed 2008)

Member:
• Marisol Bulacio-Watier; Member, M.A. in English Literature (“Authenticity in the Fictional Voices of Toni Morrison’s Love and Home: Tracing Conversations Among Author, Readers, and Narrators as a Rewrite of U.S. History,” completed 2017)
• Samantha Richmond; Member, M.A. In English Literature (“Moving Ever Forward: Reading the Significance of Motion and Space as Representation of Trauma in Toni Morrison’s Song of Solomon and Colson Whitehead’s The Underground Railroad,” completed 2017)
• Katie Schipper; Member, M.A. in English Literature (“Resistance is Never Futile: Unsporting Surfing as Radical Female Behavior,” completed 2017)
• Ryan Thurmon; Member, M.A. in English Literature (“Laughing in Space: Humor in Science Fiction,” completed 2017)
• Nicole Carr; Member, Ph.D. in English, University of Miami (“Misreading Mammy: Towards a Sexual Revolution of Third Wave Black Feminisms,” completed 2016)
• Ashely Tisdale; Member, M.A. in English Literature (“Establishing the Bondmother: Examining The Categorization of Maternal Figures in Toni Morrison’s Beloved and Paradise,” completed 2016)
• Hordring Velcy; Member, M.A. in English Literature (“Mirror of Desire: Black Dramatic Representations of the Haitian Revolution,” completed 2014)
• Sheryl Gifford; Member, Ph.D. in Comparative Studies, Literatures, Literacies, and Linguistics (“(Re)Making Men: Contemporary Caribbean Male Writers’ Renegotiation of Literary Authority and National Construction,” completed 2013)
• Ashley Harrington; Member, M.A. in English Literature (“The Myth of the Criminal and the Animal Subjucthood in J.M. Coetzee’s Disgrace” completed 2012)
• Johanna Ayala; Member, M.A. in English Literature (“Liberating Machismo: Deconstructing the Stereotype of Latinity in Amberto Korda’s Guerrillero Heroico” (completed 2012)
• Michael Linder; Member, M.A. in English Literature (“Representations of Sugar in Caribbean Literature,” completed 2012)
• Mike Gray; Member, M.F.A. (“Sharp Edges and Other Lessons: Stories,” completed 2012
• Raquel Alonzo; Member, M.A. in English Literature (“Author-ity, Privilege and Violation: The Role of the Subaltern and The Intellectual in the Novels of Julia Alvarez,” completed 2010. Winner of Howard Pearce Award for best thesis.)
• Nicole Carr; Member, M.A. in English Literature (“Roots of Rastafari: The Rastafarian Presence in Beloved, Song of Solomon, and Tar Baby,” completed 2010)
• Hicham Mazouz; Member, M.A. in Comparative Literature (completed 2010)
• Richard Peacock; Member, M.F.A. (“Bingo and Other Stories,” completed 2009)
• Karyn Anderson, Member M.A. in Comparative Literature (completed 2009)
• Amber Estlund; Member, M.A. in English Literature (“Struck by the Modern: Reconstructing Folk Drama,” completed 2008)
• Rachel Copley; Member, Ph.D. in Comparative Studies, Literatures, Literacies, and Linguistics (in progress)
• Nicole Straussman; Member, M.A. in English Literature (in progress)

SERVICE

University Committees:
Secondary Teacher Education Coordinating Committee (STECC), 2011-2015
QEP (Quality Enhancement Plan) Steering Committee, Fall 2011
Faculty Learning Community (Academic Service Learning), 2008-2009

College Committees:
Center for Women, Gender & Sexuality Studies Executive Committee, 2008-present
Graduate Programs Committee, 2015-present
Undergraduate Programs Committee, 2011-2015
Ethnic Studies Committee, 2004-2009
Africana Studies Program Committee, 2004-2009

Department Committees:
Director of Graduate Studies, 2015-present
Chair, English Department Latino/a Literature and African American Literature Search Committee, 2016-2017
Director of Undergraduate Studies, 2011-2015
Chair, English Department African Americanist Search Committee, 2012-2013
Writing Committee, 2009-2010
By-laws Revision Committee, 2009-2010
English Department Early and 19th Americanist Search Committee, 2009-2010
Undergraduate Curriculum Committee, 2004-2009
English Department Americanist Search Committee, 2004-2005

Professional:
Journal of American Culture Advisory Board
Reader, Palgrave Macmillan
Reader, Caribbean Philosophical Association Conference Proceedings, 2005

PROFESSIONAL AFFILIATIONS

Modern Language Association
National Popular Culture Association
National Women’s Studies Association
Association for the Study of African American Life and History
MELUS (Society for the Study of Multi-Ethnic Literatures of the United States)
VITA
Mary E. Faraci
561-776-0072
faraci@fau.edu
Professor
Department of English

HIGHER EDUCATION
1972 Ph.D. English University of Florida
1968 M.A. English University of Kentucky
1967 B.A. English University of Kentucky

EXPERIENCE
1972-present Department of English. Florida Atlantic University
1989 Summer. The School of Criticism and Theory. Dartmouth.
1988 Summer. The School of Criticism and Theory. Dartmouth.
1977 The School of Criticism and Theory. University of California, Irvine.
1984 Summer. Fulbright Senior Lectureship. Turkey
1982-84 Fulbright Senior Lectureship. Romania

PUBLICATIONS

Book

Articles

Forthcoming
"'Burne-Jones Blue': A Stunning Pre-Raphaelite Hour in The Lord of the Rings" PRS Review.

In Print


Essay in a Book:

PROFESSIONAL SERVICE

Fulbright UK Screening Committee. Houston December 8, 2015; Dec. 6 2016; Dec. 7, 2017
PMLA Reader 2012-2013
May 2006. "Untaught Tolkien” President. International Conference on Medieval Studies, Western Michigan University, Kalamazoo

Conference Papers:
August 2016 “This is Angela Thirkell Speaking’: A Transatlantic Love Letter” Angela Thirkell Society of North America. Kansas City
May 2006. “Tolkien on the City and the Suburb.” International Conference on Medieval Studies,
Western Michigan University, Kalamazoo.
MLA, Washington, D.C.
May 2003, “‘I Wish’: How Tolkien Resets Time in the Discourse of Forgiveness in *Sir Gawain and the Green Knight.*” WMU, Kalamazoo.
May 2001 “I Wish to Speak: Tolkien’s Voice in the *Beowulf* Essay.” WMU, Kalamazoo. (See *Tolkien the Medievalist* above.)

**TEACHING**

Exceptional Faculty Award. Arts and Letters Northern Campus 2006, 2010, 2016
1995 TIP (Teaching Award) $5000

**Courses Taught**

Interpretation of Drama, Literary Theory, Chaucer, Medieval Literature, Advanced Exposition,
Women in Literature, Victorian Literature, Structure of Modern English.

**Directed Theses**


2016-present Director, Amanda Dutton, ABD, PhD in Comparative Studies

**SERVICE**

Department
2017 Medieval Search Committee
2016-present Writing Committee: Instructor of Record for ENC sections
2014-16 Eval Committee
2003-12 Northern Campuses Adviser
2006, 2008, Member, Search Committee, Jupiter
2004 Chair, Search Committee, American Literature Position, Jupiter
2003-04 Member, Undergraduate Programs Committee
2001 to 2003 Director of English Internships
2001 to 2003 English Undergraduate Advising

College
Fall 2013-Spring 2014 Faculty Mentor: Dept. of L&L Amel Khamlaoui

University
FAU Fulbright Screening Committee Spring/Fall 2017
Owls Abroad Photo Contest Judge Fall 2017
Senate; 1999-2001; 2002-03 Secretary, Boca Raton Faculty Senate
Senate, 2003-2012; 2013-14; 2014-16
Jupiter campus
Library Committee 2010-17
Lifelong Learning Scholarship Committee 2010-17

Community Service:
2006-07 Essay Judge Jupiter High
2003, 2004, 2005 FAU Team: Palm Beach County Literacy Coalition Grown-Up Spelling Bee
Invited to Martin County High 2011-15. Lecture and discussion of sample college course on History of the English Language.

Competitive Grants and Fellowships:
International
1984 Fulbright Senior Lectureship in TEFL, Summer Institute for Turkish High School Teachers of English, Istanbul, Turkey.
1983-84 Stipend: $15,000 Fulbright Senior Lectureship in TEFL, Polytechnic Institute of Timisoara, Romania, 1983-84.
1982-83 Stipend: $15,000 Fulbright Senior Lectureship in Linguistics, University of Bucharest, Romania, 1982-83.

National

FAU
Fall 2011 Sabbatical Leeds University UK
Andrew Furman  
Department of English  
Florida Atlantic University  
777 Glades Road  
P.O. Box 3091  
Boca Raton, FL 33431-0991  
(561) 297-3830  
Fax: (561) 297-3807  
E-mail: afurman@fau.edu

Education  
Fields of Study:  
• 19th and 20th Century American Literature  
• Multi-Ethnic American Literature, including Jewish, Asian, Latino/a and African American Writers  
• Literature and the Environment  

Academic Employment  
Professor, Florida Atlantic University, 2006-  
• Chair, Department of English, Spring 2003-2007, Summer 2011-2013  
• Director of English Graduate Studies, 2008-2011  
• Director of Literatures, Literacies, and Linguistics PhD program, 2007-2009  
Associate Professor, Florida Atlantic University, 2001-2006  
• Chair, Department of English, Spring 2003-2006  
• Associate Chair, Department of English, 2001-2002  
Assistant Professor, Florida Atlantic University, 1996-2001  
• Assistant Chair/Director of Undergraduate Studies, Department of English, 1999-2001  
Lecturer, The Pennsylvania State University, 1995-6  
Teaching Assistant, The Pennsylvania State University, 1990-1995

Publications

Books Authored  
Goldens Are Here. Green Writers Press [in press].  

• Finalist, 2015 Association for the Study of Literature and the Environment Book Award in Environmental Creative Writing.


Essays, Articles, Book Chapters and Stories


“Griswold No. 10.” Gastronomica 17.3 (Fall 2017): 91-103.


“Swimmingly.” Sport Literate [in press].


“To the Lighthouse.” The Florida Review 40.2 (Fall 2016): 73-87.


“Jewfish.” Jewish Fiction .net (story) 1.2 Nov. 2010 <jewishfiction.net>.


"No Trees Please, We’re Jewish." *Tikkun* Nov./Dec. 1999: 73-77 [The original, shorter, version of the article by the same name above].


Reviews


"All Other Nights About Civil War and the Jews." Rev. of All Other Nights, by Dara Horn. The Miami Herald 19 April 2009.

"Writing Well Outside the Outside" Rev. of Songs For the Butcher's Daughter, by Peter Manseau. JBooks.com 17 Nov 2008 <JBooks.com>.


"Telling Tales." Rev. of The Enchantress of Florence, by Salman Rushdie. The Miami Herald 1 June 2008: 6M.
“Sad Sacks.” Rev. of *The View From the Seventh Layer*, by Kevin Brockmeier. *The Miami Herald* 23 March 2008: 8M.


“In Chaos.” Rev. of *The Ministry of Special Cases*, by Nathan Englander. *The Miami Herald* 22 April 2007: 3M.


"Recreating the Experience of the Kabbalah.” Rev. of *Dreams of Being Eaten Alive: The Literary Core of the Kabbalah*, by David Rosenberg. *The Miami Herald* 23 July 2000: 8M.

"Underworld Has Lost Some of Its Romance.” Rev. of *Omerta*, by Mario Puzo. *The Miami Herald* 2 July 2000: 10M.


"Separating the Cheats From the Goats.” Rev. of *The Hand Before the Eye*, by Donald Friedman. *Forward* 17 March 2000: 11-12.


"Our Memories, It Seems, Have Lives of Their Own: For Harvey Grossinger, the Past is Prologue." Rev. of *The Quarry*, by Harvey Grossinger. *Forward* 19 June 1998: 11-12.

Rev. of *The "Other" New York Jewish Intellectuals*, ed. Carol Kessner. *MELUS* 22.3 (Fall 1997): 209-211.


**Interviews**

Featured Guest on radio program, "Topical Currents," 91.3 WLRN FM, August 28, 2014.
http://wlrn.org/post/unexpected-love-affair-florida

Featured Guest on radio program, "Conner Calling," 89.1 WUFT FM, May 16, 2014.
http://www.wuft.org/conner-calling/2014/05/16/friday-may-16th-andrew-furman/

**Presentations**

Featured Speaker, “*Bitten,*” Boca Raton Museum, January 22, 2015.


Featured Speaker, “*Bitten,*” National Day of Writing, FAU, October 20, 2014.


Featured Speaker, “*Bitten,*” Schmidt Gallery, FAU, October 10, 2014.


Nonfiction Reading of *My Los Angeles in Black and (Almost) White,* Faculty Author Series, D. F. Schmidt College of Arts and Letters, April 19, 2011.

Nonfiction Reading/Discussion of *My Los Angeles in Black and (Almost) White,* Black History Month at FAU, Feb. 24, 2011.

Featured Roundtable Panelist, “Standing (and Sitting) For Trees and Others.” Hosted by the FAU Women’s Studies Program, April 12, 2011.


Fiction Reading/Discussion of *Alligators May Be Present,* Virginia Festival of the Book, Charlottesville, VA, March 24 2006.

Fiction Reading/Discussion of *Alligators May Be Present,* “Barnstormer or regionalists? Contemporary Fiction’s Sense of Place.” AWP Conference, Austin, TX, March 11 2006.

Discussion of *Alligators May Be Present,* Contemporary Jewish American Writers and the Multicultural Dilemma, and *Israel Through the Jewish American Imagination,* An event sponsored by the Palm Isles Book Club, Border’s Books and Music, Boynton Beach, FL, January 12 and 13 2006.

Fiction Reading/Discussion of *Alligators May Be Present,* “Celebrating Jewish Book Month.” An event sponsored by the KULTUR program, Florida Atlantic University, November 30 2005.


“No Trees Please, We’re Jewish: The Ecological Ambivalence of Jewish-American Literature and Culture.” The Daniel Walden Lecture Series in American Studies, Penn State University, April 28, 2000.

**Conference Presentations**


Chair, “Philip Roth’s Literary Grandchildren,” Jewish-American and Holocaust Literature: Literary Luminaries and Rising Stars (An American Literature Association Symposium), Delray Beach, October 1999.


Chair, “Tales from the Editor’s Desk,” Jewish-American and Holocaust Literature in the 1980s and 1990s (An American Literature Association Symposium), Boca Raton, October, 1998.


Speaker, “Imagining Jews, Imagining Gentiles: A New Look at Saul Bellow’s The Victim and Bernard Malamud’s The Assistant,” American Literature Association Conference, San Diego, May 1996.

Chair, “Philip Roth: Jewish Mischievous-Maker or Postmodern Master?” Northeast Modern Language Association Conference, Montréal, April 1996.

Speaker, "Hugh Nissenson's Israel: What Kind of State is a Jewish State?” Northeast Modern Language Association Conference, Montréal, April 1996.

Chair, "Gender: Images of Women in Fiction and Life," Popular/American Culture Association Conference, Philadelphia, April 1995.


Speaker, "The Importance of Napoleon Street in Bellow's Herzog," Mid-Atlantic Popular/American Culture Association Conference, Georgetown, October 1992.

**Instructional Activity**

**Florida Atlantic University**

**2000-level**
AML 2010: American Literature to 1865
LIT 2010: Interpretation of Fiction

**Upper-Division**
ENG 3822: Intro to Literary Studies
AML 3265: Florida Women Writers
AML 4311: Major American Writers, 19th Century
AML 4223: American Literature: 19th Century Traditions
AML 4321: Major American Writers, 20th Century
AML 4663: Jewish-American Literature
ENC 3310: Advanced Exposition
AML 3121: American Novel: 20th Century
AML 4930: Writing in America
LIT 4930: Fiction/Multiculturalism
AML 4930: Asian-American Literatures
LIT 4434: Literature and the Environment
ENG 4940: English Internship
CRW 3010: Creative Writing
CRW 4121: Fiction Workshop 2
CRW 4211: Creative Nonfiction Workshop

Graduate Seminars
AML 6938: Emerson & Thoreau
LIT 5937: Ellison, Morrison, Faulkner
AML 6305: Bellow, Roth, Ozick
AML 6686: Faulkner, Ellison, Wright
AML 6938: Jewish-American Fiction
LIT 6105: Jewish-American Literature
ENG 6925: Colloquium in English
AML 6686: Asian American Literatures
LIT 5009: Literature and the Environment
CRW 6024: Writing Across Genres
CRW 6024: Creative Nonfiction
CRW 6130: Fiction Workshop
CST 7302: The Novelist as Intellectual

Service

University
2006: Search Committee, Interim Dean, Dorothy F. Schmidt College of Arts and Letters
2001-04: Secondary Teacher Education Coordinating Committee
2000-ongoing: Mentor, FAU Connections Mentoring Program, Office of Multicultural Affairs
2002-04: General Education/Core Taskforce
2003: Book Arts Committee
2001-02: Freshman mentor, FAU Office of Retention

Dorothy F. Schmidt College of Arts and Letters
2012-: Center for Women, Gender, and Sexuality Studies Executive Committee
2012-13: Eminent Scholar Review Committee for Dr. Alan Berger
2008: PhD Self-Study Committee
2008-: Promotion and Tenure Committee
2008-: Graduate Programs Committee
2007-2008: Director, LLL Track of Comparative Studies PhD program
2005-2006: Search Committee, Assistant Professor, Pre-Modern Judaic Studies
2005-2006: Search Committee, Assistant Professor, Race and Ethnicity
2006: Judaic Studies Symposia Coordinating Committee, New Scholarship on Women and Judaism
2005-ongoing: Jewish Studies Executive Committee
2005 Judaic Studies Symposia/Book Project Coordinating Committee, The Bible
2003-4: Search Committee, Gimelstob Chair of Judaic Studies
2003-ongoing: Executive Committee of Literatures, Literacies, and Linguistics Track of PhD Program in
Comparative Studies
2002-2008: Peace Studies Committee
2002-2004: Kultur Committee
2004: Executive Screening Committee for Fine and Performing Arts Track of PhD Program in Comparative Studies
1997-2004: Holocaust and Judaic Studies Program Committee
2002-03: Diaspora Convention Advisory Committee
2001-03: Promotion and Tenure Committee
1999-03: Curriculum Sub-committee for the PhD Program in Comparative Studies
1999-01: Undergraduate Programs Committee, English Department Representative
1999-00: Environmental Studies M.A. Certificate Committee
1999-00: Lattner Grant in Environmental Studies Screening Committee

Department of English
2008- : Director of Graduate Studies
2009-10: Hiring Committee, Rhetoric and Composition
2008-09: Hiring Committee, Creative Nonfiction (Chair)
2003-2007 : Department Chair
2002-03: EGSS (English Graduate Student Society) Advisor
2002-03: Hiring Committee, Fiction Writer (Chair)
2002-03: Creative Writing Committee
2001-03: Faculty Evaluation Committee
2001-03: Instructor of Record (IOR) for G.A.'s teaching ENC 1101 and 1102
2001-02: Department Associate Chair
2000-01: Hiring Committee, Multicultural Literature (Chair)
2000-01: Hiring Committee, Fiction Writer
1999-01: Assistant Department Chair
1999-01: By-Laws Committee
1999-01: Assistant Chair/Director of Undergraduate Studies
1999-01: Undergraduate Studies Committee (Chair)
1999-00: Hiring Committee, Composition Theory and Pedagogy (Chair)
1999-00: Hiring Committee, Full-Time Instructorship Positions
1998-99: Hiring Search Committee, Theory Position
1997-98: Hiring Search Committee, Fiction Writer
1996-99: Undergraduate Studies Committee
1996-99: Awards and Invitations Committee
1996-98: Faculty Advisor for Coastlines (Literary Publication of English Dept.)
1996-97: Hiring Search Committee, African-American Literature

External Professional Service
Editorial Board Member. MELUS: Multiethnic Literature of the United States. 2005-.
Editorial Board Member. Shofar: An Interdisciplinary Journal of Jewish Studies. 2010-.
MELUS Annual Conference Advisory Committee, 2011.
MELUS Annual Conference Advisory Committee, 2006.
Program Co-Director, Jewish-American and Holocaust Literature: Roundtables, Papers and Play (An American Literature Association Symposium), Delray Beach, November 2000.
Program Co-Director, Jewish-American and Holocaust Literature: Literary Luminaries and Rising Stars (An American Literature Association Symposium), Delray Beach, October 1999.
Assistant to the Director, Jewish-American and Holocaust Literature of the 1980's and 90's (An American Literature Association Symposium), Delray Beach, October 1998.
Assistant to the Director, Re-visioning Jewish-American and Holocaust Literature (An American Literature Association Symposium), Delray Beach, October 1997.
Manuscript Reviewer:
- PMLA
- Organization & Environment
- University of Delaware Press
- State University of New York Press
External Community Service


Member, Board of Directors, Audubon Foundation for the Environment, Palm Beach County, 2003-.


Institute of Jewish Studies Committee Member, Temple Beth El of Boca Raton, 2000-03


Select Awards

- Bitten named as Finalist for 2015 Association for the Study of Literature and the Environment Book Award in Environmental Creative Writing.
- Researcher of the Year, Associate Level, Florida Atlantic University, 2005-2006.
- Researcher of the Year, Assistant Level, Dorothy F. Schmidt College of Arts and Letters, 2000-2001.
- Advisor of the Year, Dorothy F. Schmidt College of Arts and Letters, 2000-2001.
- Advisor of the Year, Florida Atlantic University, 2000-2001
- Israel Through the Jewish American Imagination selected as one of the “Best Academic Books of 1997” by Choice.
JEFFREY ROBERT GALIN
(updated 1-26-2018)

9432 Peabody Ct.
Boca Raton, FL  33496
(561) 218-2657
jgalin@fau.edu  

Department of English
777 Glades Rd.
Florida Atlantic University
Boca Raton, FL  33431-0991
(561) 297-1221

EDUCATION

Ph.D. Cultural and Critical Studies, specializing in Composition Studies, University of Pittsburgh, Winter 1996.
B.A. English, Emory University, Atlanta, GA, 1983.

DISSERTATION


This work examines relationships among four key historical periods (1930s, 1950s, 1970s, and 1990s) within which multicultural education arises as an American national concern, in order to explore why multicultural education remains such a volatile preoccupation for educators and what impact multicultural education appears to have on selected university writing programs across the country.

ACADEMIC EMPLOYMENT

Associate Professor, English Department, Florida Atlantic University, Boca Raton, Fall 2004.
Assistant Professor, English Department, Florida Atlantic University, Boca Raton, Fall 2000 to Spring 2004.
Assistant Professor, English Department, California State University, San Bernardino, Winter 1997-Spring 2000.
Visiting Instructor, English Department, The University of Pittsburgh, 1995-1996.

HONORS AND AWARDS

- College grant for Sharon Daniel exhibit to support faculty and student projects, Spring 2016. With Wendy Hinshaw, Camila Añanador Llach, Kathleen Martin, Becka McKay, and Julie Ward.
- Awarded a sabbatical for fall 2011.
- Presidential Leadership Award (2008). Highest award offered by the university for leadership in efforts that "delivered substantial benefits to the University as a whole, to a community served by the University, or to another external population." Offered for work
establishing and managing the University Center for Excellence in Writing and the Writing Across the Curriculum Program.

RESEARCH AND OTHER CREATIVE ACTIVITY

Refereed Publications

Chapters in Books:


Editor

Edited Collections:

Editorial Boards:
- Editorial Board WAC Clearinghouse/Parlor Press. Fall 2009 – Present. Parlor Press LLC is an independent publisher and distributor of scholarly and trade books in high quality print and digital formats. It was founded in 2002 to address the need for an alternative scholarly, academic press attentive to emergent ideas and forms while maintaining the highest possible standards of quality, credibility, and integrity. (http://www.parlorpress.com/).
- Editorial Board of Writing Program Administration: Journal of the Council of Writing Program Administrators (WPA) February 2004-2009. WPA is a peer reviewed journal that is sponsored by The Council of Writing Program Administrators, a national association of college and university faculty with professional responsibilities for (or interests in) directing writing programs.
- Editorial Board member of Academic Writing: Interdisciplinary Perspectives on Communication Across the Curriculum. 1999 to 2003 and 2015-present. (http://aw.colostate.edu).

Editorial Book Reviews:
- Reviewer for Critical Transitions: Writing and the Question of Transfer, WAC Clearinghouse/Parlor Press Feb 2015.
• Review of *Sourcebook on Writing Across the Curriculum*, Nov. 2009
• Reviewer for *Information and Meaning: Critical Readings For the Contemporary Composition Student*. Prentice Hall, Jan. 2003.
• Reviewer for West Publishing of Basic Writing text books, 1996.

**Journal Articles**

**National**


• Galin, Jeffrey and Joan Latchaw. “From Incentive to Stewardship: The Shifting Discourse of Academic Publishing.” *Computers and Composition. Special Issue: Copyright, Culture, Creativity, and the Commons*. 27.3 (Sept 2010). 211-224.


• Galin, Jeffrey R. (first author) and Joan Latchaw. "Heterotopic Spaces Online: A New Paradigm for Academic Scholarship and Publication." *Kairos: A Journal for Teachers of Writing in Webbed Environments. Kairos*, 3.1 (Spring 1998), (http://english.ttu.edu/kairos/3.1/coverweb/ov.html). Nov. 7, 1998. (This article was later revised and appeared in *New Worlds New Works*. See Book Chapters above.)


**Conference Presentations** (All national or international conferences and refereed on basis of abstract)
• “Launching and Developing Sustainable Writing across the Curriculum/Writing in the Disciplines Programs” workshop facilitator. Conference on College Composition and Communication (CCCC), Portland, March 2017.

• “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Portland, March 2017.

• “Strategies for working with English Language Learners (ELLs)” SWCA FL Tutor Collaboration Day, Nova Southeastern University, Sept. 2016.


• “Intellectual Property in Composition Studies: Legal and Legislative Developments” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Houston, April 2016.

• “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Houston, April 2016.


• “Twenty Years of CCCC-IP: A Roundtable Discussion on Intellectual Property and Composition Studies” College Conference on Composition and Communications (CCCC), Tampa, March 2015.

• “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Indianapolis, March 2015.

• “Intellectual Property in Composition Studies: Legal and Legislative Developments” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Indianapolis, March 2015.


• Respondent to Featured Speaker Kenneth Crews “Copyright and Fair Use in Higher Education” Conference on College Composition and Communication, Indianapolis, IN, March, 2014.

• “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Indianapolis, March 2014.

• “Intellectual Property in Composition Studies” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Indianapolis, March 2014.

• “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Las Vegas, March 2013.

• “Intellectual Property in Composition Studies” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Las Vegas, March 2013.
• "A Writing Across the Curriculum Course: Students’ Perceptions About its Effectiveness," The 11th International Writing Across the Curriculum Conference, Savannah, GA, July 2012.
• "Fair Use or Fared Use: The Culture of Interlibrary Loan Hangs in the Balance" College Conference on Composition and Communications (CCCC), St. Louis, MO, March 2012.
• "Meeting of the International Network of Writing-across-the-Curriculum Programs" SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), St. Louis, MO, March 2012.
• "Implications of the Georgia State Case on Online Library Serves and Other Key Fair Use Cases” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), St. Louis, MO, March 2012.
• "Tracking Open Access/Fair Use Court Cases and Legislation” Table Leader for CCCC-IP Intellectual Property Caucus. Conference on College Composition and Communication (CCCC), Atlanta, GA, April 2011.
• "International Network of Writing-across-the-Curriculum Programs,” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Atlanta, GA, April 2011.
• “From Bhopal to cold fusion: A case study approach to writing assignments in Honors General Chemistry” 66th Southwest and 62nd Southeastern Regional Meeting of the American Chemical Society (SWRM and SERMACS), New Orleans, LA, Dec 2010.
• "Improving Rather than Proving: Self-Administered Sustainability Mapping of WAC Programs” College Conference on Composition and Communications (CCCC), Louisville, KY, March 2010.
• "Managing the Mission: Orchestrating Writing Center Strength and Stability” Southern Writing Center Association (SWCA), Ft Lauderdale, FL, March, 1010.
• "Improving Rather than Proving: WAC Assessment with a Common Rubric Across the University” Writing Program Administrator (WPA), Minneapolis, MN, July 2009.
• "Combining Chemistry and College Writing” 20th Biennial Conference on Chemical Education (BCCE), Indiana University, July 2008.
• "When Silence Breeds Silence: How the outcome of MGM v Grokster May Silence Students and Faculty.” College Conference on Composition and Communications (CCCC), Chicago, IL March 2006.
• "An Integrated Honors General Chemistry and Laboratory Course Based on a Writing Across the Curriculum, WAC Model." Co-developed poster for the Bi-Annual Conference on Chemical Education (BCCE), Purdue, August 2006.

• "Using the Writing Across the Curriculum (WAC) model to Develop an Integrated Honors General Chemistry and Laboratory Course." Southeast Regional Meeting of the ACS (SERMACS), Augusta, GA, Nov 2006. (co-presentation with Donna Chamley-Wiik and Jerry Haky).

• Intellectual Property Caucus, Chair, Workshop organizer and coordinator, and presenter, College Conference on Composition and Communications (CCCC), San Francisco, March 2005.


• "Changing Identity: De-centering the Center in Writing Center Discourse" International Writing Center Association Conference, St. Paul, Minnesota, Oct 2005.


• "Table Leader: IP and Pedagogy: Where are We Headed and What Can We Do?" (Featured Workshop Presenter/Facilitator at CCCC Caucus on Intellectual Property and Composition/Communication Studies—"Bringing It Home"), CCCC, San Antonio, TX, March 2004.

• "Own Your Rights: Know When Your University Can Claim Ownership of Your Work." College Conference on Composition and Communications (CCCC), San Antonio, TX, March 2004.


• "Normalization of Distance Education: Implications for IP Ownership, Policies, Budgets, and Faculty Buy In" Association of University Technology Managers (AUTM), Orlando, February 2003.


• "Table Leader: Campuswide IP Policies." (Featured Workshop Presenter/Facilitator at CCCC Caucus on Intellectual Property and Composition/Communications Studies—"Bring Your Policy"). CCCC, Chicago, March 2002.


• "When Can Computer Technologies for Writing Reveal Changes in Our Students?" College Conference on Composition and Communications (CCCC), Minneapolis, MN, April 2000.

• "At What Point Can We Say Hypertext is Commonplace? At What Point Can We Say Literacy Has Changed?" The Sixteenth Computers and Writing Conference, Fort Worth, TX, June 2000.


• "Constructing Literacy and 'Living Spaces' Online: Distant Graduate Classes Collaborating." The Fifteenth Computers and Writing Conference, SD, June 1999.


• "Making Visible the Group Dynamics of Cross-Class Collaboration: What Can We Learn from 'Failed' MOO Exchanges?" College Conference on Composition and Communications (CCCC), Atlanta, GA, April 1999.

• "CCCC-IP Caucus." Invited Facilitator. College Conference on Composition and Communications (CCCC), Atlanta, GA, April 1999.

• "Creating Coherent Programs So That We Can Make a Difference: Graduate and Undergraduate Curricula, Project-based Learning, WAC, and Writing Centers." (Roundtable with Carol Haviland and Charles Williams). Writing Program Administrators Summer Conference, Tucson, AZ, July 1998.


• "Three Graduate Courses Linked by a Cyberseminar: Stories that Often Don't Get Told." (Roundtable with Nicole Rosenbaum, Joan Latchaw, Sheree Kornkven, and Susanmarie Harrington). College Conference on Composition and Communications (CCCC), Chicago, IL, April 1998.

• "Neither Adjuncts, Nor Handmaidens, Nor Colonizers: Writing Tutors as Models for Composition, Creative Writing, Online, and WAC Classrooms" (Workshop facilitator). National Writing Centers Association Conference, Park City, UT, Sept. 1997.

• "Teaching Tutors/Tutors Teaching: Reimagining Our Roles" (Workshop facilitator). Young Rhetoricians' Conference, Program 97, Monterey, CA, June 1997.

• Invited facilitator/speaker for NCTE's Summer Institute for Teachers of Literature (Facilitated 6 group discussions after speakers and gave two presentations on using text-based virtual realities called MOOs for teaching). "Literature and Literacy in an Age of Technology: Implications for Classroom Practice," Myrtle Beach, S. C., June 1997.


• "Reinterpreting the Dissertation: Problems, Process, Possibilities." College Conference on Composition and Communications (CCCC), Milwaukee, WI, April 1996.


• "How Fifteen Universities Across the Country Define the Literacies of Multiculturalism." College Conference on Composition and Communication (CCCC). San Diego, April 1993.


• "What the Western Pennsylvania Writing Project Has to Offer: Teachers Teaching Multicultural Literacy." 38th Annual Conference and Course on Literacy: Literacy Through Literature, Pittsburgh, PA, June, 1991.

• "What Can Workplace Literacy Programs Realistically be Expected to Accomplish, and How Do We Determine What This Should Be?" MLA Responsibilities for Literacy Conference Pittsburgh, PA, September 1990. (publication: ERIC CE 057 536).


Conference Panels Chaired
Since 1990 I have chaired one panel at the MELUS conference, nine at CCCCs, two at Penn State's Conference on Rhetoric and Composition, one at MLA, and numerous panels at CCCC.

Conference Co-Organizer
"Battling for Ownership of the Arts: Who Controls Music, Film, Publishing, and Visual Communications?" Sixteen national and international legal, literary, and cultural scholars and corporate executives anchored a series of plenary sessions along side current sessions.

Competitive Grants
• $5,000 awarded: Digital Arts and Social Justice Exhibit with Julie Ward (Visual Art), Rod Faulds (Galleries) Becka McKay (English), Stephen Charbonneau (Communications), Lisa Swanson (English), Gerald Sim (Communications), Jeff Galin (English), Camila Afanador-Llach (Visual Art), Tiffany Rhynard (Theater and Dance). Dec 2015.

• Sabbatical fall semester 2011 to work on book project and revise two articles.
• Co-PI on FAU Assessment Grant: “A Comparison of Student Writing in Second Semester General Chemistry and College Writing” with Jerry Haky and Donna Chamley-Wilk. This assessment project utilizes the same twelve- trait analytical rubric that has been developed for the WAC program to evaluate and compare student papers in CHM 2452, a joint first year second semester General Chemistry and College Writing II course. Spring 2010. $5000.

• Co-PI on FAU Assessment Grant: “Improving Learning Through Writing in the Organic Chemistry Laboratory Course” with Jerry Haky and Evone Rezler. Assess the changes in student learning after undergoing the writing to learn experience involving peer-review using a specially crafted rubric to evaluate student performance in a laboratory experiment. Spring 2010. $5000.

• Co-PI on an NSF Course, Curriculum, and Laboratory Improvement (CCLI) grant with Jerry Haky and Donna Chamley-Wilk. We are designing, implementing, and evaluating a unique writing intensive, advanced, second semester chemistry course combined with a laboratory component that satisfies both second semester General Chemistry and College Writing criteria. Dec. 2006. $150,000

• Micro-Grant. This grant provided funds for producing the Gold Coast Review, CSU system-wide literary journal that I co-developed and manage. $500.

• PII (Promoting Innovative Instruction Grants Awards). Juan Delgado and I co-wrote this grant to assess the effectiveness of project-based, production-oriented learning. Spring 1998. $5,000.

• Received a School of Humanities Professional Development Grant for release time in order to work on the website to correspond with the NCTE publication, The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research (http://139.182.93.107/hypertext/dialogic/dialogic.htm). Winter 1998. $2,500.

• Computer Information Services Grants awarded for installation of network ports for Part-Time Faculty, English Department, Pitt, 1995 and for the Western Pennsylvania Writing Project, English Department, 1991. $650.

Non-Refereed Works

Journal Articles

National


• "Is it time to Assess Our Claims about Good Writing?" Kairos, 1.1 (Spring 96), (http://english.ttu.edu/kairos/1.1/toc.html#pix). Nov. 7, 1998.

• "What Can Workplace Literacy Programs Realistically be Expected to Accomplish, and How Do We Determine What This Should Be?" ERIC CE 057 536.

Local

Websites and Software (See class listings below for class websites)
• Visual Literacy, Rhetoric, and Design, 2017 Curated and developed exhibit for five former students for an exhibit in the Schmidt Gallery, FAU. This interface presented three of the projects on one site. The other two projects were hosted on a local computer.


Professional Consulting

- Jacksonville University. I served as a paid consultant advising them on development and implementation of their WAC program, March 2017.
- Valencia College, Orlando. I served as a paid consultant advising them on development and implementation of their WAC program, July 7, 2016.
- Texas A & M: San Antonio. I served as paid consultant advising them on development and implementation of their WAC program, Mar. 11, 2016.
- University of Central Florida, Orlando. I served as a paid consultant advising them on the development and implementation of their WAC program, Nov. 3-4, 2010.
- “Writing Across the Curriculum: Teaching Writing Intensive History Classes” Co-presented with Eric Hanne. Florida International University, Miami, (Oct.3).
- Houghton Mifflin Focus Group Consultant. Conference on College Composition and Communication (CCCC) in Chicago, IL. I served as a paid consultant for online produces in composition that are currently being developed. Spring 2002.

INSTRUCTIONAL ACTIVITY

Courses Taught

Florida Atlantic University

Graduate Classes

- Visual Literacy, Rhetoric, and Design ENC 6930
- Literacy Theory and Composition ENC 6930
- Studies in Composition Methodology and Theory ENC 6700
- Research Colloquium (ENG 6924).
- Teaching Writing Across the Curriculum (ENC 6930).
- Colloquium in English. (ENG 6925).
- Literacy, Pedagogy, and Technology (ENG 6933),
  (http://www.english.fau.edu/faculty/galin/classes/6933s02).
- Producing Literary Magazines (ENL 6934),
  (http://www.english.fau.edu/faculty/galin/classes/prodlits01).
Undergraduate Classes

- Visual Literacy: Visual Legacy Projects (ENC 4930)
- Principles of Research Writing (ENC 4138)
- Advanced Exposition, (ENC 3310).
- Studies in Rhetoric and Writing: Literacy, (ENG 4020).
- College Writing II (ENC 1102).
- College Writing I (ENC 1101).
- Interpretation of Fiction.

California State University, San Bernardino

Graduate Classes

- Teaching Seminar.
- Computers and Writing--Literacy and Technology.  
  (http://www.english/fau.edu/faculty/galin/classes/C&Wf98/).
- Literary Productions, (http://www.english/fau.edu/faculty/galin/classes/literaryprod/).
- Pacific Review. (http://cal.csusb.edu/pacificreview/)
- Reading/Writing Connection.
- Contemporary Composition and Discourse Theory Research.
- Process: Theory and Research.

Undergraduate Classes

- Analysis of Fiction.
- Introduction to Composition.
- Freshman Composition.
- Advanced Expository Writing.

University of Pittsburgh

Undergraduate Classes

- Introduction to Critical Reading.
- Basic Reading and Writing. Team-taught six-hour intensive composition.
- Basic Writing.
- Critical Writing.
- General Writing.
- Writing Center Tutor. Writing Center.
- Co-Instructor for "Introduction to English Education," Education Department, with Dr. Anthony Petrosky and with Gaye Burkett.
- Recitation teacher for "Reading and Writing Across the Curriculum in the Sciences," for Dr. Harry Sartain.

University of Alabama

Undergraduate Classes
• Speed Reading, BioPrep On-Campus.
• English 101.
• English 102.

Undergraduate Writing Courses Designed

Florida Atlantic University
*Studies in Rhetoric and Writing: Literacy* (ENC 4020).
*Principles in Research Writing* (ENC 4138)

California State University, San Bernardino
• *Community and Culture*.
• *Advanced Expository Writing*, (http://139.182.93.107/306f97/index.html).

University of Pittsburgh
• Introduction to Critical Reading, (http://139.182.93.107/critread.html).
• American Dreams, (in a networked classroom). Basic Reading and Writing. (http://www.pitt.edu/~brwf95/brwf95.html).
• Reading Ourselves in Language and Culture. Basic Writing.
• Images and Texts. Basic Writing.
• What is an Author? Basic Writing.

Other

**Instructor of Record**
I have served as IoR for over 80 sections of College Writing I, for 35 graduate students who have less than eighteen hours of graduate credits for a total of sixteen separate classes. This work should be understood as both teaching and service because of the high level of interaction I have had with these GAs and because the teaching of writing is my specialization. I have visited their classes at least once during the term and have scheduled at least four meetings with each of them to discuss pedagogy, grading, assignments, and commenting on papers. I also reviewed the final portfolios for the final course grades. Fall 2001 to Fall 2003, Fall 2006, Fall 2015.

**SERVICE**

**Service to University**

Florida Atlantic University
• Writing Enriched Curriculum (WEC) pilot. WAC has done a good job of serving lower division courses, but not upper division. WEC complements the current WAC program by providing comprehensive curricular review of upper division courses department-by-department. Meet with department chair and designated faculty liaison before each of four meeting with the full department. 1) review student, faculty, and staff survey data and present to department as a way for them to identify student learning outcomes concerning writing; 2) map the abilities across courses to determine gaps in support; 3)
operationalize student learning outcomes for assessment purposes; and 4) develop a three year implementation plan for curriculum change, to be described in a department-produced WEC proposal of 15-40 pages. Also, facilitate document development between departmental meetings. Currently working with the departments of Languages, Linguistics, and Comparative Literatures and the Ocean, Mechanical Engineering, Sociology, and Urban and Regional Planning.

- Faculty Development Committee for Distinction Through Discovery program, Summer 2014-2016.
- Strategic Planning Committee for WAC 2012-2014.
- Executive Committee for Center for Teaching and Learning, Fall 2011 – present.
- QEP Steering Committee Fall 2012 to 2014.
- QEP Sub Committee on Co-Curricular Activities, Spring 2012-2014.
- Organized 2 writing contests for National Day on Writing: Flash fiction and letter contest to University President 2010.
- Organized writing contest for Peace Week in honor of The Honorable 14 Dali Lama, Spring 2010.
- Director of Writing Across the Curriculum Program and Ex-Officio Member of the Univ. WAC Committee, Boca campus, Spring 2003-present. I host annual 3-day, summer seminars, 3-4 follow-up bag lunch presentations during fall and spring semesters, 5-6 specially designed WAC workshops for specific departments, coordinate the work of the University WAC Committee by reviewing course syllabi for writing across the curriculum courses, meet with faculty, administrators, and departments across the campus, help coordinate assessment for the WAC program, and draft all documentation, procedures, and policies for the WAC committee. I provide ongoing support for WAC faculty, including building a comprehensive WAC website. I meet with 2-3 additional departments per year to help implement curricular reforms with faculty teams who have been awarded WAC Department Grants. And I developed and manage the only university-wide assessment for writing.
- Developer and Director of the University Center for Excellence in Writing (UCEW). These four centers provide support for writers across all levels of the university on three campuses. Twenty consultants provide approximately 6000 half-hour sessions a year for students, faculty, and university staff. The UCEW is internationally certified by the College Reading and Learning Association. Numerous group workshops are provided each term. And the UCEW hosts writing contests and other special events annually. Fall 2002 to present.
- Executive Committee Member of the LLL PhD track in Comparative Studies, Fall 2004-Fall 2008.
- Core Curriculum Committee, Fall 2006.
- UF/University Intellectual Property Negotiation Team, Fall -Spring 2006.
- Director of Writing Across the Curriculum (WAC) and ex officio Member of the WAC Committee Fall 2004 – Present.
- Ex officio Member of The University Undergraduate Programs Committee, Fall 2005-present.
University Intellectual Property Committee, Spring 2001 to 2014.
University Distance Learning Committee, Spring 2001 to 2005.
Faculty Editor of *Coastlines Online*. Spring 2001-Spring 2002.

**California State University, San Bernardino**
- Chair of the University's Copyright/Fair Use Committee. Fall 1997-Spring 2000.

**Presentations to the University Community**

**California State University, San Bernardino**
- "Copyright and Fair Use: Issues for Teaching and Research." (With Susan Cooper). Faculty Workshops on Teaching and Learning, September, 1998.
- "Integrating the WWW into Teaching." Forum for Online Teaching, Winter, 1998.

**Service to College of Arts and Letters**

**Florida Atlantic University**
- College of Arts and Letters Literature Initiative Taskforce (LIT) Committee, Committee that designed the Ph.D. track in Literature, Literacies, and Linguistics. Summer 2002 to 2004.
- Executive Committee Member of the LLL PhD track in Comparative Studies. Fall 2004-Spring 2008.

**California State University, San Bernardino**
- Center for Professional Writing. Fall 1998 to Spring 1999
- Humanities Technology Committee, co-initiator, 1997 to Spring 2000

**Service to English Department**

**Florida Atlantic University**
- Hiring Committee for Rhetoric/Composition, Fall 2017-Spring 2018.
- Writing Committee. Oversees the lower division writing program. August 2000 to present.
- Hiring Committee for Rhetoric/Composition, Fall 2009-Spring 2010.
- Hiring Committee for Rhetoric/Composition, Fall 2008-Spring 2008.
• Assistant Director of Writing Programs. Fall 2001 to Spring 2004.
• Department Hiring Committee for Director of Writing Programs, Fall 2003 – 2004.
• Instructor of Record. Fall 2001 to 2004 and Fall 2006.
• "Teaching Composition With Computer Technologies." Eight presentations to the department of English, Fall and Spring 2001 to 2003.
• Coordinator of FAU English Department's Three Computer Facilitated Classrooms. Spring 2001-2005.
• "Teaching With Sequenced Assignments," a presentation to the department of English. October 2000.
• "Designing and Sequencing Assignments." Presentation to department and Teaching Assistants. September, 2000.

California State University, San Bernardino
• Coordinator, English Department Teaching Assistant Training Program. Spring 1998 to Spring 1999.
• Coordinator and Developer of English Department's Computer Facilitated Classroom. Fall 1998 to Spring 2000.
• Teaching Assistant Selection Committee. Spring of 1998 to Spring 1999.
• Graduate Committee for the Composition program. 1997 to Spring 2000.
• Composition Committee. 1997 to Spring 2000.
• Chair and Initiator of Department Technology Committee. 1997 to Spring 2000.
• Consultant to the English Department Hiring Committee. Fall 1997-Winter 1998.
• Set up and managed a department-wide listserv (Engforum@yosemite.csusb.edu). Winter 1997.

University of Pittsburgh
• Assistant Director of the University of Pittsburgh Writing Center. Fall 1995 to 1996.
• Steering Committee for General Writing Intensive, Summer. 1995 to 1996.
• Cluster Leader for Basic Writing Teaching Group using Native American texts. Fall 1994.
• Master Tutor, Writing Center. Fall 1994.
• Writing Center Technology Consultant. Spring 1995, and Fall 1996.
• Computer Committee, English Department. 1991-1996.
• Assistant Director, Western Pennsylvania Writing Project, Department of English. 1990-1991.

University of Alabama
• Research Assistant, Macy Biomedical Sciences Preparation Program. 1985-1988

Service to Professional Organizations
• Serve on Executive Committee of WAC Clearinghouse. Summer 2016-present.
• Junior-Chair of CCCC WAC Standing Group (formerly board of the International Network of Writing-Across-the-Curriculum (INWAC) Programs). Three others and I led an initiative to get this organization reclassified to strengthen its position at the CCCC conference where we meet annually to provide support and advice to new WAC program directors.

• Co-organized a second face-to-face meeting of stakeholders from across the country for WAC as a field to discuss the development of a national organization. Both meetings have been at national conferences. In addition, I have been leading Skype meetings every three weeks or so since this past summer to continue this conversation and to lead the development of articles of incorporation for 501(c)(3) status.

• I have also been leading meetings with a smaller group of scholars for a WAC training Institute we are planning for June 2019. I will co-lead this institute.

• Appointed to the WAC-GO Advisory Board, which supports the newly formed graduate organization affiliated with the Writing Across the Curriculum bi-annual conference, summer 2015-present.

• Appointed as one of four co-chairs of the governing board for the International Writing Across the Curriculum (INWAC) consortium, Summer 2015-present.

• Second Tier on-site reviewer to organize conference sessions for the CCCCs conference in Indianapolis, NCTE Headquarters, Urbana, IL, July 2013.

• Board of the International Network of Writing-Across-the-Curriculum Programs, summer 2009-present.


• Member of CCCC Committee On Intellectual Property, January, 2001 to present. Chair June 2010 to 2013.

• Member of CCCC Committee on Computers in Composition and Communication, April, 2000 to Spring 2006.


• 7Cs member, (Committee on Computers and Composition at the Conference for College Composition and Communication), Spring 1998 to Spring 2006.

Service to Community

FAU

• Founder and Director of the Community Center for Excellence in Writing CCEW). This auxiliary of the UCEW serves the local community in south Florida who are not affiliated with FAU. This center provides writing support to individuals who are seeking help with undergraduate or graduate admission to universities, workplace writing, creative writing, and personal writing projects. The CCEW will also offer a range of workshops on general topics in writing and others that are specifically geared to specific businesses or fields. The aim of this center is to provide outreach to our local community. Wrote the business plan, trained consultants, hired a manager, and collaborated with other auxiliary units on campus. Delivered workshop to Children Protection Investigators for the Department of Children and Families to help them write more analytically and synthesize data for their reports. The CCEW opened in October of 2014. Have recently met with YMCA, Boca High School, and local libraries to provide services to all three at multiple locations.
San Bernardino, CA
- Education Committee, Beth El Synagogue, Fall 1999 to Spring 2000.
- Faculty Sponsor for McNair Fellowship participant, Bob Vasquez. Summer 1998.
- Faculty Presider at the Eighth Annual New Directions Undergraduate Research Conference at UC Riverside for four undergraduate students. Spring 1998.

Pittsburgh, PA
- Pitt/CMU Graduate Colloquium. Designed and implemented this colloquium to encourage exchange of ideas among graduate students from the University of Pittsburgh and Carnegie Mellon University, Sept 1990 and Jan, 1990.
- Assistant Computer Coordinator for Western Pennsylvania Writing Project's Young Writers Institute, 1991-93.
- Electronic Mail List Initiator and Manager for HYPERTeach. A list for teachers who have their students develop Hypermedia projects, 1993-1996.
DEVIN MARIE GAROFALO
Department of English
Florida Atlantic University
CU Suite 306, 777 Glades Road
Boca Raton, Florida 33431

University Contact Information:
Culture & Society Building, Office 326
561.297.3830
dgarofalo@fau.edu

ACADEMIC APPOINTMENTS
2017 – Present Assistant Professor of English, Florida Atlantic University

EDUCATION
2017 Ph.D. in English, University of Wisconsin-Madison
Specialty: British Romantic and Victorian literature
Minor: History of Science
Dissertation: Open Worlds: Nineteenth-Century Poetry and Science
Committee: Theresa M. Kelley
Caroline Levine (Cornell University)
Mario Ortiz-Robles
Monique Allevaert
B. Venkat Mani

2011 M.A. in English, University of Wisconsin-Madison
2010 B.A. in English, University of Nebraska-Omaha

PUBLICATIONS
Journal Articles
2015 “Drunk up by thirsty nothing’: The Fissured World of Prometheus Unbound,” Essays in
2015 “Touching Worlds: Letitia Elizabeth Landon’s Embodied Poetics,” Women’s Writing 22.2
(2015): 244-62

Book Reviews
2017 “From Orchids to Exoplanets,” Collations: A Book Forum by the V21 Collective 3
(on Devin Griffiths’ The Age of Analogy: Science and Literature Between the Darwins, Johns
Hopkins University Press, 2016)

WORKS IN PROGRESS
Book Manuscript
Interworlds: Nature, Scale, Form in the Long Nineteenth Century

Journal Articles
“Victorian Lyric in the Anthropocene” (Under Review: Victorian Studies)

FELLOWSHIPS & AWARDS
2017 Distinguished Lecture Series Faculty Research Support Award
Dorothy F. Schmidt College of Arts & Letters, Florida Atlantic University

2016 – 2017 A. W. Mellon Public Humanities Fellowship
Center for the Humanities, University of Wisconsin-Madison
2016  A. W. Mellon Summer Dissertation Fellowship
Graduate School, University of Wisconsin-Madison
2016  Chancellor's Dissertator Fellowship
Graduate School, University of Wisconsin-Madison
2016  Vilas Research and Travel Grant
Graduate School, University of Wisconsin-Madison
2015 – 2017  Marie Christine Kohler Fellowship for Transdisciplinary Research
Wisconsin Institute for Discovery, University of Wisconsin-Madison
2014 – 2015  A. W. Mellon Public Humanities Fellowship
Center for the Humanities, University of Wisconsin-Madison
2014  Visiting Fellowship for Archival Research
Chawton House Library and the University of Southampton, UK
2014  Herlihy Jones Scholarship for Research & Travel
Department of English, University of Wisconsin-Madison
2014  Summer Dissertation Fellowship
Department of English, University of Wisconsin-Madison
2010 – 2012  Chancellor's Fellowship
Graduate School, University of Wisconsin-Madison
2011  Alexander B. Chambers Prize for Best Essay by a Literary Studies M.A. Student
Department of English, University of Wisconsin-Madison
2009 – 2010  James C. Horejs Scholarship
Department of English, University of Nebraska-Omaha

INVITED TALKS & CONFERENCE PRESENTATIONS

2018  “Elizabeth Barrett Browning’s Nebular Poetics”
*Nineteenth Century Studies Association*, Philadelphia, Pennsylvania
2018  Invited Talk: “Victorian Nebulae, Ghost Planets, Phantasmic Form”
Department of English, Florida Atlantic University
2016  “Herschel in the Void: Pluralities of Worlds and the ‘Something Between’”
*American Society for Eighteenth-Century Studies*, Pittsburgh, Pennsylvania
2016  “Growing incorporate into thee’: *In Memoriam, Extinction, Lyric*
*Interdisciplinary Nineteenth-Century Studies Conference*, Asheville, North Carolina
2015  Invited Talk: “Nineteenth-Century Women Poets, Celebrity, Politics”
*Senior Summer School*, Madison, Wisconsin
2015  Invited Talk: “Geology and Astronomy in the Age of Revolution”
*Senior Summer School*, Madison, Wisconsin
2015  “Tongues in Stars: Toward an Erotics of Astronomy”
*Mad 1: The Forms and Language of Pleasure*, Madison, Wisconsin
*International Conference on Romanticism*, Minneapolis, Minnesota
2014  “Organizing the Heavens: Anna Letitia Barbauld’s Astronomical Publics”
2013  Invited Talk: “Of Flowers and Figures: Agency in the Archive”
*Archives and Agentual Life Seminar*, Madison, Wisconsin
2013  “The Mermaids in the Basement: Emily Dickinson and New Materialist Kinship”  
*Association for the Study of Literature and the Environment, Lawrence, Kansas*

2013  “Global Cartography in Landon’s *The Golden Violet*”  
*American Comparative Literature Association, Toronto, Canada*

2012  “World Literature or World-Literature?: Interplanetary Imaginings in the Victorian Age”  
*North American Victorian Studies Association, Madison, Wisconsin*

2011  “Revelations of the Female Self: Robert Hooke, Charlotte Smith and Microscopy”  
*British Women Writers Association, Columbus, Ohio*

2010  “Unions of the Soul: Eighteenth-Century Sex and Disappointment”  
*No Limits! Annual Conference, Omaha, Nebraska*

---

**TEACHING EXPERIENCE**

**Florida Atlantic University**

*Graduate*

2018  English 6455: “Victorian Poetry and the Poetics of Science” (Seminar in British Literature)

*Undergraduate*

2018  English 4251: “Victorian Literature and the Empire of Science” (Victorian Literature)


2018  English 3822: “Literary Studies for the 21st Century” (Introduction to Literary Studies)

**University of Wisconsin-Madison**

*Instructor of Record*

2013  English 100: “Graphic Rhetoric” (Introduction to College Composition)

2012  English 100: “Text, Image, Politics” (Introduction to College Composition)

*Teaching Assistant*

2014  English 168: Introduction to Transatlantic Modern Literature since 1900

2013  English 177: The Graphic Novel

2013 – 2015  Writing Center Instructor

**Public Humanities & Community Outreach**

2014 – 2017  Program Coordinator, Great World Texts in Wisconsin Program  
Center for the Humanities, University of Wisconsin-Madison

2015  Researcher & Artist, The Making Blake Project  
Departments of Art & English, University of Wisconsin-Madison

**Instructional Publications**


2015  “Teaching *Journal to the West* in Wisconsin,” *Great World Texts in Wisconsin Teaching Guide*,  
co-authored with Manuel Herrero Puertas, 92 pp.

---

**UNIVERSITY & PROFESSIONAL SERVICE**

2017 – Present  Faculty Affiliate, Center for Women, Gender & Sexuality Studies  
Florida Atlantic University

2017 – Present  Member, Search Committee for Assistant Professor of Renaissance Literature  
Department of English, Florida Atlantic University

2017 – Present  Member, Graduate Committee  
Department of English, Florida Atlantic University

2017  Organizer, “Mad Max: Fury Road” English Club Film Screening & Discussion  
Department of English, Florida Atlantic University
2017 Organizer, “Applying to PhD Programs” Information Session
Department of English, Florida Atlantic University

2015 – 2016 Founding Coordinator, Gender & Sexuality Caucus
Department of English, University of Wisconsin-Madison

2016 Contributor, Working Group on Scale and Value
Department of English, University of Wisconsin-Madison

2015 Conference Organizer, MaDlit: Graduate Conference on Language & Literature
Graduate Student Association, Department of English, University of Wisconsin-Madison

2013 – 2015 Coordinator, The Middle Modernity Group
University of Wisconsin-Madison

2014 Organizer, “The Alternative Agencies of Middle Modernity”
Faculty & Dissertator Roundtable, University of Wisconsin-Madison

2013 English 100 Student Writing Awards Committee
Department of English, University of Wisconsin-Madison

2012 Conference Organizer, North American Victorian Studies Association Conference
University of Wisconsin-Madison

2012 Founding Coordinator, The Hegel Reading Group
University of Wisconsin-Madison

2009 – 2010 President, Phi Beta Kappa Chapter, Sigma Tau Delta (English Honor Society)
Department of English, University of Nebraska-Omaha

Conference Panel Moderator
2015 Special Session of the Middle Modernity Group: “Dis/Pleasurable Bodies”
MaDlit: The Forms and Language of Pleasure
Madison, Wisconsin

2012 “Inventions of Money and Meaning: Fraudulent Exchange and Fictional Selves”
North American Victorian Studies Association Conference
Madison, Wisconsin

PROFESSIONAL MEMBERSHIPS

Modern Language Association
North American Society for the Study of Romanticism
North American Victorian Studies Association
Interdisciplinary Nineteenth-Century Studies Association
American Society for Eighteenth-Century Studies

LANGUAGES

French (advanced proficiency)
Latin (proficient)

REFERENCES

Theresa M. Kelley
Marjorie & Lorin Tiefenthaler Professor of English
University of Wisconsin-Madison
6141 Helen C. White Hall
Madison, Wisconsin 53706
tkelley@wisc.edu

Caroline Levine
David and Kathleen Ryan Professor of the Humanities
Cornell University
343 Goldwin Smith Hall
Ithaca, New York 14853
cel235@cornell.edu
Sara Guyer
Professor of English, Center for the Humanities Director
University of Wisconsin-Madison
432 East Campus Mall
Madison, Wisconsin 53706
guyer@wisc.edu

B. Venkat Mani
Professor of German, Global Studies Director
University of Wisconsin-Madison
858 Van Hise Hall
Madison, Wisconsin 53706
bvmani@wisc.edu

Mario Ortiz-Robles
Professor of English
University of Wisconsin-Madison
6135 Helen C. White Hall
Madison, Wisconsin 53706
mortizrobles@wisc.edu
JOSE A. DE LA GARZA VALENZUELA
Florida Atlantic University
Department of English
Bldg. 97, CU 346
777 Glades Rd.
Boca Raton, FL 33431
jdelagarzavalenz@fau.edu

EDUCATION

Ph.D., English, Miami University, 2016
    Graduate Certificate in Women’s, Gender, and Sexuality Studies
    Dissertation: “Impossibly Here, Impossibly Queer: Citizenship, Sexuality, and Gay Chicano Fiction”

M.A., English, Sam Houston State University, 2008

B.B.A., International Business and Economics, Sam Houston State University, 2006
    With Honors, Elliot T. Bowers Honors Program

ACADEMIC EMPLOYMENT

2017-Present       Florida Atlantic University
                    Assistant Professor
                    Department of English

2016-2017           University of Illinois, Urbana-Champaign
                    Chancellor’s Post-Doctoral Research Associate
                    Department of Latina and Latino Studies

2012-2015           Miami University (Oxford, OH)
                    Visiting Instructor, Department of English

2008-2012           Miami University (Oxford, OH)
                    Teaching Associate, Department of English

2006-2008           Sam Houston State University (Huntsville, TX)
                    Graduate Associate, Department of English

HONORS AND AWARDS

Frederick A. Cervantes Premio, National Association for Chicana and Chicano Studies for
    “Queer in a Legal Sense: The Ambiguous Sexual Citizen in Boutilier v. Immigration and
    Naturalization Service and Arturo Islas’ The Rain God.” 2015

English Department Academic Challenge Dissertation Fellowship
    Miami University, 2013
College of Arts and Sciences Academic Achievement Award
Miami University, 2008-2009

Office of Graduate Studies Scholarship
Sam Houston State University, 2007

Sam Houston Writing Project Summer Institute Fellowship
Sam Houston State University, 2006

PRESENTATIONS

Conference Presentations

"High-Risk Citizenship: ‘Don’t Ask, Don’t Tell,’ Criminal Exposure, and Queer Belonging in
Michael Nava’s The Death of Friends.” Conference of the Association for Joterfa Arts,
Activism, and Scholarship, Twin Cities, October 2017.

"Out of the Shadows: Outing and the Institutionalized Erasure of Queer Migrant Narratives in

"High-Risk Citizenship: ‘Don’t Ask, Don’t Tell,’ Criminal Exposure, and Queer Belonging in
Michael Nava’s The Death of Friends.” National Association for Chicana and Chicano Studies

"Queering Migrants: Documenting Queer Border-Crossings in Rigoberto González’s Crossing
Vines.” Conference of the Association for Joterfa Arts, Activism, and Scholarship, Phoenix,
October 2015.

"Queer in a Legal Sense: The Ambiguous Sexual Citizen in Boutillier v. Immigration and Naturalization
Service and Arturo Islas’ The Rain God.” Frederick A. Cervantes Awards Plenary, National
Association for Chicana and Chicano Studies Annual Meeting, San Francisco, April 2015.

"Impossibly Here: Arturo Islas and the Legislation of Queer Belonging.” National Association for
Chicana and Chicano Studies Annual Meeting, Salt Lake City, April 2014.

"Parodic Disruptions of State Recognition: Queer Contestations of Citizenship in Jaime Cortez’s
Sexile.” MELUS, Boca Raton, April 2011.

"Queer(ed) Migrations: Rigoberto González’s Construction of Queer Border Crossings in Crossing
Vines.” National Association for Chicana and Chicano Studies Annual Meeting, Pasadena,
March 2011.

"Too Black for Harlem: Coming of Race in New York City in Wallace Thurman’s The Blacker the
Berry.” MELUS, Scranton, April 2010.


Invited Presentations


University of Illinois, Urbana-Champaign Presentations

“High-Risk Citizenship: ‘Don’t Ask, Don’t Tell,’ Criminal Exposure, and Queer Belonging in Michael Nava’s The Death of Friends.” Fall Colloquium Series, Department of Latina/Latino Studies, University of Illinois, Urbana-Champaign, October 2016.

Miami University Presentations


“Subverting the Canon: Transgressive Pedagogy in Literature Instruction.” Miami English Graduate and Adjunct Association Annual Symposium, Miami University, Oxford, April 2010.


Other Conference Activity

“Flickering Pleasures.” Chair and Discussant. Queer Publics Symposium, University of Illinois, Urbana-Champaign, February 2017.


TEACHING

Florida Atlantic University

Fall 2017 American Literature 4630: Latinx Literatures

English 3822: Introduction to Literary Studies

University of Illinois, Urbana-Champaign

Latino/Latina Studies 435: Commodifying Difference

Spring 2016 Cross-listed with Asian American Studies 435, African American Studies 435, Gender and Women’s Studies 435, and Media/Cinema Studies 432

Miami University

English 144: Major American Authors

Fall 2010 Co-taught with Dr. Stefanie K. Dunning as part of the Department of English Apprenticeship Program

English 143: American Literature, 1945-Present

Semester and corresponding guiding theme:

Spring 2011 New Contemporary U.S. Canons

English 112: Composition and Literature

Semesters and corresponding guiding themes:

Spring 2015 American Shifts: Writing in Anticipation of Shifting U.S. Demographics

Fall 2014 Composing and the Language(s) of Justice

Spring 2014 Authority and Disclosure in Writing

Spring 2013 Narrative Authority and Self-Representation in Writing

Fall 2012 Writing and Being Written: Representations of the Self and the Other

Spring 2012 Public and Private Narratives: Rhetorics of Offense

Fall 2011 Doing Text: Rhetoric, Activism, and Representation

Fall 2010 Doing Text: Rhetoric, Activism, and Representation

Spring 2010 Textually Active: Rhetorics of Activism and Representation
Fall 2009  Doing Text: Rhetoric, Activism, and Representation
Spring 2009  Revolution and Activism: On the Border of Social Unrest

English 111: College Composition
Fall 2008  Rhetoric, Time, and Place

Sam Houston State University

Spring 2008  English 165: Composition II
Summer 2007  English 164: Composition I
Fall 2007  English 164: Composition I
Fall 2006  English 031: Developmental English

EDITORIAL EXPERIENCE


Editor, College Composition at Miami (Vol. 63), Department of English, Miami University, Oxford, 2010.


Assistant Editor, College Composition at Miami (Vol. 62), Department of English, Miami University, Oxford, 2009.

PROFESSIONAL SERVICE

Journals

2014-Present  Reviewer, Journal of Homosexuality

Florida Atlantic University

2017-Present  Faculty Affiliate, Center for Women, Gender, and Sexuality Studies
2017-Present  Member, Search Committee, Assistant Professor of Medieval Literature, Department of English
2017-Present  Member, Undergraduate Committee, Department of English

Miami University

2012-2013  Co-President, HAVEN: Graduate LGBTQ Alliance, with Jonathan Rylander
Summer 2012  Reader, First-Year Portfolio Program
2011-2012    Events Chair, HAVEN: Graduate LGBT Alliance
2010         Awards Committee, First-Year Composition Awards
2009-2010    Graduate Representative, Graduate Committee, Department of English
2009         Graduate Assistant, Translating Cultures: Latina/o Writers Festival, Department of English
2008-2009    English 111 and 112 Curriculum Design Committee, Western College Program
2008-2009    Ph.D. Program Representative, Executive Committee, Miami English Graduate and Adjunct Association

Sam Houston State University

Fall 2006    Reader, Developmental Writing Program Portfolio Assessment

PROFESSIONAL AFFILIATIONS

Association for Jotería Arts, Activism, and Scholarship
Modern Language Association
National Association for Chicana and Chicano Studies
The Society for the Study of the Multi-Ethnic Literature of the U.S.

LANGUAGES

English and Spanish
TAYLOR HAGOOD

Department of English
Florida Atlantic University
777 Glades Road
P. O. Box 3091
Boca Raton, FL 33431-0991
thagood@fau.edu

EDUCATION
Ph.D.—University of Mississippi, English, 2005
M.A.—Ohio University, English, 2000
B.A.—summa cum laude, Ohio University, English, 1998

PROFESSIONAL POSITIONS
Instructor, 8th Annual International Whitman Week, Munich, Germany, 2015
Associate Professor, Florida Atlantic University, 2011-present
Visiting Professor, Ludwig-Maximilians-Universität-München, Munich, Germany, 2011
Fulbright Gastprofessor, Ludwig-Maximilians-Universität-München, Munich, Germany 2009-2010
Assistant Professor, Florida Atlantic University, 2005-2011

GRANTS & AWARDS
C. Hugh Holman Award for Best Book in Southern Literary Studies, 2015
Lifelong Learning Society Distinguished Professor of Arts and Letters, 2013-2014
SAMLA Book Award, Secrecy, Magic, and the One-Act Plays of Harlem Renaissance Women Writers (nominated), 2011
Scholar of the Year Award, Assistant Professor Level, Florida Atlantic University, 2010-2011
J. William Fulbright Scholar Grant—Professor-Junior Lecturer, Ludwig-Maximilians-Universität-München, Munich, Germany, 2009-2010
Exceptional Faculty in Arts and Letters at the MacArthur Campus Award, Florida Atlantic University, 2007, 2009
Scholarly and Artistic Activities Grant, Division of Research and Graduate Studies, Florida Atlantic University, 2006

Travel Awards, Division of Research and Graduate Studies, Florida Atlantic University, 2005-2006

Frances Bell McCool Dissertation Fellowship in Faulkner Studies, University of Mississippi, 2004-2005

Lawrence “Shaky” Yates Award for Excellence in Teaching Freshman English, University of Mississippi, 2004

Travel Awards, University of Mississippi Graduate School, 2002-2004

Honors II Fellowship, University of Mississippi Graduate School, 2002-2004

Graduate Teaching Fellowship, University of Mississippi, 2000-2004

Master’s Thesis of the Year Prize, English Department, Ohio University, 2000

Graduate Teaching Fellowship, Ohio University, 1998-2000

PUBLICATIONS

BOOKS


_Secrecy, Magic, and the One-Act Plays of Harlem Renaissance Women Writers_. Columbus: Ohio State University Press, 2010


EDITED BOOKS


ARTICLES/BOOK CHAPTERS


"Faulkner's 'Fabulous Immeasurable Camelots': *Absalom, Absalom!* and *Le Morte Darthur.*" *Southern Literary Journal* 34.2 (2002): 45-63

NOTES, ENCYCLOPEDIA ENTRIES, & OCCASIONAL PIECES


REVIEW ESSAYS


BOOK REVIEWS


**DIGITAL SCHOLARSHIP**


Collaborative Editor, with Jennie Joiner. Adaptation of William Faulkner’s “The Unvanquished” for *The Digital Yoknapatawpha Project*, 2013-2014

Collaborative Editor, with Robert Coleman and Ren Denton. Adaptation of William Faulkner’s “Wash” for *The Digital Yoknapatawpha Project*, 2012-2013

*Journey to the Center of Yoknapatawpha: An Experience of Digitizing Faulkner’s Fiction;* Youtube video written, filmed, and directed by Taylor Hagood and first aired at *Fifty Years After Faulkner: The 39th Annual Faulkner and Yoknapatawpha Conference*, University of Mississippi, July 2012; <http://youtu.be/gk4dHfQb5AQ>

Collaborative Editor, with Steve Knepper. Adaptation of William Faulkner’s “Barn Burning” for *The Digital Yoknapatawpha Project*, 2012

**LECTURES/PRESENTATIONS**


“Disability, Identity, and the United States South,” Katholische Universität Eichstätt-Ingolstadt, Eichstätt, Germany, May 20, 2014

“Undeadness, Southern Grounds, and Urban Spaces in The Goon and The Walking Dead,” *Comics Studies and the U.S. South Symposium*, University of South Carolina, October 25, 2013

“The South and New Media,” Coastal Carolina University, October 24, 2013

“Toward a Theory of Disability and Southern Identity,” Keynote Address, English Graduate Student Society Conference, Florida Atlantic University, November 29, 2012

“Ghosts of Southern Imperialism: Caribbean Space and Thomas Nelson Page’s ‘No Haid Pawn,’” Brownbag Lecture, Florida Atlantic University, November 18, 2011

“American Football and the Aesthetics of Headlessness in Faulkner’s The Hamlet,” Ludwig-Maximilians-Universität-München, Munich, Germany, July 12, 2011

“Faulkner and the Embodying of Cognitive Disability,” Center for Body, Mind, and Culture Coffee Colloquia, Florida Atlantic University, November 16, 2010


“Secrecy, Miscegenation, and the Politics of Pregnancy in Harlem Renaissance Women’s Drama,” Universität Regensburg, Regensburg, Germany, June 10, 2010

“Studying in North America: A Professor’s Point of View,” Predeparture Orientation Workshop, Amerika House Munich, Munich, Germany, June 9, 2010

“The Harlem Renaissance,” *Race in American History and Culture* Lecture Series, Jacobs University Bremen, Bremen, Germany, March 10, 2010

“‘Secrets of the Trade’: Chicanery, Black Women, and Eulalie Spence’s *Hot Stuff,*” Women, Gender, and Sexuality Studies Colloquium, Florida Atlantic University, September 17, 2008


Commencement Address, Ohio University Eastern, St. Clairsville, Ohio, June 6, 2008

“Negotiating the Marble Bonds of Whiteness: Hybridity and Imperial Impulse in Faulkner,” *Frances Bell McCool Lecture*, University of Mississippi, April 11, 2005

**CONFERENCE PAPERS**

“‘They Came Now as Friends and Allies’: Reconciliation Romance and The Princess of Mars,” *The 37th International Conference on the Fantastic in the Arts*, Orlando, FL, March 2016
“Comic Strips—Hybridity—Pylon,” *Faulkner and Print Culture: The 42nd Annual Faulkner and Yoknapatawpha Conference*, University of Mississippi, July 2015

“Swampmonsters, Terror(ism), and Cartoon Capability in *Bayou* and *Archer*,” *Multi-Ethnic Literature of the United States Conference*, University of Georgia, April 2015


“Flight to/from/in/and Canada: Movement, Space, Desire, and the U.S. South,” *The South in the North: A Pre-MLA Mini-conference*, Simon Fraser University, Vancouver, Canada, January 2015


“‘Two Phlegm-Clots Above Her’: Prosthesis and Disability in *Sanctuary*,” *Modern Language Association Convention*, Chicago, January 2014


“Journey to the Center of Yoknapatawpha: An Experience of Digitizing Faulkner’s Fiction,” *Fifty Years After Faulkner: The 39th Annual Faulkner and Yoknapatawpha Conference*, University of Mississippi, July 2012 (see “Digital Scholarship” section)


“Darl Bundren and Narrative’s Dependency on Disability in Faulkner’s *As I Lay Dying*,” *55th Annual Conference of the British Association for American Studies*, University of East Anglia, England, April 2010
"'The Prince With That Hearth-broom': Faulkner's 'Knight's Gambit' and the Movement of Southerners Across the Global Grid," 54th Annual Conference of the British Association for American Studies, University of Nottingham, England, April 2009

"'As if a Sea had Divided It': Haiti, Migration, and the Horrors of Space in Page's 'No Haid Pawn,'" Society for the Study of Southern Literature Conference, College of William and Mary, April 2008


"Ghost in a Harlem Flat: Eulalie Spence's Gothic Play," South Central Modern Language Association Convention, Memphis, Tennessee, November 2007

"They Ain't Human Like Us': Compromised Bodies and Spatiality in Pylon," American Literature Association Convention, Boston, Massachusetts, May 2007

"'The Influence of that Root': Magic, Secrecy, and the Escape of Frederick Douglass (According to Georgia Douglas Johnson)," Multi-Ethnic Literature of the United States Conference, Fresno, California, March 2007


"Faulkner and Trauma," Center for Interdisciplinary Studies Symposium: Post-Trauma: Violence, Trauma, and Moral Repair, Florida Atlantic University, March 2006

"'Nobody Knows but Me': Jimmie Rodgers and the Body Politic," South Atlantic Modern Language Association Convention, Atlanta, Georgia, November 2005


"'Scythian Glitter': Orientalism in Absalom, Absalom!" 32nd Annual 20th-Century Literature Conference, University of Louisville, February 2004
“Ah Ain’t Got Nobody: African American Identity and Signifying on Dialect in Hurston and Faulkner.” *Meeting of the Mississippi Philological Association*, Mississippi University for Women, January 2004


“Egypt and Faulkner’s Colonized Delta.” *Delta Blues Symposium IX: Defining the Delta*, Arkansas State University, March 2003


“‘Fabulous Immeasurable Camelots’: Faulkner’s *Absalom, Absalom!* and Malory’s *Le Morte Darthur*.” *Southern Writers, Southern Writing Graduate Student Conference*, University of Mississippi, July 1999

**CONFERENCE PANEL MODERATION/PARTICIPATION**


“William Faulkner,” moderator, *54th Annual Conference of the British Association for American Studies*, University of Nottingham, England, April 2009
“Poor Whites, New Orleans, and Strategies of the Global South,” organizer and moderator, 54th Annual Conference of the British Association for American Studies, University of Nottingham, England, April 2009


“Expectations of the Profession: A Roundtable Discussion of Teaching at Two-year and Four-year Colleges and at Research Universities,” participant, Multi-Ethnic Literature of the United States Conference, Boca Raton, Florida, April 2006

“19th-Century Southern Literature,” moderator, Southern Writers, Southern Writing Graduate Student Conference, University of Mississippi, 2004

“Faulkner III,” organizer and moderator, Southern Writers, Southern Writing Graduate Student Conference, University of Mississippi, 2003

CONFERENCE PLANNING
Multi-Ethnic Literature of the United States Society Conference, Planning committee member-scheduler, Boca Raton, Florida, 2011

Southern Writers, Southern Writing Graduate Student Conference, co-organized and directed, University of Mississippi, 2003

READINGS
Secrecy, Magic, and the One-Act Plays of Harlem Renaissance Women Writers, Dorothy F. Schmidt College of Arts and Letters Faculty Series, Florida Atlantic University, April 19, 2011

Faulkner’s Imperialism: Space, Place, and the Materiality of Myth, Dorothy F. Schmidt College of Arts and Letters Faculty Authors Series, Florida Atlantic University, January 12, 2009

“Turtle Walk at John D. MacArthur State Park” (original nonfiction), English Department Creative Nonfiction Student and Faculty Reading, Florida Atlantic University, October 26, 2007

The Hamlet (excerpt from William Faulkner's The Hamlet), Faulkner on the Fringe, Oxford, Mississippi, July 28, 2004

TEACHING EXPERIENCE
Florida Atlantic University:
Graduate:
Race, Gender, and Disability in American Literature
Principles and Problems

Fiction of the U.S. South

Postcolonial Theory

Animals in American Literature

Disability and American Literature

Faulkner and Hemingway

Graduate Teaching Colloquium

Disability and Southern Literature

Multiculturalism and the Contemporary South

U.S. Literary Renaissance Movements and Modernism Faulkner

Undergraduate:
Detective Fiction
American Literature: 20th-Century Movements

Honors Thesis

Interpretation of Fiction

Major American Writers—19th Century

American Literature Survey: Beginnings to 1865

Interpretation of Drama

Faulkner

Major American Writers-20th Century

Colonial and Early American Literature

African American Literature, 1895-present

Southern Literary Renaissance

American Literature: 19th-Century Traditions
Interpretation of Drama

Introduction to Literary Studies

Literary Theory

Critical Approaches to Literature

Ludwig-Maximilians-Universität:
Animals in American Literature (graduate Hauptseminar)

Disability Studies and American Literature (graduate Hauptseminar)

Literature of the U.S. South (graduate Hauptseminar)

White Trash (undergraduate Vorlesung)

African American Literature (undergraduate Vorlesung)

University of Mississippi:
Major Authors of American Literature

Freshman Composition/Research:
Faulkner and the Saga Tradition
Shakespeare Comedies

Freshman Composition

Ohio University:
Introduction to Literature

Special Topics, Reading and Writing and Southern Literature

Freshman Composition

THESIS & DISSERTATION COMMITTEES
Chaired
Ashely Tisdale; MA in English; 2015-present

Paul Probst; MA in English; 2015-present

Skye Cervone; Ph.D. in Comparative Studies; 2014-present

Valorie Ebert; Ph.D. in Comparative Studies; 2014-present

Lindsey Averill; Ph.D. in Comparative Studies; 2012-present
Oscar Ruiz; M.A. in English; 2011-2013
Tiffany Frost; M.A. in English; 2011-2013
Kristin McGlothlin; M.A. in English; 2011-2013
Simone Puleo; M.A. in English; 2011-2012
Rachel McDermott; M.A. in English; 2011-2012
Kathleen Rush; M.A. in English; 2008-2009
Tealia Deberry; M.A. in English; 2008-2009
Tinea Williams; M.A. in English; 2007-2009
Fiona McWilliam; M.A. in English; 2007-2008
Amber Estlund; M.A. in English; 2007-2008

Committee Member
Daniel Creed; Ph.D. in Comparative Studies; 2014-present
Gyasi Byng; M.A. in English; 2013-2014
Samara McNair; M.A. in English; 2013-present
Cathy Lombard; Ph.D. in Comparative Studies; 2013-present
Atticus Ranck; M.A. in Women, Gender, and Sexuality Studies; 2013-present
Kathryn Boundy; Ph.D. in Comparative studies; 2010-present
Arin Miller; M.F.A. in Creative Writing; 2008-present
Deidra Johnson; M.A. in English; 2008-present
Mara Kiffin; Ph.D. in Comparative Studies; 2006-present
Beau Ewan; M.F.A. in English; 2011-2013
Tulasi Acharya; M.A. in Women’s Studies; 2011-2012
Jeanette Moffa; M.F.A. in English; 2011-2012
Ryan Frabizio; M.A. in English; 2011-2012
Stephanie Derisi; M.A. in English; 2010-2012
Roger Drouin; M.F.A. in English; 2011-2012

Janelle Garcia; M.F.A. in English; 2011-2012

Laura Groves; M.A. in English; 2008-2009

Karyn Anderson; M.A. in Languages, Linguistics, and Comparative Studies; 2008-2009

Ashley Paxton; M.A. in English; 2007-2009

Valerie Czerny; Ph.D. in Comparative Studies; 2007-2009

Carrie Johnston; M.A. in English; 2008

Kimberly Vann; M.F.A. in English; 2008

Pamela Hope Segal; M.A. in English; 2008

Cora Bresciano; M.F.A. in Creative Writing; 2006-2007

Cynthia Lyles Scott; M.A. in English; 2006-2007

EDITORIAL EXPERIENCE
Advisory Board Member, H-Southern-Lit, H-Net Discussion Network, 2014-present

Coeditor, H-Southern Lit, H-Net Discussion Network, 2010-2014

Assistant Editor, Yalobusha Review, 2004

SERVICE
Professional:
Referee, PMLA, 2016

Vice President, William Faulkner Society, 2015-present

Referee, University of Georgia Press, 2015

Referee, University of South Carolina Press, 2014

Executive Council Member, Society for the Study of Southern Literature, 2013-present

Fulbright Application Evaluator, Polish Fulbright Commission, 2013

Referee, Mississippi Quarterly, 2013

Research Ambassador, Deutscher Akademischer Austausch Dienst/German
Academic Exchange Service, 2013-present

External Reviewer, Tenure Case, Northern Illinois University, 2012
Referee, Southern Quarterly, 2010

Representative-at-Large, William Faulkner Society, 2009-2012

Society for the Study of Southern Literature Bibliography Committee, 2007-2010
Referee, Faulkner Journal, 2007-present
Referee, College Literature, 2004-present

Florida Atlantic University:
University:
Office of International Programs Study Abroad Scholarship Award
Evaluator, 2012, 2013

Office of International Programs Liaison for Exchange Agreement Between
Florida Atlantic University and Ludwig-Maximilians-Universität-München,
2012-present

Lifelong Learning Scholarship Award Committee, member, 2012, 2013

MacArthur Campus MacAwards Selection Committee, member, 2009

MacArthur Campus Assistant University Librarian Search Committee,
member, 2007

MacArthur Campus Homecoming Committee, member, 2007-2008

MacArthur Campus Smith Scholar-in-Residence Search Committee,
member, 2007-2008

MacArthur Campus Guest Speaker, Discover FAU @ Jupiter, January 9,
2007

MacArthur Campus Outstanding Student Selection Committee, member,
2006-2007

Division of Sponsored Research Scholarly and Creative Activities Award
Selection Committee, member, 2006

MacArthur Campus Library Advisory Committee, member, 2005-2009

College:
Ph.D. in Comparative Studies Program Executive Committee, member,
2011-present
Graduate Marshall, 2011 (Spring Commencement)

Undergraduate Marshall, 2007 (Fall Commencement), 2013 (Spring Commencement)

Department:
Assistant Professor of Asian American/Asian Literatures in English Search Committee, member, 2013-2014

Faculty Evaluation Committee, member, 2013-present

Graduate Committee, MA Comprehensive Exams guidelines draftee, 2012-present

Graduate Committee Subcommittee for Thesis Assessment, member, 2012-2013

Assistant Professor of African American Literature Search Committee, member, 2012-2013

Undergraduate American Literature Writing Student Assessment, 2012

Medical Humanities Ad Hoc Committee, member, 2011
Graduate Committee Subcommittee for Professional Development, chair, 2011-present

Graduate Committee, member, 2011-present

Writing Committee Subcommittee for LIT 20XX requirements revision, chair, 2011

Writing Committee, member, 2010-2013

Assistant Professor of Modern British and American Literature Search Committee, member, 2008-2009

Speakers Committee, member, 2008-2009

Webmaster, 2006-2009

Undergraduate Committee, member, 2005-2009

University of Mississippi:
Assistant Compiler, Freshman Writing Program Database, 2003

English Department Graduate Studies Committee, member, 2002-2003

English Graduate Student Body Secretary, 2001-2002
Ohio University:
   English Department Graduate Student Committee, member, 1999-2000
   Student Recruiter, 1998-1999

ACADEMIC AFFILIATIONS
Modern Language Association

Society for the Study of Multi-Ethnic Literature of the United States

Society for the Study of Southern Literature

South Central Modern Language Association

William Faulkner Society

IN PROGRESS
Books:
Following Faulkner: The Response of Writers and Critics to Yoknapatawpha's Architect, Camden House, manuscript complete and under review with advance contract

Swamp Souths: Literary and Cultural Ecologies, essay collection in development with coeditors Eric Gary Anderson, Kirstin Squint, and Anthony Wilson

Articles:

"William Faulkner in Collaboration: Authors[Writers] and Readers," coauthored with Sarah Gleeson-White; manuscript in progress

"Humanism, Faulkner, and Digital Scholarship," manuscript in progress for Mississippi Quarterly forum

"Update on Digital Yoknapatawpha," blog entry in progress for Southern Spaces

REFERENCES
Klaus Benesch, Professor and Chair of North American Literary History, Amerika-Institut/Department of English and American Studies, Ludwig-Maximilians-Universität-München, +49 (0) 89-2180-2797, klaus.benesch@lrz.uni-muenchen.de

Thadious M. Davis, Geraldine R. Segal Professor of American Social Thought and Professor of English, English Department, University of Pennsylvania, 215-898-7832, davistm@english.upenn.edu
Donald M. Kartiganer, Howry Professor of Faulkner Studies Emeritus, Department of English, University of Mississippi, 662-915-5793, dcartiga@olemiss.edu

John W. Lowe, Barbara and Lester Methvin Distinguished Professor of Southern Literature, Department of English, University of Georgia, 706-542-1261, jwlowe@uga.edu

Stephen Railton, Professor of English, Department of English, University of Virginia, 434-924-6612, sfr@virginia.edu

Annette Trefzer, Associate Professor of English, Department of English, University of Mississippi, 662-915-7685, atrefzer@olemiss.edu

Joseph R. Urgo, Provost and Vice Chancellor for Academic Affairs. University of North Carolina Asheville, 828-251-6470, jourgo@unca.edu
WENDY WOLTERS HINSHAW
Associate Professor of English, Florida Atlantic University
777 Glades Rd. Boca Raton, FL 33431 whinshaw@fau.edu

EDUCATION
PhD, English The Ohio State University, June 2010
Dissertation: Incarcerating Rhetorics, Publics, Pedagogies
MA, English and Women’s Studies The Ohio State University, June 2004
BA, English and Women’s Studies The Ohio State University, June 2001

ACADEMIC EMPLOYMENT
Department of English, Florida Atlantic University 2010 – present
Director of Writing Programs 2014 – present
Associate Professor 2016 – present
Assistant Professor 2010 – 2016

Departments of English and Women’s Studies, The Ohio State University 2001 – 2009
Graduate Instructor

PUBLICATIONS

“Constructing a ‘Bridge Between My Memories and Yours’: Teaching Through Testimony in Ruth Kluger’s *Still Alive* and Patricia Sarrafian Ward’s *The Bullet Collection*.”


**ADMINISTRATIVE EXPERIENCE**

**Department of English, Florida Atlantic University**
Director of Writing Programs, Department of English, 2014 – present  
Director of Internships, Department of English, 2014 – present  
Officer of the Department of English, 2014 – present

**Department of English, The Ohio State University**
*Director for Peer Writing Consultants and Graduate Administrative Assistant*
Writing Workshop; 2006 – 2008

*Advanced Writing Program Consultant*
First Year Writing Program; 2005 – 2006

*Peer Mentor*
First Year Writing Program; 2004

**Center for the Study of Teaching and Writing**
*Research Assistant to Director; 2005*

**Department of Women’ Studies, The Ohio State University**
*Research Assistant to Chair; 2001 – 2002*

**TEACHING EXPERIENCE AND INTERESTS**
Florida Atlantic University, Undergraduate and Graduate Instruction

The Ohio State University, Undergraduate Instruction

Teaching Interests and Specialties:
- Rhetorical and Composition History and Theory; Teaching Composition; Feminist Rhetorical Theory; Rhetories of Incarceration; Prison Literature and Film; Literacy Studies; Pedagogical Theory, especially Critical and Feminist Pedagogies; Ethnographic Research; Service-Learning and Outreach; Technology and Digital Media in Teaching; Professional Writing; Writing for Nonprofits; Rhetorics of Social Movements

**FELLOWSHIPS, AWARDS, AND HONORS**

Professional Awards
National Awards
National Endowment for the Humanities, Summer Stipend. Nomination by Florida Atlantic University. Fall 2011.

University Awards
“Sharon Daniel Exhibit and Faculty Working Group.” Faculty Collaborative Grant with Dr. Becka McKay, Dr. Stephen Charbonneau, and Rod Faulds. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Spring 2015. $5000.
Classroom Technology Grant: AH 104. Technology Fee Grant. Principal Investigator. Fall 2014. $21,156.
Classroom Technology Grant: AL 346. Technology Fee Grant. Principal Investigator. Fall 2014. $47,032.
“Digital Humanities and Social Justice.” Faculty Collaborative Grant with Dr. Lisa Swanstrom, Dr. Mirya Holman, and Dr. Kristin Block. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Spring 2014.
“AMP Lab: Advanced Media Production for Arts and Letters.” Tech Fee Grant. Co-Investigator with Lisa Swanstrom, Principal Investigator, and Barclay Barrios, Co-Investigator
Faculty Research Award. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Fall 2013.
Excellence and Innovation Undergraduate Teaching Award. Nomination by the Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Spring 2013.
Development Grant. Writing Across the Curriculum, Florida Atlantic University. Spring 2012.
Faculty Research Mentor Award. Division of Research, Florida Atlantic University. Fall 2011.
Scholarly & Creative Accomplishment Fellowship. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Fall 2010.
College of Humanities Graduate Research Small Grant. The Ohio State University, Spring 2008.
Ray Travel Award for Scholarship and Service. The Ohio State Council of Graduate Studies. Spring 2007.

Departmental Awards

Other Awards
CURATED EXHIBITS and other CREATIVE ACTIVITY

PRESENTATIONS
“Corresponding Pedagogies.” Conference on College Composition and Communication, Indianapolis, IN, March 2014.
“Tyranny of ‘Kind’: Policing the Mean Girl.” Conference on College Composition and Communication, St. Louis, MO, March 2012.
“‘There is the Woman’: Reframing Women’s Prison Writing.” National Women’s Studies Association, Atlanta, GA. November 2011.
“Contested Authors: Responding to Art and Writing by Prisoners.” Conference on College Composition and Communication, Atlanta, GA. April 2011.
“Writing Us In: Authorizing Prison Writing for Change.” Feminism(s) and Rhetoric(s) Conference, East Lansing, MI. October 2009.
“Engaging the Perspectives of Youth Offenders Through Art.” Outreach Scholarship Conference, Madison, WI. October 2007.

OTHER PROFESSIONAL EXPERIENCE
Co-founder and Board Member, Exchange for Change, a community-prison writing program in Miami, FL. 2014 – present
Committees: Programming, Board Oversight
Editor, E4C Writing Collection, Spring 2015

Educational Testing Services, Advanced Placement English Language Exam  2005 – 2011
  Participated in annual intensive training and scoring for Advanced Placement Exam

Holistic Scoring
First-Year Writing Program, Department of English, Ohio State  2006 – 2008
  Participated in ongoing scoring to place incoming Ohio State students in First-Year Writing Program

Center for the Study of Teaching and Writing  2004
  Participated in scoring session for first-year composition essays for Central Ohio Technical College

ACADEMIC SERVICE

Community Engagement Task Force Committee  2016 – present
Core Curriculum Committee, Florida Atlantic University  2014 – present
Writing Committee, Department of English, Florida Atlantic University  2010 – present
EDUCATION

PhD  English Literature, Vanderbilt University (2017)


MA  English Literature, Vanderbilt University (2013)

Master’s Thesis: “Traces of Haiti: Silence, History, and an Ethics of Reading in Frances Burney’s The Wanderer”

MA  English Literature, University of Tennessee, Knoxville (2012)

Master’s Thesis: “Reclaiming Memory’s Terra Incognita: Uncovering the Self in Frances Burney’s The Wanderer”

BA  English Literature and History, Union University (2010)

Honor’s Thesis: “‘Alien and Alienated’: British Women Writers in the Aftermath of the French Revolution”

CERTIFICATES

American Studies, Vanderbilt University (2015)

PUBLICATIONS

Peer-Reviewed Articles

“Histories Made Flesh: William Apess’s Juridical Theologies.” MELUS 42.3 (Fall 2017): 6-25. (Editor’s Choice)


Articles in Progress

“‘All the rest of my time are given to France & St. Domingue’: Frances Burney’s Transatlantic Trace Histories.” SEL (Revise and Resubmit)

**Book Chapters**
"Transatlantic Thresholds of Livability: Representing Population Relocation in Anna Maria Falconbridge’s *Two Voyages to Sierra Leone,*" *Transatlantic Eighteenth-Century Women Travelers,* Ed. Misty Krueger (Essay collection under review at Bucknell UP)

**Book Reviews**


**Conference and Institute Proceedings**


**Bibliographic Essays**

**AWARDS AND HONORS**

Edgar Hill Duncan Award, English Department, Vanderbilt University (2017); for the graduate student whose entire career has shown the highest standards of achievement and promise for the future

Robert Manson Myers Dissertation First Chapter Award, English Department, Vanderbilt University (2015)

Rose Alley Press Academic Service Prize, English Department, Vanderbilt University (2013)

John C. Hodges Excellence in Scholarship Award, English Department, University of Tennessee (2012)

Graduate Essay Prize, SEASECS, “Reclaiming Memory’s *Terra Incognita*: Frances Burney’s Racial Histories” (2012)


Graduate Essay Prize, SEASECS, “‘History reduc’d into patches’: Narrating Histories and Bodies in Jane Barker’s *Galesia* Trilogy” (2011)
First-Year Tutor Award, Writing Center, University of Tennessee (2011)

Phi Alpha Theta National History Honor Society (2009)

FELLOWSHIPS AND GRANTS


Archival Research at the British Library, British National Archives, and University of Edinburgh Library, funded by a Summer Research Award, College of Arts and Sciences, Vanderbilt University (July 28-August 5, 2016)

English Writing Fellow, Writing Studio, Vanderbilt University (2015-2016)

American Studies Futures Fellow, American Studies Program, Vanderbilt University (2015)

Archival Research at the Beinecke and Lewis Walpole Libraries, funded by the Drake Research Fellowship, English Department, Vanderbilt University (June 15-19, 2015)

John C. Hodges Fellowship for Graduate Teaching Associates, English Department, University of Tennessee (2011-2012)

John C. Hodges Fellowship for Incoming Graduate Associates, English Department, University of Tennessee (2010-2011)

CONFERENCES

Conference Presentations and Public Lectures

“Migrant Revolutions: Tracing Radical Insurgencies in Jamaica and Sierra Leone in the 1790s,” ASECS (March 22-25, 2018)


“Like as the wounds’ of Christ: Reading the Archival Limits of Moravian ‘Blood and Wounds’ Theology in The History of Mary Prince,” SEA (March 2-4, 2017)

“Mary Prince and the Spaces of Moravian Redress,” ASECS (March 30-April 2, 2016)

“The earth was given to the children of men': Mediating Theologies of Space in Robert Wedderburn’s Revolutionary Politics,” SCMLA (October 31-November 3, 2015)

“Revolutionary Archives: Reading Early Caribbean Prophets,” Atlantic Studies Reading Group, Purdue University (April 3-4, 2015)

“Traces of Haiti: Narrating Agonistic Histories in Frances Burney’s The Wanderer,” The Burney Society Biennial Meeting (October 9, 2014)

“Truth is my arrow’: Robert Wedderburn’s Radical Prophetics,” Graduate Student Reading Series, English Department, Vanderbilt University (April 2, 2014)

“Speaking to the Dead: Spiritual Authority and Mediation in The Remarkable Particulars of the Life of James Albert Ukawsaw Gronniosaw,” ASECS (March 19-23, 2014)

““All the rest of my time are given to France o’r St. Domingue: Frances Burney’s Transatlantic Trace Histories,” SCSECS (February 13-15, 2014)

“To hear the name of Christ without shuddering’: Madness, Methodism, and the Caribbean in The Journal of West Indian Proprieto and Hamel, the Obeah Man,” SEASECS (February 27-March 1, 2014)

“Speaking to the Dead: Ukawsaw Gronniosaw’s Mourning Rites,” First Year Conference, English Department, Vanderbilt University (April 5, 2013)

“I never appeared to understand their language’: Translation and its Discontents in Leonora Sansay’s The Secret History; or, the Horrors of St. Domingo,” SEASECS (February 28-March 2, 2013)

“Rehearsing Imoinda: Bleaching Black Bodies in Frances Burney’s The Wanderer,” ASECS (March 22-25, 2012)

“Reclaiming Memory’s Terra Incognita; Frances Burney’s Racial Histories,” SEASECS (March 1-3, 2012)

“History reduc’d into patches’: Narrating Histories and Bodies in Jane Barker’s Galesia Trilogy,” SEASECS (March 3-5, 2011)

Panels Chaired and Organized
Chair, “Gender, Race, and Reading the Sensory,” First Year Conference, English Department, Vanderbilt University (September 16, 2016)


Coordinator, Graduate Student Mentoring Session, SEASECS (March 1, 2014)

Coordinator, Graduate Student Reception, SEASECS (February 27, 2014)

Conferences Organized
Co-Coordinator (with Terrance Dean, Department of Religion), ICI’s Biennial Symposium: “The African Diaspora in the World,” Vanderbilt University (September 25-27, 2015)

Co-Coordinator (with Don Rodrigues), First Year Conference, English Department, Vanderbilt University (April 5, 2013)

SEMINARS, INSTITUTES, AND WORKSHOPS

Futures of American Studies, Dartmouth College (June 22-28, 2015)

Institute for World Literature, Harvard University (June 24-July 19, 2013)

ACADEMIC EMPLOYMENT

Instructor of Record (Florida Atlantic University)
AML 4213: Colonial and Early American Literature (Fall 2018)

AML 4311: Major American Writers of the 19th Century (Fall 2018)

Instructor of Record (Vanderbilt University)
ENGL 2316W: Representative American Writers
Course Theme: Reprising Revolution (Spring 2018)

Course Theme: Imagining a Life (Fall 2017)

ENGL 1260W: Introduction to Literary and Cultural Analysis
Course Theme: Toxic Racism (Spring 2018)

Course Theme: Writing Extinction Across the Disciplines (Fall 2017)

ENGL 1230W: Literature and Analytical Thinking
Course Theme: Modernity and the Borders of Belief (Spring 2015)

Course Theme: Crime Fiction and Cityscapes (Fall 2014)

Course Theme: Landscapes of the Caribbean Diaspora (Spring 2014)

Course Theme: Part Science, Part Fiction: Science Fiction and the Limits of the Human (Fall 2013)
ENGL 1100: Composition  
Course Theme: Persuasion, Parody, and Protest (Fall 2015)

Instructor of Record (University of Tennessee, Knoxville)  
ENG 102: Written Composition II  
Course Theme: Inquiry into Immigration in the United States (Spring 2012)

ENG 101: Written Composition I (Fall 2011)  
Course Theme: Reading the Rhetoric of Popular Culture

Teaching Assistant  
ENG 102: Written Composition II (Spring 2011)

ENG 101: Written Composition I (Fall 2010)

Research Assistant  
Hortense J. Spillers, Vanderbilt University (January 2015-August 2016)

Misty G. Anderson, University of Tennessee (January 2011-May 2012)

Writing Studio  
English Writing Fellow, Vanderbilt University (2015-2016)

Writing Center Tutor, University of Tennessee (2010-2011)

PROFESSIONAL SERVICE

Academic Organizations  
Graduate Student Representative, SEASECS Executive Board (2012-2015)

Vanderbilt University  
Representative to the Graduate Program Committee, EGSA (2016-2017)

Reader for Henrietta Morgan Memorial Award, Writing Studio (Spring 2016)

Reader for the Undergraduate Writing Symposium, Writing Studio (Spring 2016)

Co-Facilitator (with John Bradley), “Dinner and a Draft with William Luis,” Writing Studio  
(February 16, 2016)

Seminar Co-Coordinator (with Stephanie Straub, English Department, and Paulo Gabriel Martínez,  
Warren Center for the Humanities (2015-2016)

Secretary, EGSA (2014-2015; 2015-2016)


Shelby Johnson 6
Model Instructor, English Department (Spring 2014, ENGL 1230W; Spring 2015, ENGL 1230W; and Fall 2015, ENGL 1100)

Co-Coordinator (with Kaleigh Bangor, Department of German and Slavic Languages), “Political Theology in French and German Scholarship,” Interdisciplinary Reading Group (2014-2015)

Graduate Student Representative (2nd Year Cohort), Academic Committee, EGSA (2013-2014)

University of Tennessee, Knoxville
Secretary, GSS (2011-2012)

Graduate Student Senate Liaison, GSE (2011-2012)

Peer Mentor for First-Year MA Students, GSE (2011-2012)

Graduate Student Representative, Student Health Advisory Committee (2010-2012)

COMMUNITY SERVICE

Vanderbilt University
Co-Coordinator (with Mar Battistella), Ace/Aro Caucus, OUT in Front Conference (February 27, 2016)

Co-Facilitator (with Mar Battistella), Ace/Aro Affinity Group, K.C. Potter House for LGBTQI Life (January 2015-April 2016)

University of Tennessee, Knoxville
Assistant Fiction Editor, Grist: The Journal for Writers (2011-2012)

Reader, Grist: The Journal for Writers (2010-2011)

RESEARCH AND TEACHING INTERESTS

The Long Eighteenth Century, Early American Literature, 18th and 19th Century African American Literature and Diaspora Studies, 18th and 19th Century Indigenous Literature, Transatlantic Slavery and Abolition, Religious Studies and Spirituality, Environmental Humanities

PROFESSIONAL AFFILIATIONS

American Society for Eighteenth Century Studies
Society of Early Americanists
C19: The Society for Nineteenth-Century Americanists
Southeastern Society for Eighteenth Century Studies
Modern Language Association
REFERENCES

Jonathan Lamb
Andrew W. Mellon Professor of the Humanities
Vanderbilt University
Jonathan.lamb@vanderbilt.edu

Scott Juengel
Senior Lecturer and Member of the Graduate Committee
Vanderbilt University
Scott.j.juengel@vanderbilt.edu

Hortense J. Spillers
Gertrude Conaway Professor in English
Vanderbilt University
Hortense.j.spillers@vanderbilt.edu

Mark Schoenfield
Professor in English
Vanderbilt University
Mark.l.schoenfield@vanderbilt.edu

Misty G. Anderson
Professor in English
Adjunct Professor in Theater and Religious Studies
University of Tennessee, Knoxville
manderson@utk.edu
Ashvin R. Kini
Department of English
Florida Atlantic University
777 Glades Road, CU Suite 322
Boca Raton, FL 33431
(561) 297-3830
akini@fau.edu

ACADEMIC APPOINTMENTS
2017- Assistant Professor of English, Florida Atlantic University
2016-2017 Lecturer, Department of Ethnic Studies, University of California, San Diego

EDUCATION
2016 Ph.D., Literature (Cultural Studies), University of California, San Diego

2009 M.A., English (Certificate in Gender and Women’s Studies), University of Illinois at Chicago

2006 B.A. English, University of Wisconsin-Madison

PUBLICATIONS
Refereed Journal Articles

Book Reviews

AWARDS AND HONORS
2014 Dissertation Year Fellowship, Department of Literature, UCSD
2012 Mid-Year Research Award, Department of Literature, UCSD
2011 Mid-Year Research Award, Department of Literature, UCSD
2011 Foreign Language and Area Studies Fellowship, South Asian Summer Language Institute, University of Wisconsin-Madison
2011 Summer Research Award, Department of Literature, UCSD
2009 Gender and Women’s Studies Graduate Prize, UIC
2009 Benjamin J. Rosenthal Fellowship, UIC

GRANTS
2012 UCSD Center for Humanities Research Group, “The Politics of Pessimism: Conversations and Contestations in Black and Queer Studies”
CONFERENCE ACTIVITY

2017  Session Chair, “Shades of Solidarity,” American Studies Association Annual Meeting, Chicago, IL

2017  Session Chair, “On Language and Linguicide: Spaces of Linguistic Control,” Comparative Studies Graduate Conference, FAU

2017  Session Chair, “Indra Sinha’s Animal’s People as Anti-Humanist Critique,” Environmental Humanities Honors Conference, FAU

2017  Roundtable Participant, “New Directions in Queer and Feminist South Asian Diasporic Critiques,” Association for Asian American Studies, Portland, OR

2015  “Narrative Play and the Politics of Difference in Earl Lovelace’s Salt,” American Studies Association Annual Meeting, Toronto, Canada

2015  Seminar Participant, “Desiring, Writing, Thinking, Recording: The University in the Asian American Literary Imagination,” Cultural Studies Association Annual Conference, Riverside, CA


2014  “Diasporic Relationalities: Queer Memory Discourses and Narratives of Indian Indenture,” Association for Asian American Studies Annual Conference, San Francisco, CA


2012  “‘Cultural Bastards, Dat Is What We Is’: The Time and Space of Queer Diaspora,” Cultural Studies Association Annual Conference, San Diego, CA

2011  Meena Kumari Made Me Do It (short film), KalaKrant 2011: A Festival of Queer South Asian Short Film, Chicago, IL

2009  “Anti-Oppressive Tutoring in the Writing Center,” Workshop at the International Writing Centers Association Annual Conference, Las Vegas, NV

2008  “America’s Next Top Model Minority: Reflections on Asian America, Racial Identity, and Writing Centers,” UIC National Conference on Writing Centers as Public Space, Chicago, IL

CAMPUS TALKS AND EVENTS


2016  Roundtable Participant, Screening of For the Love of a Man (Dir. Rinku Kalsy), South Asia Initiative, UCSD

2015  “Queer,” Retooling Terms for Feminisms and Digital Culture in South Asia: A Workshop, UCSD


2013  “Toward a Genealogy of Diaspora: South Asian Migrations and the Politics of Knowledge Production,” Dialogues in Sexuality Studies, UCSD
2009  “Reshooting History: Gender, Cinema and the Critique of Nationalism in Shyam Benegal’s Bhumika,” Gender and Women’s Studies Graduate Student Speaker Series, UIC
2008  “Bollywood Screen Queens: Hindi Popular Cinema and the Queer Diasporic Spectator in Ghalib Shiraz Dhalla’s Ode to Lata,” Writing Day Symposium, UIC
2007  “Race in the Disciplines: Gender and Women’s Studies,” Writing Day Symposium, UIC

TEACHING EXPERIENCE
Florida Atlantic University
  Literary Theory
  Asian Literature in English
  Colloquium in English (Graduate)
  Feminist Perspectives on Slavery, Colonialism, and Empire (Graduate)

University of California, San Diego
  Lecturer, Department of Ethnic Studies (2016-2017)
  Ethnic Images in Film
  Organic Social Movements
  Life, Death, and the Human
  Sex and Gender in African American Communities
  Asian and Latina Immigrant Workers in the Global Economy
  African Americans and the Mass Media

  Instructor, Critical Gender Studies Program
  Gender and Sexuality in Bollywood Cinema (Summer 2015)
  Queer Theory/Queer Cinema (Summer 2014)
  Social Movements (Summer 2013)
  Gender, Sexuality, and Colonialism (Summer 2012)

  Teaching Assistant, Department of Literature (2012-2013)
  Introduction to Asian American Literature
  Introduction to African American Literature
  Introduction to Chicano/a Literature

  Teaching Assistant, Dimensions of Culture Program
  Lead Teaching Assistant, 2015-2016
  Diversity (Fall 2009, Fall 2011, Fall 2013, Fall 2015)
  Imagination (Spring 2010, Spring 2012, Spring 2014, Spring 2016)

University of Illinois at Chicago
  Instructor, Department of English
  Writing in Academic and Public Contexts (Fall 2008, Spring 2009)

TEACHING INTERESTS
Postcolonial literature, cinema, and theory; feminist and queer theory; critical race and ethnic studies; British and U.S. empire; U.S. multiethnic literatures; Black diaspora studies; South Asian area and diaspora studies; Global Anglophone literature; cinema studies; Bollywood
RESEARCH EXPERIENCE
2010-2012    Research Assistant to Rosemary Marangoly George. Secondary source research, editing and manuscript formatting for *Indian English and the Fiction of National Literature* (Cambridge, 2014)


PROFESSIONAL SERVICE

DEPARTMENTAL/UNIVERSITY SERVICE
*Florida Atlantic University*
Faculty Affiliate, Center for Women’s, Gender and Sexuality Studies, 2017-present
English Department Graduate Curriculum Committee, 2017-present
Job Search Committee: Renaissance Literature, FAU, 2017-2018
Faculty Advisor to the English Graduate Student Society, FAU, 2017-2018

*University of California, San Diego*
Co-convener, FAQ: A Salon Series in Feminist and Queer of Color Critique, UCSD, 2013-14
Planning committee, Symposium in Honor of Rosemary Marangoly George, UCSD, 2013
Planning committee, Queer Pinoy/Pinay Conference Pre-conference Institute, UCSD, 2012
Graduate advisor for Coalition of South Asian Peoples, UCSD, 2011-12
Graduate Student Committee, Literature Department Program Review, UCSD, 2011
Graduate Student Mentor Program, Department of Literature, UCSD, 2010-12
English Instructor, Upward Bound Summer Residential Program, UCSD, 2010

PROFESSIONAL MEMBERSHIPS
American Studies Association
Association for Asian American Studies
Cultural Studies Association
June, 2018

HIGHER EDUCATION

1997
Ph.D., University of North Carolina at Chapel Hill
Major Field: British Renaissance Literature
Minor Field: Classics
Dissertation: *Neo-Latin and the Vernacular in Scottish Renaissance Historiography*
Dissertation Director: Dr. Anne Hall

1990
M.A., University of North Carolina at Chapel Hill
Major Field: British Renaissance Literature
Minor Field: Classics

1987
B.A., *Summa Cum Laude*
University of Massachusetts at Boston
Major Field: English Literature

ACADEMIC EMPLOYMENT

2008-present
Associate Professor of English
Florida Atlantic University

2001-2008
Assistant Professor of English
Florida Atlantic University

1998-2001
Visiting Assistant Professor of English
Florida Atlantic University

1992-1997
Adjunct Instructor of English
Florida Atlantic University

AWARDS AND HONORS

December 2003
Scholarly and Creative Accomplishment Research Fellowship,
Florida Atlantic University, for Fall 2004 semester

1988-1991
Kenan Graduate Fellowship, University of North Carolina at Chapel Hill
FUNDED RESEARCH

April 2004  
Summer Stipend of $2000, awarded by the Research and Other Creative Activities Committee, Florida Atlantic University, to fund research in 16th-century Scottish manuscripts

SCHOLARSHIP

Publications: Book

February 2010  
Renaissance Syntax and Subjectivity: Ideological Contents of Latin and the Vernacular in Scottish Prose Chronicles
Ashgate Publishing, Aldershot, Hampshire, UK

Publications: Articles

May 2016  
“Language and Metaphysics Rejoined: Thomas Linacre and Grammar Beyond the Sign”  

May 2007  
“Sleeping Beauty, or In Praise of the Passive Voice: Renaissance Chronicles and the Subject of Production”  

March 2004  
“Against the Vernacular: Ciceronian Formalism and the Problem of the Individual”  
Texas Studies in Literature and Language, University of Texas at Austin Vol. 46, No. 1, Spring 2004, pages 107-148

Publications: Book Chapters

May 2018  
“Universals, Particulars, and Political Discourse in John Mair’s Historia Maioris Britanniae”  
The Impact of Latin Culture on Medieval and Early Modern Scottish Writing, ed. Alessandra Petrina and Ian Johnson, Medieval Institute Publications, Western Michigan University, Kalamazoo, MI, pages 85-103

March 2015  
“Clausal Relations and Aristotelian Ontology in Erasmus’s Novum Testamentum”  
Conference Presentations

Annual Conference of the Renaissance Society of America
Chicago, IL

August 2015  “Verbal Mood and Aristotelian Doctrine: The Grammar and Medicine of Thomas Linacre”
16th Congress of the International Association for Neo-Latin Studies
Vienna, Austria

March 2014  “Verbal Mood and Aristotelianism in the Grammatical Works of Thomas Linacre”
Annual Conference of the Renaissance Society of America
New York, NY

August 2012  “Final Causes, Final Clauses: The Bible, Neo-Latin Prose, and Aristotelian Ontology”
15th Congress of the International Association for Neo-Latin Studies
Münster, Germany

July 2011  “Universals and Particulars in John Mair’s Historia Maioris Britanniae”
13th International Conference on Medieval and Renaissance Scottish Language and Literature
Padua, Italy

May 2002  “Buchanan or Knox: Language Choice and the Case for a Dialectical Historiography”
37th International Congress on Medieval Studies
Kalamazoo, Michigan

May 2001  “Metaphor and Materialism in John Lesley’s History of Scotland”
36th International Congress on Medieval Studies
Kalamazoo, Michigan

TEACHING

Upper-Division English Courses: Poetry and Prose of John Milton, Medieval British Literature, The Bible as Literature, Greek and Roman Classics, 17th-century British Literature, Introduction to Literary Studies, Literary Theory, Structure of Modern English
Graduate Courses: History of the English Language, Literary Criticism I, 17th-century English Prose

Language Courses: Latin I, Latin II

SELECTED ACADEMIC SERVICE

2017-2018 Chair, search committee for position in medieval British literature

2016-2017 Search committee for positions in African-American literature and Latino/Latina American literature

2015-present Chair, Committee to revise English Department by-laws, annual evaluation, promotion and tenure, and other documents

2008-present English Discipline Coordinator, State Course Numbering System, State of Florida University System

2011-2014 Graduate Committee, English Department

2003-2009 Director, Certificate in Classical Studies, College of Arts and Letters, Florida Atlantic University

PROFESSIONAL MEMBERSHIPS

Renaissance Society of America
International Association for Neo-Latin Studies
Stacy J. Lettman

Florida Atlantic University
English Department
777 Glades Road
Boca Raton, FL 33431

22016 Palms Way, APT 202
Boca Raton, FL 33433
lettmans@fau.edu
310-621-6954

EDUCATION
Ph.D., Department of English, University of Southern California, Los Angeles, CA (December 2011)
Dissertation: "Unfaded Echoes of Slavery: The Sublime Language of Violence in Jamaican Literature and Music"
Committee: David Lloyd (chair), John Carlos Rowe, Karen Tongson, and Edwin Hill

B.A., Department of English, Wesleyan University, Middletown, CT (May 1997)

RESEARCH AND TEACHING INTERESTS
Caribbean Literature and Media, Postcolonial Literature and Theory, Global Anglophone Literature,
African American Literature and Media, Cultural Studies, Afro-diasporic Literature

ACADEMIC POSITIONS
Florida Atlantic University, Assistant Professor (Fall 2017-Present)
University of Central Arkansas, Assistant Professor (Fall 2015-Spring 2017)
University of Southern California, Lecturer (Spring 2012-Spring 2015)

PUBLICATIONS


WORK IN PROGRESS
Book Manuscript:
The Slave Sublime: The Language of Violence in Jamaican Literature and Music.
COLLEGE-LEVEL TEACHING

Spring 2018  
Assistant Professor. Assistant Professor. LIT 4233: Postcolonial Literature, English Department, Florida Atlantic University, Boca Raton, FL.

Assistant Professor. ENG 3822: Introduction to Literary Studies, English Department, Florida Atlantic University, Boca Raton, FL.

Fall 2017  
Assistant Professor. LIT 4233: Postcolonial Literature, English Department, Florida Atlantic University, Davie, FL.

Assistant Professor. LIT 4192: Caribbean Literature, English Department, Florida Atlantic University, Boca Raton, FL.

Spring 2017  
Assistant Professor. ENGL 4325: Special Topic in Postcolonial Literature, English Department, University of Central Arkansas, Conway, AR.

Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.

Fall 2016  
Assistant Professor. ENGL 4382/5382: Race in American Literature—The Social Construction of Race, Citizenship, and the Law, English Department, University of Central Arkansas, Conway, AR.

Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.

Spring 2016  
Assistant Professor. ENGL 3325: Advanced Readings in World Literature—Order and Disorder in Caribbean Literature and Cultural Studies. English Department, University of Central Arkansas, Conway, AR.

Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.

Fall 2015  
Assistant Professor. ENGL 4381: Major AFAM Writer—Edwidge Danticat. English Department, University of Central Arkansas, Conway, AR.

Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.

Spring 2015  
Lecturer: Writing 150/Globalization: Current Issues and Cross-Cultural Perspectives. The Writing Program, University of Southern California, Los Angeles, CA.

Fall 2014  
Lecturer: Writing 150/Globalization: Current Issues and Cross-Cultural Perspectives. The Writing Program, University of Southern California, Los Angeles, CA.

Spring 2014  
Lecturer: Writing 140/Language, Society, and Culture. The Writing Program, University of Southern California, Los Angeles, CA.
Fall 2013  Lecturer: *Writing 140/Power, Race, Gender, and Sexuality*. The Writing Program, University of Southern California, Los Angeles, CA

Spring 2013  Lecturer: *Writing 140/Power, History, and Film*. The Writing Program, University of Southern California, Los Angeles, CA

Fall 2012  Lecturer: *Writing 140/Power, History, and Film*. The Writing Program, University of Southern California, Los Angeles, CA

Spring 2012  Lecturer: *Writing 340/International Relations and Globalization*. The Writing Program, University of Southern California, Los Angeles, CA

**ACADEMIC FELLOWSHIPS & GRANTS AWARDED**

2016-2017  University Research Council (URC) Summer Research Stipend Award, University of Central Arkansas

2015-2016  English Department Research Travel Award, University of Central Arkansas

2015-2016  College of Liberal Arts Research Travel Award, University of Central Arkansas

2015-2016  Humanities and World Cultures Institute Research/Travel Grant, University of Central Arkansas

2015-2016  Institutional Diversity Research Grant, University of Central Arkansas

2008-2009  Graduate Student Professionalization Initiative Grant, University of Southern California

2007-2009  All-University Diversity Fellowship, University of Southern California

Summer 2008  Social Science Research Council (SSRC) Pre-Doctoral Summer Grant

Summer 2007  College Summer Stipends for Diversity Enhancement, University of Southern California

2003-2011  Irvine Foundation Fellowship, University of Southern California

1994-1996  Mellon Mays Undergraduate Fellowship (MMUF), Wesleyan University

**SEMINARS, CONFERENCES, FACULTY READINGS**

Spring 2018  Presenter: "‘Duppy Conquerer’: Bob Marley’s Poetics of Resistance to the Ghostly Presence of Slavery, the Slave Sublime in Postcolonial Jamaica." March 29-April 1, 2018, University of California, Los Angeles (UCLA).

Fall 2016  Readings of Original Spoken Word Poetry. College of Liberal Arts Faculty Reading of Original Fiction, Nonfiction, and Poetry. September 17, 2016, University of Central Arkansas.


Fall 2008  Respondent. USC Joint Faculty/Graduate Student Seminar on Violence, Race, and Gender. November 14, 2008, University of Southern California.


ACADEMIC SERVICE

2017-2018  Doctoral Dissertation Chair for Lilleth Trewick, “Historical Trauma, Gender, Marginalization: Specters of Slavery in Contemporary Caribbean Fiction.” Comparative Studies Program, Florida Atlantic University
2017-2018  Writing Committee, English Department, Florida Atlantic University
2017-2018  Initiative for the Studies of the Americas Committee, College of Arts and Letters, Florida Atlantic University
2017-2018  Rhetoric and Composition Faculty Search Committee, English Department, Florida Atlantic University
2016-2017  Institutional Diversity Committee, Faculty Senate Representative, University of Central Arkansas
2016-2017  Educating for Diversity and Global Engagement (EDGE) Committee, College of Liberal Arts, University of Central Arkansas
2016-2017  Curriculum Committee, English Department, University of Central Arkansas
2016-2017  Masters Degree Exam Committee, English Department, University of Central Arkansas
2016-2017  Faculty Advisor, AFAM Students Society, University of Central Arkansas
2016-2017  Faculty Advisor, Caribbean Students Association, University of Central Arkansas
2015-2017  African/African American Studies Steering Committee, University of Central Arkansas
Fall 2015  Assessment Committee, English Department, University of Central Arkansas
2008-2009  USC Caribbean Studies Initiative Organizer. As part of a committee of three graduate students from other USC departments, I organized lectures/seminars to raise the awareness of Caribbean Studies as an academic discipline.
2005-2006  Committee Member and Conference Organizer. Association of English Graduate Students (AEGS), USC Department of English.

PROFESSIONAL ORGANIZATIONS
American Comparative Literature Association (ACLA)
Caribbean Studies Association (CSA)
American Studies Association (ASA)
Modern Language Association (MLA)

LANGUAGES
Spanish (Proficient)
Ian P. MacDonald
Assistant Professor of English
Florida Atlantic University

EDUCATION

Ph.D.  Columbia University, New York
       African Literature and Postcolonial Studies, 2014

M.A.  Columbia University, New York
       Comparative Literature, 2007

M.F.A.  University of Arizona, Tucson
         Creative Writing, Fiction, 2006

M.A.  Wright State University, Dayton
       TESOL, 1996

B.A.  Skidmore College, New York
       Philosophy and English Literature, 1994

PUBLICATIONS

2018  “I Can’t Seem to Go Forward, Therefore I Must Go Back’: Ben Okri’s (P)anachronistic
       Utopias.” In Moradewun Adejunmobi and Carli Coetzee (eds.), The Routledge Handbook of

2016  “Let Us All Mutate Together’: Cracking the Code in Laing’s Big Bishop Roko and the Altar
       Gangsters.” The Cambridge Journal of Postcolonial Literary Inquity 3.3 (Fall).

       Research in African Literatures 47.1 (Spring).

RECENT ACADEMIC AND RELATED APPOINTMENTS

June 2017-  Florida Atlantic University—Boca Raton, FL
            Assistant Professor of English and Science Fiction Studies

2014-2017  Wittenberg University—Springfield, OH
            Assistant Professor of English

2012-2013  University of Cincinnati—Cincinnati, OH
            Adjunct Assistant Professor of English

2008-2011  Columbia University—New York, NY
            Graduate Teaching Assistant
2007-2010  Columbia University—New York, NY  
Research Assistant to University Professor Gayatri Chakravorty Spivak

2007-2008  Columbia University—New York, NY  
Teaching Assistant to Professors Bruce Robbins and Brent Hayes Edwards

SELECTED REFEREED PAPERS AND CONFERENCE ACTIVITY

• (Presenter). “Decolonizing the Mind(ship): Re-culturating AI in Nalo Hopkinson’s Midnight Robber.”

2016  Chair, Executive Committee of the Modern Language Association (MLA) Forum on Speculative Fiction.

Convention Panels Organized:  
• “How Stellar Got Its Groove Back: Feminist Voices in Diasporic Afrofuturism.” Austin, TX, 7 Jan.  
• “Gender in Young Adult Dystopias.” With the MLA Forum on Women and Gender Studies. Austin, Texas, 9 Jan.


PUBLIC LECTURES


AWARDS

2011  Summer Teaching Fellowship, Columbia University

2006  Marjorie Hope Nicholson Fellowship, Columbia University

WORK IN PROGRESS

BOOKS
Alter-Africas: Speculative Topographies in African and Diasporic Science Fiction

ARTICLES
“Come Away O Human Child”: Alien-nation and Assimilation in Octavia Butler’s Lilith’s Brood

“Planet 8 Revisited: The Banality of Empire in Doris Lessing’s Canopus in Argos: Archives Series”

“Not an Earthman’s House Anymore’: The Politics of Trans-racialism in Karen Lord’s The Best of All Possible Worlds”

“Cosmo-chic: Teju Cole, Chimamanda Ngozi Adichie, NoViolet Bulawayo and the Future of ‘National’ Literatures”

RELEVANT COURSES TAUGHT OR FORTHCOMING

• Sorcery, Shape Shifters, and Spirit Children: Magical Realism, Fabulism, and the African Novel
• 1984 in Africa: A Survey of the Postcolonial African Dystopia
• “Una No Dey Tire for the Killings”: Literature of the Biafran War
• Mayibuye: Literature of South Africa 1948-1994
• “On the Moonlit Leaves of Ocean”: A Survey of Caribbean Literature
• Postcolonial Literature and Theory
• Islands in the Stream: Discovery Narratives, Utopia, and (Post)Colonial Literature
• Is the Post- in Post-Apocalyptic the Same as the Post- in Post-Colonial?: Armageddon Narratives from the Global South
• Aliens, E.T.'s, and Visitors: Assessing the "Other" in Science Fiction
• "It's the End of the World as We Know It": What the Literature of the Apocalypse Reveals
• No More Worlds to Conquer: Galactic Empire in Science Fiction
Curriculum Vitae
Thomas L. Martin

English Department
Florida Atlantic University
Boca Raton, Florida 33431
tmartin@fau.edu

3370 Greenview Terrace E
Margate, Florida 33063
(561) 667-5784 (H)
(561) 463-2994 (O)

Education

Doctor of Philosophy, English Literature. Purdue University. December, 1996.
Bachelor of Arts, Philosophy; Classical Languages minor. Florida State University. April, 1984.

Academic Appointments

Associate Professor of English. Florida Atlantic University. Boca Raton, Florida. 2005 - present
Teaching Renaissance, literary theory, and literature of the fantastic (see list below).

Assistant Professor of English. Florida Atlantic University. Boca Raton, Florida. 8/99 - 2005
Teaching Renaissance, literary theory, and literature of the fantastic (see list).

Visiting Assistant Professor of English. Wheaton College. Wheaton, Illinois. 8/95 - 5/99
Teaching a variety of writing and literature courses (see list).

Graduate Teaching Assistant. Purdue University. West Lafayette, Indiana. 9/89 - 5/95
Teaching general writing and literature courses (see list).

Writing Instructor. Krannert Graduate School of Business, Purdue University. 9/93 - 4/94
Teaching business communications courses to MBA students.

Director of English 009. Purdue University. 9/93 - 5/95
Managing an ESL testing and tutoring course for international graduate students.

Office of Writing Review Teaching Assistant. Purdue University. 9/90 - 5/95
Administering Purdue’s English proficiency tests to undergraduate and graduate students.

Research Assistant. Purdue University. 1/91 - 5/91
Researching Milton’s Sonnets and other projects for David M. Miller.

Publications

Books Authored:


Poiesis and Possible Worlds: A Study in Modality and Poetic Theory.
The University of Toronto Press. 2004. Nominee for the MLA Book of the Year.
Publications (cont'd)

Books Edited:


Book Chapters:


Reprints:


Journal Articles:

Refereed


Publications (cont’d)

“Poststructuralism, Zeno’s Paradox of Plurality, and Possible-Worlds Semantics.”

Selected Conference Presentations

“‘Tell Me Where Is Meaning Bred’: Locating Meaning in a Postmodern Landscape.” Coffee
Colloquium at the Center for Body, Mind, and Culture, FAU. 3/16

“The Risible and Goodness Rising in Modern Fantasy Literature.” International Conference of the
Fantastic in the Arts. 3/16.

“Spiritual Archaeologies and Material Myths.” Oxford Round Table. Lady Margaret Hall, Oxford
University. 7/07.

“C. S. Lewis as Renaissance Critic.” Keynote address to Renaissance Prose Conference.
Wittenberg University, Springfield, Ohio. 11/07.

“Philip Sidney on Speaking Pictures: Portals of the Fantastic.” Twenty-third International
Conference on the Fantastic in the Arts. Fort Lauderdale, Florida. 3/02.

“Rare Commentary from C. S. Lewis on Shakespeare: The Recently Discovered Othello Essay.”
The Wooden O Symposium. Cedar City, Utah. 8/01.

“Modality, Sexual Aesthetics, and Renaissance Stagecraft.” Southeastern Renassaisance
Conference. Richmond, Virginia. 3/01.

“C. S. Lewis and the Literary Tradition.” Wheaton College Writing and Literature Conference. 9/98.

“A Most Majestic Vision’: New Worlds and Old in Shakespeare’s The Tempest.”

“The Artifice of Omniscience: Significance and Simultaneity in Digby Mary Magdalen.”
Twenty-Third Annual Interdisciplinary Conference at the Center for Advanced Early
Studies, Ball State University. 11/92.

“Decorum of the Possible and Actual: A Reading of Marvell’s ‘Upon Appleton House’.”
Medieval-Renaissance Conference VI, University of Virginia Clinch Valley College. 10/92.

“Poststructuralism, Zeno’s Paradox of Plurality and Possible-Worlds Semantics.”


Work in Progress

“Dwelling in Possibility: A New Introduction to Literature,” textbook project based on my work
in possible-worlds theory, for which I received a competitive SCAF fellowship for the
academic year 2016-17.

Professional Activities


Organizer of the MLA Convention Special Session “Possible-Worlds Semantics and
**Professional Organizations**

- International Association for the Fantastic in the Arts
- International Association for Philosophy and Literature
- Milton Society of America
- Modern Language Association

**Academic Honors**


English Department nomination for University Graduate Mentor of the Year, FAU. 2010.

English Department nomination for University Graduate Mentor of the Year, FAU. 2008.

Novus Competition winner for paper delivered at the Twenty-Second Annual Interdisciplinary Conference, Center for Advanced Early Studies, Ball State University. 1994.

Purdue Foundation Research Grant. 1993.

Phi Kappa Phi Honors Society

Sigma Tau Delta English Honors Society

**Creative Accomplishments**


**Courses Taught**

**Wheaton College:**

- 101 - Classics of Western Literature
- 102 - Literature of the Western World
- 103 - Writing Effective Prose
- 105 - Literature of the Modern World
- 326 - Children’s Literature
- 337 - Seventeenth-Century English Literature

**Florida Atlantic University:**

- 5018 - Literary Criticism I
- 5019 - Literary Criticism II
- 4220 - Renaissance Literature
- 3312 - Literature of Fantasy
- 3313 - Science Fiction

**Purdue University:**

- 009 - ESL testing and tutoring course for international graduate students
- 101 - Freshman Composition
- 102 - The Research Paper
- 266 - World Literature I, Ancient to Renaissance
- 655 - Managerial Communications, a graduate business writing course
- 4341 - Milton
- 4333 - Shakespeare
- 3425 - Mythology
- 3425 - The Bible as Literature
- 4930 - Literature and Law
- 3333 - Adolescent Literature
3014 - Critical Approaches to Literature
4110 - World Literature: Crit Approaches
2030 - Interpretation of Poetry
5937 - Satire
6934 - J.R.R. Tolkien Seminar
1930 - Rhetoric of Conspiracy (Honors)
6932 - Fantasy and the Romance Tradition

6049 - Literature and Possible Worlds
6049 - Theory of the Fantastic
6925 - Teaching Colloquium
6009 - Principles & Problems of Literary Study
6305 - Edmund Spenser Seminar
6932 - Fiction & Fantasy
5009 - Mythology and Fantasy Literature

Master’s Theses Directed
CHAIR ED

Pami Beveridge. “New Fantastic Space: Reconstructing the Realm of Faerie in Little, Big” (chair) 2015.


Susan Harrwood. “Polysemy in John Milton’s Paradise Lost.” (chair) 2009
Laura Lee Groves. “Spenser’s Spiritual Vision: The Faerie Queene as a Teleological Romance.” (chair) 2009

David Powell. “Tolkien’s The Silmarillion: A Reexamination of Providence.” (chair) 2009

Nicolle Minnerly. “Metaphantasy in Three Novels.” (chair) 2007-ongoing

Lucas Harriman. “Revisiting Christopher Fry: Sacred Temporality on a Modern Stage.” Summer 2004. (chair)


Donna Hildreth. “Kuhn’s Paradigm or Hintikka’s Calculus: Locating the Debate in Critical History.” Summer 2002. (chair)


Nicole Adamo. The Clause of Congruency: A Possible-Worlds Reading of Three Novels of Ray Bradbury.” Fall 2002. (chair)

ON COMMITTEE


Ashley Santy. “Heaven’s Fertile Soil: Baseball, Gender, and the Natural American Heartland in W.P. Kinsella’s ‘Shoeshine Joe Jackson Comes to Iowa.’” 2012.


Jill Kriegel: A Study in Augustine and Dickens. (doctoral dissertation)


Richard Felt. “Re-Visioning the Fall: Mythic Implications of Archibald MacLeish’s Songs for Eve.” Fall 2002.


Departmental Involvement

Florida Atlantic University:
Served as Sigma Tau Delta English Honors Society Faculty Advisor. 2015-present.
Directed the department’s English Internship Program. 2011-2014.
Served on the department’s writing committee. 2012-present.
Served on the department’s undergraduate committee. 2009-present.
Served as faculty mentor for campus Fantasy and Science Fiction Club. 2007-2009.
Worked as department webmaster, created original artwork and designed entire site.
Served on the department’s graduate committee. 2003-2009.
Designed and wrote departmental course scheduling program in Microsoft Access.
Conducted professionalization workshops for graduate students, “Preparing for Academic
Conducted academic writing workshop for graduate students, “Writing for Publication.”

Wheaton College:
Worked on screening committee for composition test-out program
Served as departmental programmer and consultant in hardware and software decisions
Trained users and served as troubleshooter for departmental software, including Micrograde,
Word, WordPerfect, Netscape, Windows 3.x/95/98, and Novell Netware

Purdue University:
Worked with Associate Dean of the School of Liberal Arts on Athletic Affairs Committee
Prepared proposals and floor plans for English Department Space Committee
Taught joint workshop on Opportunities for Academic Research and Communication on the
Served as monitor in English Department Macintosh computer lab

Languages
Reading knowledge of Greek, Latin, French, and German.

References
Ann W. Astell, Department of English, University of Notre Dame. (574) 631-3047
Vincent B. Leitch, Department of English, Oklahoma University. (404) 447-9827
Victor Raskin, Department of English, Purdue University. (765) 494-3782
Leland Ryken, Department of English, Wheaton College (emeritus). (630) 752-5790
EDUCATION

University of South Florida; Ph.D.; English (Rhetoric and Composition); 2008
  Dissertation: “Net/Work: Composing the (Dis)Embodied Self.”
  Committee: Debra Jacobs (chair), Gary A. Olson, Kim Vaz, Elizabeth Metzger

University of South Florida; M.A.; English; 2003
  Thesis: “Contexts and Implications of Self-Identifying Phrases in the Construction and
  Communication of Identity in Online Teaching Environments.”
  Committee: Gary A. Olson (chair), Debra Jacobs, and Lynn Worsham

Westminster College; B.A.; English; 2001

EMPLOYMENT

Florida Atlantic University; Associate Professor; August 2015 – Present

Florida Atlantic University; Assistant Professor; August 2008 – Present

Florida Atlantic University; Instructor; August 2007 – August 2008

University of South Florida; Graduate Teaching Assistant/Associate; 2001–2007

Visiting Researcher/Professional Writer, Center for the Study of Children’s Futures & Florida KIDS COUNT, Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida; 2004–2005

University of South Florida; Coordinator, Online Composition Program; 2002–2003

University of South Florida; Writing Center Consultant; 2002–2003

PEER REFEREEED PUBLICATIONS IN PRINT

ARTICLES


Julia Mason. "Usability and the Work of the Writing Center." Southern Discourse 17.2 (2013): 3-4, 9. (8 manuscript pages) [editorial board review]

BOOK CHAPTERS


IN PROGRESS (WORKS IN PROGRESS, IN REVISION, & ACCEPTED)

“Remediating Resistance” (in progress; journal TBD)

“Women Incorporated: Remediating Gender in Business Writing Pedagogy.” Accepted for publication/in revision at Business and Professional Communication Quarterly. [blind peer review] (25 manuscript pages; accepted earlier, but back in progress now)

Professional Writing Textbook (untitled; in progress; no pages/digital)

“Progymnasmata in the Digital Age: Remixing Rhetorical Exercise for the New Public Sphere” (in progress; journal TBD; ~15 manuscript pages)

REFEREED PRESENTATIONS AND PROCEEDINGS

NATIONAL/INTERNATIONAL

“Usability in the Writing Center” International Writing Centers Association Annual Conference. Pittsburgh, PA. October 2015.


Julia Mason CV | 2
REGIONAL


"Rhetorical Spaces: Materiality in the Writing Center (or, Extreme Writing Center Makeover!).” Southeastern Writing Center Association (SWCA) Annual Conference. Ft. Lauderdale, FL. March 2010. [paper contributed to publication, “Usability and the Work of the Writing Center”]


"Don't Go! Preparing Our Students for the Florida Economy.ˮ Florida College English Association Annual Conference. Ybor City, FL. October 2008.

"Student-Centered Changes in the University Writing Center Community.” Southwestern Writing Center Association (SWCA) Annual Conference. Charlotte, NC. February 2003.


NON-REFEREED PUBLICATIONS & PRESENTATIONS

PUBLICATIONS

Julia Mason) and Stephen Roggenbaum. Youth Suicide Prevention School-Based Guide—Annotated Bibliography II. Department of Child and Family Studies, Division of State and Local Support, Louis de la Parte Florida Mental Health Institute, University of South Florida. Tampa, FL. 2004. [non-refereed]

Stephen Roggenbaum, Julia Mason and C. Hamilton. “Evaluation of a Florida Suicide Prevention Gatekeeper Training Program.” (grant evaluation) Department of Child and Family Studies, Division of State and Local Support, Louis de la Parte Florida Mental Health Institute, University of South Florida. Tampa, FL. 2004. [non-refereed]

PRESENTATIONS

“Professional Writing Pedagogy Workshop” Department of English Florida Atlantic University, Boca Raton, FL. December 2015.


Julie Mason CV | 5


CREATIVE ACTIVITIES & ACHIEVEMENTS

READING

“Why We’re Here.” (Creative Non-Fiction) Invited reading, Miami International Book Fair & History Miami Project, Miami Cultural Center Plaza, Miami FL, November 17, 2011.

GRANTS

Writing Across the Curriculum (WAC) Department Development Grant for the development of a Professional and Technical Writing Certificate program. With Barclay Barrios, Wendy Hinshaw, and Lisa Swanstrom. 2012. [internal, funded, $2,000]

TEACHING

COURSES TAUGHT AT FAU

ENC 6930: Topics in Rhetoric and Composition, taught as
  “Public, Professional, & New Media Writing”
  “Cyborg Rhetorics”
  “Tech/Rhct: Theory & Practice”
ENG 6700: Studies in Composition Theory & Methodology
ENC 6925: Colloquium in English
ENL 6905: Authorship & Ownership of Art in the Digital Age (directed study)
ENC 4930: Writing for Social Media (Special Topics: Composition)
ENC 4930: Technical Writing
ENC 4138: Principles of Research Writing, “Tools & Technologies of Research Writing”
ENC 3213: Professional Writing/Writing for Management (online)
ENC 3213: Professional Writing/Writing for Management
ENC 3310: Advanced Exposition
ENC 3310: Advanced Exposition, “Digital Literacy”
LIT 2010: Interpretation of Fiction
ENC 1930: University Scholars Seminar in Writing, taught as
  “Politics & the Public Sphere”
  “Laughing Matters: Comedy as Commentary”
  “Critical Comedy”
ENC 1102: College Writing II/Technical Writing for Innovation Honors Leadership Students in the College of Engineering
ENC 1102: College Writing II
ENC 1101: College Writing I

NEW COURSES DEVELOPED

ENC 2248: Writing for the Technical Professions

SUPERVISION OF GRADUATE STUDENTS

Chair, M.A. Thesis; “Odd Apocalyptic Panics”: Rewriting the Anthropocene in Margaret Atwood’s MaddAddam.” Ashley Moskowitz-Nugent; In Progress; Summer 2016 – present
Member, M.F.A. Project. Anthony Padavano; In Progress; Spring 2017–present
Chair, M.A. Thesis; Basic & ESOL Writing; Claudett Batchelor; 2017.
Member, M.A. Exam: Science Fiction; Spirituality/Supernatural; Nicole Straussman; 2017.
Chair, M.A. Thesis; “Let’s Get Real: Shifting Perspectives of Virtual Life.” Cailley Millar; 2017.
Member, M.A. Exam: Multimodal Teaching Pedagogies for First-Year Composition Courses; Research Methodologies, Historical Contextualization; Ruben Aguilar; 2016.
Member, M.A. Exam: Basic Writing, Assessing Student Writing, History and Theory of Pedagogy; Adam Phillips; 2015.
Member, M.A. Thesis; “Revision Styles in First-Year Composition”; Linzi Schattinger; 2014.
Member, M.A. Thesis; “There’s Something More Going On’: Corporeal Commodification and The Transgender Male.” Emilija Stanic; 2014.
Chair, M.A. Thesis; “I’d Rather Be A Sage Than A Cyborg: Re-Theorizing Posthumanism Through Religious Wisdom Literature.” Amy Shaw; 2013. [recipient of the Howard C. Pearce Best MA Thesis Award]
Member, M.A. Thesis; “The Amtal Rule: Testing To Define In Frank Herbert’s Dune.” Adella Irizarry; 2013.
Member, M.A. Thesis; “The Dilemma Of The Language-Minority Student In The Composition Classroom.” Maegan Arney-Ruiz; 2013.
Member, M.A. Thesis; “The Dangers Behind Technological Progress: Posthuman Control in Neal Stephenson’s Snow Crash.” Monica Sedore; 2012.

ADVISING ACTIVITIES

Advisor, English Graduate Student Society (EGSS), 2010–2017
Advisor, Florida Atlantic University Apple User Group (FAUAU), 2010-2013
SERVICE AND PROFESSIONAL DEVELOPMENT

SERVICE TO THE INSTITUTION

DEPARTMENT SERVICE
Graduate Committee, Member, 2017-2018.
Writing Committee, Member, 2008-2017.
Instructional Innovation (Pedagogy/Technology) Committee, Member, 2010-2016.
Master of Arts in Teaching (M.A.T.) Committee, Member, 2009.

Ad Hoc Committees
Member, Rhetoric & Composition Search Committee, 2017-2018
Member, Advanced Media Production (AMP) Lab Committee, 2015-present
Member, Ad Hoc Committee on Bylaws/Criteria Revision, 2015-present.
Chair, Writing for Management Subcommittee, 2008-2009.

UNIVERSITY SERVICE
Writing Across the Curriculum (WAC) Committee, Member, 2008-present.
Invited Speaker/Panelist, Passport to FAU Student Success Conference, 2012-2014.

SERVICE TO THE DISCIPLINE

EDITORIAL

CONFERENCE PANEL MODERATION


PROFESSIONAL DEVELOPMENT (past/present)

Member, Modern Language Association (MLA)

Member, National Council of Teachers of English (NCTE)

Member, Conference on College Composition and Communication (CCCC)

Member, College English Association (CEA)

Member, Popular Culture Association (PCA/ACA)

Member, Southeastern Writing Center Association (SWCA)

HONORS AND AWARDS


“Provost’s Award for Outstanding Teaching by a Graduate Teaching Assistant.” University of South Florida. 2007.


“Provost’s Commendation for Graduate Student Teaching.” University of South Florida, 2005.

“Award for Teaching Excellence in First Year Composition.” Department of English, University of South Florida, 2003.

Curriculum Vitae

PERSONAL

Name: Becka Mara McKay
Home Phone: 319-321-6656
Current Academic Rank: Associate Professor
Primary Department: English

HIGHER EDUCATION

University of Iowa; PhD in Comparative Literature; December 2009

University of Iowa; MFA in Literary Translation; May 2005

University of Washington; MFA in Creative Writing (Poetry); June 1998

Barnard College; B.A. in History with a minor in Architecture; May 1989

EXPERIENCE

Florida Atlantic University; Associate Professor of English; 2014 – present
- Director of Creative Writing, 2013 – present
- Director, Graduate Certificate in Literary Translation, 2016 – present

Florida Atlantic University; Assistant Professor of English; 2009-2014

University of Iowa; Graduate Teaching Assistant, 2002-2007

Microsoft Press, Microsoft Corp., Redmond, WA; Project manager; edited manuscripts, managed book projects, and performed wide variety of related office duties in support of publishing process; May 1998 – June 2002

Lerner Publishing Group, Minneapolis; Editor; Edited children’s books, developed book projects with authors, and performed wide variety of related office duties in support of publishing process; June 1991 – June 1996

PUBLICATIONS: BOOKS

Poetry

Translations


**PUBLICATIONS: JOURNALS**

**Poetry**


“Virgil Visits the Shore.” *Post Road*, forthcoming.


“Fourteen Answers for Thirteen Questions” and “Imprecation (Noah’s Wife).” *Ocean State Review*, forthcoming.

“GRAVEYARD WORKING” and “SCORSE.” *The Bennington Review*, forthcoming.

“DONKEY’S BREAKFAST.” *Copper Nickel*, forthcoming.


"Larus argentatus as Mistranslation." Raven Chronicles, January 2017. (Special invitation-only issue celebrating past Jack Straw Writers.)


"The Secretary of the Apocrypha Finds a Real Job" and "The Secretary of the Apocrypha Admits to Another Error in Judgment." Posit, June 2016.

"Materializing the Gesture of Resistance," Passages North online, April 2016. 

"What We Believe We Believe." Colorado Review, April 2016.


"Hypnagogic (Hands)". Triquarterly, January 2014. 


"The Thesaurus Fails to Replace the Direction of the Sun," "Birds in April," and "You
Are Not Here.” small spiral notebook, 2006.

“T’Philot (Prayers: Jerusalem, 1997) and “Letter From the Editor.” Cranky, 2005.


“How to Picture an Edge.” Controlled Burn, 2003.


“God Didn’t Give Me the Patience of Saints.” The Oregonian, 1999.


Translations


“Depth of Field,” “Another War Began,” and “Three Beginnings” (from the Hebrew of Alex Epstein). 1111, July 2013.

“More True Superheroes” and “You Need to Take These Shoes Home” (from the Hebrew of Alex Epstein). World Literature Today, 2012.


“Beyond the Wall” (from the Hebrew of Alex Epstein). RHINO, 2009.


Customs of Elephants” (from the Hebrew of Alex Epstein). The Iowa Review, 2008.

<http://wordswithoutborders.org/article/ten-short-pieces>


GRANTS RECEIVED
2017: FAU Peace Studies Speaker Grant to bring writer Deb Olin Unferth to campus ($1,500).

2017: FAU South Florida Cultures Grant for a special print issue of Swamp Ape Review featuring South Florida artists and writers ($10,000).

2015: FAU Collaborative Research Grant to continue work with faculty and graduate students on planned Sharon Daniel exhibit ($5,000).

2015: FAU Collaborative Research Grant to bring the multimedia artist Sharon Daniel to campus to lecture and to work with faculty and graduate students ($5,000).

2015: FAU Peace Studies Speaker Grant to bring the poet Reginald Dwayne Betts to campus ($1,500).

2013: FAU College Advisory Board Faculty Research Support Grant. For research trip to Israel ($750).

2013: Yehoshua Rabinovich Tel Aviv Foundation for the Arts. For the translation of Mouth to Mouth by Anat Levin, 3500 NIS ($975).

2007: T. Anne Cleary Fellowship, University of Iowa. For international study ($3,000).

2005-2007: Crossing Borders Fellowship for international travel/study ($5,000).

2003-2004: Foreign Language and Area Studies Fellowship. For studying Hebrew ($14,500).

2002: Seattle Arts Commission. For new work (poetry) ($2,000).
PROFESSIONAL

Professional and Honorary Organizations

Advisory Board member; National Society of Arts and Letters, 2014-present.
Member, PEN: 2013-present.
Member; AWP: Associated Writing Programs; 2009-present.
Member; ALTA: American Literary Translators Association; 2002-present.

Honors and Awards

Finalist, 2017 Brittingham/Pollak Prize
Nominee, 2014 Pushcart Prize (poem, “Happiness Is the New Bedtime”)
Scholar of the Year, Dorothy F. Schmidt College of Arts and Letters, 2014
Nominated, NEH Summer Stipend for 2014
Witter Bynner Poet Translator Residency, Santa Fe Art Institute, April 2009
Semifinalist, 2008 Beatrice Hawley Award (poetry manuscript)
Finalist, 2008 Poets Out Loud Poetry Prize (poetry manuscript)
Nominee, 2006 Pushcart Prize (poem, “Birds in April”)
Fellowship from the American Literary Translators Association, 2004
Finalist, 2004 Marsh Hawk Press Poetry Prize (poetry manuscript)
Finalist, 2004 Sawtooth Poetry Prize (poetry manuscript)
Selected to participate in the 2004 UCLA Conference for Literary Translators
Honorable mention, 2003 Writers at Work fellowship competition (poetry)
Finalist, 2003 Sawtooth Poetry Prize (poetry manuscript)
Finalist, 2001 Dorothy Brunsman Book Award, Bear Star Press (poetry manuscript)
Finalist, 2001 Sawtooth Poetry Prize (poetry manuscript)
Selected to participate in the 1999 Jack Straw Writers Program, Seattle
Nominee, Best of the Web, 1997 (poem, “Refrigerator Notes”)

Other Professional Activities

Invited Readings:

Slash Pine Writers Festival, Tuscaloosa, AL, April 2017.

USpeak reading sponsored by Mangrove, Books & Books Miami, October 2015.


AWP Offsite reading sponsored by Shearsman Books, February 2012.

“Four Poets—Mass Hysteria” with Neil de la Flor, Maureen Seaton and Brian Spears.
Books & Books Fort Lauderdale, February 24, 2011.


FAU Literary Author Series, Boca Raton, April 2011.


“Contemporary Jewish Writing in Translation,” University of Chicago, May 2010 (This conference included a public lecture, a master class in translation, a poetry reading, and a bilingual reading from Blue Has No South).


Conference Presentations:


“To MFA or Not?” Panelist. American Literary Translators Association annual conference, October 2012.


Workshop leader, annual student translation conference, Seoul National University, Seoul, South Korea. October 2010.


TEACHING

Florida Atlantic University:

Creative Writing Courses
CRW 6024: Teaching Creative Writing
CRW 6024: Graduate Translation Workshop
CRW 6331: Graduate Poetry Workshop
CRW 4310: Poetry Workshop I
CRW 4311: Poetic Forms
CRW 4321: Poetry Workshop II
CRW 4120: Fiction Workshop I
CRW 4120: Fiction Workshop I (eLearning)
CRW 4211: Creative Nonfiction Workshop I
CRW 3010: Introduction to Creative Writing
ENC 4930: Literary Publishing and Editing

Undergraduate Literature Courses
ENG 3822: Introduction to Literary Studies
AML 4663: Jewish-American Literature
LIT 4605: The Literature of War
LIT 4032: Modern Poetry
LIT 2040: Interpretation of Drama
LIT 2040: Interpretation of Drama (eLearning)

*Undergraduate Writing Course*
ENC 3310: Advanced Exposition

*Independent Studies*
LIT 6905: Readings in Translation (Fall 2010)
LIT 6905: Literary Translation of the Hebrew Bible (Summer 2011)
LIT 6905: Translation/Adaptation (Fall 2011)

*University of Iowa:*
Interpretation of Literature
Undergraduate Translation Workshop

*Thesis Advising:*

Kathleen Martin, Chair, poetry collection, in progress
Anthony Padavano, Chair, short stories, in progress
Nicholas Becher, Member, novel, in progress
Dustin DiPaolo, Member, essays, in progress
Natalie Rowland, Member, novel, in progress
Kathryn McLaughlin, Chair, poetry collection, in progress
Trina Sutton, Member, novel, in progress.
Jeanette Geraci, Member, short stories, completed spring 2017
Kira Geiger, Member, essays, completed spring 2017
Scott Rachesky, Member, short stories, completed spring 2017
Justin Kane, Member, short stories, completed spring 2017
Kim Grabenhorst, Member, novel, completed spring 2016
Aaron Avis, Member, memoir, completed spring 2016
Shari Lefler, Member, memoir, completed spring 2016
Jamie White, Chair, poetry collection, completed spring 2016
Nico Cassanetti, Member, memoir, completed spring 2016
Matthew Parker, Member, short stories, completed spring 2016
Brittany Ackerman, Chair, memoir, completed spring 2015
Donovan Ortega, Member, short stories, completed spring 2015
Ian Rice, Member, poetry collection, completed fall 2014
Diana Burgos, Member, short stories, completed fall 2014
Zachary Scalzo (LLCL: Translation Studies), Member, completed spring 2014
Mikaela von Kursell, Member, short stories, completed spring 2014
Caryn Suhr, Member, short stories, completed spring 2014
Nuala Carr, Chair, poetry collection, completed spring 2014
Cathy Shelton, Member, short stories, completed fall 2013
Negeen Mohi, Chair, poetry collection, completed fall 2013
Beau Ewan, Chair, memoir, completed spring 2013
Mary Long, Chair, short stories, completed spring 2013
Renee Long, Member, short stories, completed spring 2013
Rebecca Hartcock, Member, poetry collection, completed spring 2013
Erin Elio (LLCL: Translation Studies), Member, completed fall 2012
Michelle Hasler, Member, creative nonfiction, completed fall 2012
Stephen Michael Shier, Member, memoir, completed spring 2012
Nicole Oquendo, Member, memoir, completed summer 2012
Erin Hobbie, Member, memoir, completed spring 2012
Patricia Straub, Member, poetry collection, completed fall 2011
Michael Pagan, Member, poetry collection, completed summer 2011
Kelly De Stefano, Member, short story collection, completed summer 2011
Jill Bergkamp, Member, poetry collection, completed spring 2011
Robert Slattery, Member, story collection, completed spring 2011
Scott Wood, Member, short story collection, completed spring 2011
Efrat Friedman, Member, novel, completed fall 2010

SERVICE

Department Committees/Service
2009-present: Creative Writing Committee (currently Director)
2011-2017: Technology and Pedagogy Committee (Chair)
2013: Search committee, Asian-American Literature/Asian Literatures in English
2016-2017: Search committee, Science Fiction/Fantasy
2016-present: Faculty advisor, Swamp Ape Review

College Service
2016-present: Department representative, School of the Arts

University Committees
2013: Member, College Strategic Plan Committee (Research subcommittee)
2009-2010: Faculty Learning Community: Academic Service-Learning

Professional Service
Thesis reader for Adva Levine, MFA candidate at Columbia University, 2011.
Judge, 2013 PEN Translation Prize. National competition sponsored by PEN USA.
Judge, Best Translated Book Award (Poetry) 2013, 2015, 2016. National competition
cosponsored by Open Letter Books and Amazon.com.
Admissions Committee, Nida School of Translation Studies, 2014-present.
Faculty, 2015 Nida School of Translation Studies.
Mentor, National Yiddish Book Center, Amherst, MA, 2015-present.
Workshop Leader, National Yiddish Book Center, Amherst, MA, 2015-16.
Judge, Mangrove poetry contest, 2015-16.
Academic Community Coordinator, Nida School of Translation Studies, 2016-present.
Updated January 23, 2018

Susan Mitchell

Department of English
Florida Atlantic University
777 Glades Road, P.O. Box 3091
Boca Raton, FL 33431-0991
(561) 451-4326
Fax: (561) 397-3807
E-mail: smitch21@fau.edu

EDUCATION

Wellesley College, B.A. in English, Wellesley College Scholar, 1964
Georgetown University, M.A., Teaching Fellow, English Department, 1970
Columbia University, ABD, Medieval English Literature

HONORS

Scholarly and Creative Accomplishment Fellowship Award (SCAF) given by the Dorothy F. Schmidt College of Arts and Letters of Florida Atlantic University for 2016-17

Named one of 100 Outstanding Women at Florida Atlantic University since its Founding, 2015

Final Judge: University of Wisconsin Press's Books Series Competition for The Brittingham & Pollak Book Prizes, 2015-16

Final Judge: "Discovery" / Boston Review 2014 Poetry Contest

Final Judge: Sarabande Books Poetry Book Competition 2013

Pushcart Prize, 2009

Cover Feature, American Poetry Review, 2007

Best of Thirty Years of Pushcart Prizes, 2006

Guest Poetry Editor, Provincetown Arts, 2005

Kingsley Tufts Poetry Award, 1993:

Guggenheim Foundation Fellowship, 1992

Lannan Literary Fellowship in Poetry, 1992:

National Book Award Finalist in Poetry, 1992

Denise & Mel Cohen Award for Outstanding Poem in Ploughshares, 1991
Individual Artist Fellowship Award in Poetry, Florida Department of State, 1991

Outstanding Achievement Award, Florida Atlantic University, 1990


Crazyhorse Annual Poetry Award, 1990

Pushcart Prize, 1989

Vermont Arts Council Fellowship in Poetry, 1985

Pushcart Prize, 1984

Crazyhorse Annual Poetry Award, 1984

Illinois Arts Council Grant for Poetry, 1983

National Endowment for the Arts Fellowship, 1982

Hoyns Fellow In Poetry, University of Virginia, 1980-81

Discovery/Nation Award, 1979

Massachusetts Arts Council Grant in Poetry, 1979

Poetry Fellow, Fine Arts Work Center in Provincetown, Massachusetts, 1977-79

BOOK PUBLICATIONS


JOURNAL PUBLICATIONS

(POEMS)


"Looking For A Place I Am Not," The Seattle Review, 2009 v2 #1

"Song With Thirteen Ibis," American Poetry Review December 2007, v36 #6


"Ritual," American Poetry Review April 2007, v36 #2

"Self Portrait With Young Eros," American Poetry Review, August 2004, V33 #4

"Mangroves," Poetry London, Spring 2003, # 44

"Truffles," Poetry London, Spring 2003, # 44

"Eclogue," The Yale Review, Fall 2002, v90 #4

"Bird: A Memoir" (sections 1-3), The Yale Review; Summer 1999, v87 # #5

"Pussy Willow (An Apology)," Ploughshares, Spring 1999, v25 #1

"Lost Parrot," The Atlantic Monthly, April 1999, v283 #4

"The Grove At Nemi,"Fence, Summer 1999, v2 #1


"Golden Bough," The New Republic, June 16, 1997 v216 #24

"Wind/Breath, Breath/Wind," Ploughshares, Winter 1996, v21 #4

"Softer," Western Humanities Review, Winter 1995, v49 #4
"Venice," The Paris Review, Spring 1985, v40 #148


"Rainbow," American Poetry Review, August 1992 v21 #4


"Rapture," Provincetown Arts, 1992, v8

"The Return of Jonah by Way of Swanawic as recorded by a West Saxon Scribe," Tikkun August 1991, v6 #4


"The Aviary" Ploughshares, Winter 1991, v16 #4,

"The City" (later titled "Cities"), Crazyhorse, Winter 1990, #39


"Havana Birth," Ploughshares, Spring 1989, v15 #1

"Big Red Fish," Ploughshares, Spring 1989, v15 #1

"Feeding The Ducks at the Howard Johnson Motel," The Quarterly, Spring 1989, #9

"Fragment of a Woman From Kos," The Nation, June 11, 1988

"The Face," Ironwood, Fall 1988, #32

"Three Headless Goddesses, One Sitting Apart: Parthenon, East Pediment," The Quarterly Summer 1988, #6

"Women In Profile: Bas Relief, Left Section Missing," The New Yorker, April 20, 1987

"The Hotel by the Sea," Ironwood, Spring 1987 v15 #1

"Smoke," Ironwood, Spring 1987, v15 #1

"Leaves that Grow Inward," Ironwood, v15, #1

"Bus Trip," The Atlantic Monthly, August 1986

"A Story," Crazyhorse, Spring 1984

"Bread," Ironwood 21, Spring 1983, v11 #1

"The Explosion," Ironwood 21, Spring 1983, v11 #1

"Boone," Ironwood 21, Spring 1983, v11 #1
"The Road," Kayak, October 1982
"Elegy for a Child's Shadow," The New Yorker, April 19, 1982
"Maps," The Nation, October 1, 1982
"Aubade," The Nation, January 17, 1981
"When Grandfather Died" (later titled "The Death), The Nation, May 16, 1981
"This Morning," The Albemarle Magazine, June 1981
"The Visit," The New Yorker, November 5, 1979
"The Yard Geese," The Nation, May 26, 1979
"The Picture over Our Bed," Kayak 51, 1979
"From the Journals of the Frog Prince," The New Yorker, May 15, 1978
"Woodcarving," The Nation, October 14, 1978
"Night Tree," The New Yorker, February 14, 1977
"The Dinner," Hanging Loose 27, 1976
"Eating at the Movies," Kayak 40, November 1975
"One Day," Little Magazine, 1975, v8 #3
"The Unconscious," Little Magazine, 1975, v8 #3
"Daddy Longlegs," Little Magazine, 1975, v8 #3
"A Promise," Little Magazine, 1975, v8 #3

ANTHOLOGIES
(POEMS)


"Blackbirds." New American Poets of the 80s. Eds. Jack Myers and


BROADSIDE & POSTCARDS


TRANSLATIONS


JOURNAL PUBLICATIONS

(ESSAYS)

"Truth" (Forthcoming in Passages North Spring 2018 in print & online. I have sent back corrected proofs).


"Ashes for Breakfast." PEN AMERICA: A Journal for Writers and
Readers: 14:52-54 (Spring 2011).


ANTHOLOGIES (ESSAYS)


**NOTEBOOKS**

Excerpts from my "Notebooks." *The Poet's notebook.* Eds. Deborah

PAPERS DELIVERED


"Creative Process as Ménage a Trois." Coffee Colloquium, Mind Body Institute, Florida Atlantic University, October 23, 2007.


"An Exact Inexactness." Stone Coast Writers Conference, Portland, Me. August 1, 1990.


PANELS


Speaker, "The Doors of My Heart: A Tribute to Deborah Digges," Associated Writing Programs Annual Conference, Chicago, IL, March 2, 2012.


READINGS

The Dia Art Foundation, 1992
Harvard University, 2000
The Academy of American Poets, 1992
Poetry Society of America, 1992
University of California at Los Angeles, 2000 & 2005
University of Chicago, 2001
Barnard College, 1997
The West Side Y (NYC), 1985
University of Houston, 1995 & 2003
University of Michigan, 2002
University of Maryland, 1994
University of Iowa, 1992
Hobart & William Smith Colleges, 1994
Kenyon College, 1993
Ohio State University, 1993
Miami University (OH), 1993
Dennison University, 1993
Ohio Wesleyan University, 1993
Wittenberg University, 1993
Otterbein College, 1993
The Claremont Graduate School, 1993
Tufts University, 1992
Dartmouth University, 1986
Middlebury College, 1986
Bread Loaf Writers Conference, 1993
Indiana University, 1988 & 2001
Miami Book Fair International, 1991
Associated Writing Programs Conference, Miami, FL, 1991
Florida Atlantic University, 1993
Loyola University, 1982
Northeastern Illinois University, 1982
University of Florida, 1995
Stone Coast Writers Conference, Portland, ME, 1990
University of Tennessee, Chattanooga, 1987
Cranbrook Retreat for Writers, 1997
Santa Monica Community College, 1993
Los Angeles Public Library, 1993
Braille Institute for the Blind, Los Angeles, 1993
Chapters Bookstore, Washington D.C., 1994
Grolley Bookshop, 1986 & 1992
Barnes & Noble, New York City, 2000
Barnes & Noble, Boca Raton, FL, 2006
Palm Beach Poetry Festival, 2006
Carthage College, 2005
The New School University, 2005
Brooklyn Friends School, 2001
Art Association, Washington, CT, July 13, 2014

REVIEWS & CRITICISM OF MY BOOKS & UNCOLLECTED POEMS

Erotikon


Rapture


The Water Inside The Water


Paul Breslin, "The Water Inside The Water." Poetry (December
Uncollected Poems


INTERVIEWS

Television & Internet


CNN, Claremont, California. April 26, 1993.


Radio


The Pomona College Radio Station. October 22, 1993.

Newspapers/Magazines


TEACHING & RESEARCH INTERESTS
Poetry: English and American; English literature, especially medieval and Chaucer; creative writing: poetry, mixed genre, and the lyric essay; Irish literature, especially Yeats; translation; literature and other cultural forms (music, painting, architecture).

ACADEMIC EMPLOYMENT

Florida Atlantic University, Mary Blossom Lee Professor, English Department, 1987-present.

Vermont College, Graduate Faculty, MFA in Creative Writing Program (a low residency program), 1986-1993.

Middlebury College, Visiting Assistant Professor, English Department, 1983-1986.


WRITERS CONFERENCES & SHORT RESIDENCIES


Indiana University Writers' Conference, Faculty in Poetry, June 24-29, 2001.

Vermont Studio Center, Visiting Writer, July 5-12, 1998

Cranbrook Retreat for Writers (Cranbrook Academy, Michigan), Faculty in Poetry, July 14-18, 1997.

Fine Arts Work Center in Provincetown Summer Workshops, Faculty in Poetry, August 11-17.

Fine Arts Work Center in Provincetown Summer Workshops, Faculty in Poetry, August 6-12, 1995.

University of Houston, Poet in Residence, March 11-15, 1995.

Stone Coast Writers' Conference, University of Southern Maine, Faculty in Poetry, July 29-August 10, 1990.
Indiana University, Poet in Residence, March 26-29, 1988.

University of Tennessee at Chattanooga, Poet in Residence, October 28-November 1, 1987.

TEACHING EXPERIENCE

Florida Atlantic University
Graduate

Poetry Workshop
Mixed Genre Workshop
The Lyric Essay: A Workshop
Thinking Like A Poet: A Seminar
Yeats: A Seminar
Metamorphosis: A Seminar
Translating Chaucer and Translation Theory: A Workshop
The Idea of the Book: A Seminar
Multi-Lingual Texts: A Seminar

Undergraduate

Poetry Workshop I
Poetry Workshop II
Modern Poetry
Contemporary Poetry
Chaucer
Medieval English Literature
Irish Literary Renaissance
Backgrounds To English Literature (Metemorphosis)
Survey of British Authors to 1798
Women In Literature
Poetic Forms: A Seminar
The City In Literature: A Seminar
The Faust Legend: A Seminar
Interpretation of Poetry
Literary Experience
College Writing II
Twentieth Century British Literature

Vermont College MFA Creative Writing Program

Taught Graduate Poetry Workshops
Directed Theses of Graduate Students
Gave Talks on the Craft of Poetry

Middlebury College

Survey of English Literature: Chaucer, Shakespeare and Milton
Structure of Poetry
Structure of Fiction
Poetry Workshop
Advanced Workshop: Poetry, Fiction, and NonFiction
Northeastern Illinois University

Poetry and the Novel
Modern Poetry
Poetry Workshop
Composition and Rhetoric

SERVICE

National


Judge, The Discovery/The Nation 2000 Poetry Contest sponsored by the 92nd Street Y and Unterberg Poetry Center in New York City. Read submissions of 100 semi-finalists and selected four finalists and six alternates, ranked in order of preference.

Judge, 1997 Leonore Marshall Poetry Prize ($10,000) given by The Academy of American Poets. Read 400 books and chose 10 finalists. Then with two other judges selected the winner.

Judge, Creative Writing Fellowships in Poetry given by the National Endowment for the Arts, 1994-1995. Read over 450 poetry manuscript submissions and typed lengthy comments for each ms to explain my ratings. Then, representing the southeastern section of the USA, I sat on a panel of judges, October 5-7, 1994.

Presented a week of readings and talks in the Claremont/Los Angeles, California area, speaking at The Braille Institute in Los Angeles, Santa Monica Community College, Los Angeles Public Library, and The Humanities Center of Claremont Graduate School. Also addressed a poetry group in Pasadena and the Board of Directors at Claremont Graduate School. October 1993.

Presented a National Book Week Talk at the Baychester Library in the Bronx and shared with a group of senior citizens stories of childhood
influences on my poetry. My talk was sponsored by The National Book Foundation, January 23, 1993.

Judge, Individual Artist Fellowship Awards given by Florida Department of Cultural Affairs, 1991-92. Read over 400 poetry and fiction manuscript submissions and wrote comments on each to explain my numerical ratings; read 12 submissions from arts organizations, giving written comments and numerical ratings; evaluated two submissions for writer-in-the-school positions., Sat on panel, June 23-25, 1991.


Manuscript Reviewer

Oxford University Press
The University of Chicago Press
Wesleyan University Press

Community


Leader, Poetry Workshop for the Poets of the Palm Beaches, May-June, 1989.

Speaker, "Creativity and the Creative Writing Program at Florida Atlantic University, Wellesley Club of Boca Raton, November 10, 1987.

University

Founder and Coordinator, The Mary Blossom Lee Visiting Poets Series, 1987-Present. Invite and make arrangements for poets to give readings at Florida Atlantic University; plan scheduling and payment; arrange for publicity; host and introduce visiting poet. Visiting poets have included Paul Muldoon, Stanley Kunitz, Robert Pinsky, Mark Strand, Jorie Graham, Ann Lauterbach, Mark Doty, Deborah Digges, Judith Ortiz Cofer, Gerald Stern, James Merrill, Karl Kirchway, and William Matthews.


Director, Feasibility Study for an MFA in Creative Writing Program,
1988-89. Wrote the proposal. State awarded Florida Atlantic University $250,000 as start-up funding for the program.

President, Friends of the Library, Florida Atlantic University, 1988-90. Fund-raising activities.

University Committee, Member, Honorary Degrees Committee, 1993-present.

College Committee, Member, Classics Program Committee, 1997-present. PEP Committee, Fall 1996.

Department Committee Chair, Creative Writing Committee, 1987-1993. I worked with the committee to design our undergraduate and graduate creative writing programs.

Department Committee, Member, Creative Writing Committee, 1993-present

Chair, Teaching Evaluations Committee, 1995.

Member, Awards and Invitations Committee, 1994-98.

Member, Departmental Life Committee, 2000.

Member, Creative Writing Committee, 2001-present.

EDITORIAL EXPERIENCE

Copy Editor for Time Magazine, 1967-69

Contributing Editor, New England Review, 1983-86

Associate Editor, Provincetown Arts, 11986-98

LANGUAGES

Italian and French: Good reading and speaking knowledge

German and Latin: Reading knowledge

Middle English: Excellent reading and speaking knowledge of some dialects, especially Chaucer's; competent reading knowledge of other dialects.

Old English: Reading and speaking knowledge

Provencal: Reading knowledge

PROFESSIONAL ORGANIZATIONS
Authors Guild (By invitation only)
PEN American Writers (By invitation only)
Modern Language Association
CURRICULUM VITAE

PERSONAL

Name: Kate Schmitt  
Current Academic Rank: Associate Professor  
Primary Department: English  
Secondary or Joint Appointments: N/A

EDUCATION AND EMPLOYMENT HISTORY

University of Houston; PhD in Literature and Creative Writing; May 2008.

University of Houston; MFA in Creative Writing (Poetry); May 2000.

Colgate University; BA (Creative Writing and Studio Art); May 1995.

Florida Atlantic University; Assistant Professor of English; 2009 – present.

Composed letters, proposals, exhibition and program descriptions on behalf of the Director,  
Associate Director, Curators, Director of Development, and Trustees; researched and wrote  
proposals to individuals, corporations and foundations; drafted, edited and proofread all  
development department text; and served as Managing Editor of MFAH Perspectives, the  
museum’s quarterly newsletter for donors.

University of Houston; Graduate Teaching Fellow; 2004 – 2008.

Worked closely with the Director of Development to create new marketing strategies for  
United States wind projects; wrote material on renewable energy, including a section  
for teachers and children; developed and presented educational lectures in local schools.

“greenliving” and greenliving.com (Houston, Texas), Writer and Editor; 2000 – 2001.  
Wrote, edited, and commissioned articles for the companion website to “greenliving” pilot  
television series (created by Shelley Duval); wrote grant proposals and edited segments of  
script; designed web pages and created images for site.

University of Houston; Lecturer and Graduate Teaching Assistant; 1997–2000.

Taught creative writing in year-long residencies in Houston schools; gave writing-focused  
museum tours at the Menil Collection Museum for elementary, middle, and high school
students; taught creative writing in a residency at Camp Hope, a month-long summer program run by AIDS Foundation Houston for HIV-positive children and adolescents.

**Kluwer Academic Publishers** (Boston, Massachusetts), Senior Marketing Associate; 1995–1996. Managed direct mail and electronic marketing for Business and Economics, Social Sciences, and Humanities divisions; designed marketing materials.

**PEER REFEREED PUBLICATIONS IN PRINT**

**Book**


**Nonfiction**


“Spinning Wheel.” *The Florida Review* 37:1 (Summer 2012 issue; published Fall 2013). Editorial Board.


**Poetry**


“Grandmother Marionette Theatre” and “Seroquel Séance: My Grandmother in the Mirror.” *New South: Georgia State University's Journal of Arts and Letters* 3:2


Artwork


Book Review


Works in Progress

Poetry/Visual Art Manuscript (Untitled)

CREATIVE ACTIVITY

See publications.

PROFESSIONAL PRESENTATIONS AND ACTIVITIES


“The Shape of Our Understanding: Experiments in Workshop Form.” Panel presentation: 


Editorial Responsibilities:

Judge, "Best of the Net" (Nonfiction), Sundress Press, Fall 2015.

Judge, The Inprint/Marion Barthelme Prize in Creative Writing (Nonfiction): for students at the University of Houston with Service to the Houston Literary Community.

Panelist/Judge, Slinging Ink (Literary Contest); sponsored by DiverseWorks and Houston Arts Alliance, Houston, Texas; Fall 2011 – present.


Assistant Director; Chenango Valley Writers’ Conference, Colgate University; 1996-1997.

Professional Organizations:

Member; AWP: Associated Writing Programs; 2004 – present.

Member; MLA: Modern Language Association; 2008-2009.

COURSES TAUGHT AT FAU

Florida Atlantic University
CRW 6236 Graduate Workshop: Creative Nonfiction Writing
CRW 6331: Graduate Workshop: Poetry Writing
CRW 6024 Graduate Creative Nonfiction: Forms & Genres*
CRW 6024: Graduate Course: Bookarts*
CRW 3010: Creative Writing (Poetry, Fiction, Creative Nonfiction)
CRW 4310: Poetry Workshop
CRW 4211: Creative Nonfiction Workshop
CRW 4930: Creative Nonfiction: Forms & Genres*
EN 3822: Introduction to Literary Studies
LIT 2070: Interpretation of Creative Nonfiction*
LIT 3333: Literature of Adolescence
CRW 4930: Special Topics: Creative Writing and Bookarts*
ENC 6930: Literary Editing and Publishing*

* Courses I have developed and/or developed in cooperation with other professors in the English Department

COURSES PREVIOUSLY TAUGHT

University of Houston

Department of English
   American Literary Cultures
   Introduction to Poetry

Department of English (con’t)
   Poetry Workshop
   Composition I (Exposition)
   Composition II (Rhetoric)

Department of Modern and Classical Languages
   Chinese Society and Culture Through Literature
   Chinese Society and Culture Through Film

College of Technology
   Technical Communications

University Studies Division
   Gateway to the Core Curriculum

Inprint, Inc.
   Creative Writing: Memoir Workshop (3 versions)
   Creative Writing: Personal Essay Workshop

Independent Instruction
   Creative Writing: Memoir (18-month, 3-Tier Workshop)

Houston Community College
   Composition I

North Harris Community College
   Composition I
   Introduction to Literature

Shenyang University, Liaoning Province, China
   Conversational English/ESL
THESIS ADVISING
Lana Thompson, Chair, memoir, completed Spring 2010.
Jacob Henson, Member, short story collection, completed Spring 2011.
Kelly Gregorio, Chair, essay collection, completed Spring 2011.
Khristian Mecom, Member, short story collection, completed Spring 2011.
Sahar Rehman, Member, poetry collection, completed Spring 2011.
Mike Shier, Chair, essay collection, completed Spring 2012.
Erin Hobbie, Chair, essay collection, completed Spring 2012.
Janelle Garcia, Member, novel, completed Spring 2012.
Jeanette Moffa, Chair, memoir, completed Summer 2012.
Nicole Oquendo, Chair, lyric memoir, completed Summer 2012.
Michelle Hasler, Chair, nonfiction, completed Fall 2012.
Beau Ewan, Member, essay collection, completed Spring 2013.
Abbe Greenberg, Chair, essay collection, completed Spring 2013.
Mary Ann Hogan, Chair, memoir, completed Spring 2013.
Renee Long, Member, novel, completed Spring 2013.
Caryn Suhr, Member, novel, completed Spring 2014.
Nuala Carr, Member, poetry collection, completed Spring 2014.
Yordanka Penton, Chair, poetry collection, completed Spring 2015.
Megan Hesse, Member, short story collection, completed Spring 2015.
Brittany Ackerman, Member, essay collection, completed Spring 2015.
Katrina Gersie, Member, short story collection, completed Spring 2015.
Risa Shiman, Member, nonfiction collection, completed Spring 2015.
Stephanie Anderson, Chair, nonfiction book, completed Spring 2015.
Maddy Miller, Chair, essay collection, completed Fall 2015.
Aaron Avis, Chair, essay collection, completed Spring 2016.
Shari Leffler, Chair, essay collection, completed Spring 2016.
Nico Cassanetti, Chair, essay collection, completed Spring 2016.
Jamie White, Member, poetry collection, completed Spring 2016.
Rebecca Jenson, Chair, memoir, completed Spring 2017.
Kira Geiger, Member, memoir, completed Spring 2017.
Dustin DiPaulo, Member, essay collection, to be completed Spring 2018.
Rich Saltzberg, Chair, essay collection, to be completed Spring 2019.

SERVICE

Department Committees
2009-present: Creative Writing Committee, Member.
2015-2016: AMP Lab Committee
2016: Annual Evaluations Committee

Department Service
Faculty advisor for *Coastlines* (student literary magazine), Fall 2009 -- present.
Faculty advisor for *Swamp Ape Review*, Fall 2017.

*Coastlines* internship advisor, Spring 2017.

Reader for Sigma Tau Delta Event, Jaffe Center for Bookarts, Spring 2017.

Panelist on academic job market session for English Graduate Students’ Association, October 2009, November 2012, and March 2013.

Panelist on information session about MFA/MA applications for undergraduate students, February 20, 2013.

Panelist for professional development session for English majors and graduate students, November 2011.

Reader for Faculty and Student Creative Writing Reading, August 2009.

**College Service**

Member of Academic Irregularity Hearing, November 13, 2012.

Panelist for event hosted by FAU Undergraduate Admissions, presenting on behalf of the English Department about research opportunities and other programs to regional high school counselors, January 30, 2013.

**University Service**


**HONORS AND AWARDS**

Zone 3 Press Nonfiction Book Prize, Spring 2014.

SCAF Fellowship; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; two course release to work on my nonfiction book, *Singing Bones*. Spring 2011.

Editor’s Choice Award for poem “Afterworld”; Mutabilis Press, Houston, Texas; 2008.


Donald M. Barthelme Memorial Fellowship in Poetry, University of Houston; 2006.

The Lasher Prize for Distinction in English Composition, Colgate University; 1995.
Phi Beta Kappa, National Honor Society; Awarded membership and inducted, 1995.

Phi Eta Sigma National Honor Society; Awarded membership and inducted, 1992.
JASON SCHWARTZ  
Florida Atlantic University  
Department of English  
777 Glades Road  
Boca Raton, FL 33431  
jschwart@fau.edu

EDUCATION  


EMPLOYMENT HISTORY  
Professor, English: Florida Atlantic University. Fall 2015-present.
Associate Professor, English: Florida Atlantic University. Fall 2007-Summer 2015.
Assistant Professor, English: Florida Atlantic University. Fall 2001-Summer 2007.  
Director: Creative Writing Program. Fall 2002-Summer 2011.

Visiting Associate Professor, Literary Arts: Brown University. Providence, RI.  
Fall 2014-Spring 2015.

Adjunct Professor, English: Desales University. Allentown, PA. Spring 2001; Fall 2000.


Adjunct Professor, English: Lehigh University. Bethlehem, PA. Fall 2000.

CREATIVE ACTIVITY  
Publications  
Authored Books  
Diaphanes Verlag, Berlin and Zurich: in press. (German translation.)

Selected Reviews, Interviews, Articles:  
“Fractal Baroque: Jason Schwartz’s John the Posthumous”: in 
Infinite Fictions: Essays on Literature and Theory, David Winters,  

“The Best Short Books You’ll Ever Read”: Reader’s Digest, August 2014.
“Jason Schwartz” [interview]: BOMB, January 2014.
“John the Posthumous by Jason Schwartz”: The Rumpus, October 2013.
“Horn! Reviews John the Posthumous”: The Rumpus, October 2013.
“Review: John the Posthumous by Jason Schwartz”: Electric Literature, September 2013.

Pharos/Counterpoint, Berkeley: 2015. (Reprint.)

Selected Reviews & Articles:
The Believer online: January 2016.
Rain Taxi: Fall 1998.

Short Fiction


“Decorum in the Fall.” Funhouse: Number 1, Fall 2015.

“The Mary Casket.” The American Reader: Volume 1, Number 1, October 2012.


“Housepost, Male Figure.” Salt Hill: Number 28, Winter 2012.


“Divisions of the Field.” Unsaid: Volume 6, Number 1, 2011.


“Notation on the Principal Graves.” New York Tyrant: Volume 3, Number 1, Fall 2009.


“Notation on Hidden Children.” Unsaid: Volume 3, Number 1, 2008.


**Short Fiction Reprints**


"From *John the Posthumous*." *Unsaid* 7: 2014.

"The Staves." *Unsaid* online: April 2011.

Selected Readings
Brown University, Writers on Writers Series. Providence, RI. February 2015.


INSTRUCTIONAL ACTIVITY

Brown University
Undergraduate Courses
LITR 0210A: Fiction Writing II (Fall 2014).

LITR 1010A: Advanced Fiction (Spring 2015).

LITR 1230Q: London Consequences (Spring 2015).

Graduate Seminar
LITR 2210A: House Language (Spring 2014).

Florida Atlantic University
Undergraduate Courses
LIT 2010: Interpretation of Fiction (Fall 2001).

LIT 2010: Interpretation of Fiction (Fall 2001).

LIT 2010: Interpretation of Fiction (Spring 2010).
LIT 2010: Interpretation of Fiction (Fall 2012).
LIT 2010: Interpretation of Fiction (Spring 2016).
CRW 3010: Introduction to Creative Writing (Fall 2001).
CRW 3010: Introduction to Creative Writing (Spring 2002).
CRW 3010: Introduction to Creative Writing (Spring 2013).
CRW 3010: Introduction to Creative Writing (Spring 2014).
CRW 3010: Introduction to Creative Writing (Fall 2015).
CRW 3010: Introduction to Creative Writing (Fall 2017).
AML 4321: Major American Writers, 20th-Century (Summer 2003).
AML 4321: Major American Writers, 20th-Century (Spring 2007).
LIT 4930: Special Topics: Literature of War: World War II (Fall 2002).
LIT 4605: Literature of War (Spring 2006).
LIT 4605: Literature of War: Vietnam (Spring 2009).
LIT 4605: Literature of War: World War I and World War II (Spring 2016).
LIT 3344: Detective Fiction (Fall 2003).
LIT 3344: Detective Fiction (Fall 2006).
LIT 3344: Detective Fiction (Fall 2009).
CRW 4121: Fiction Workshop II (Spring 2003).
CRW 4121: Fiction Workshop II (Spring 2004).
CRW 4121: Fiction Workshop II (Spring 2005).
CRW 4121: Fiction Workshop II (Fall 2010).
CRW 4120: Fiction Workshop I (Fall 2005).

CRW 4120: Fiction Workshop I (Fall 2007).

CRW 4120: Fiction Workshop I (Fall 2008).

CRW 4120: Fiction Workshop I (Fall 2012).

CRW 4120: Fiction Workshop I (Fall 2013).

CRW 4930: Special Topics: Experimental Fiction (Fall 2007).

CRW 4930: Special Topics: Experimental Fiction (Fall 2010).

CRW 4930: Special Topics: Experimental Fiction (Spring 2013).

CRW 4930: Special Topics: Experimental Fiction (Fall 2016).

LIT 4930: Special Topics: Baseball in Literature (Spring 2008).

LIT 4930: Special Topics: Baseball in Literature (Spring 2011).

ENL 4273: 20th-Century British Literature (Fall 2016).

**Graduate Seminars**

CRW 6130: Fiction Workshop (Spring 2002).

CRW 6130: Fiction Workshop (Fall 2002).

CRW 6130: Fiction Workshop (Fall 2003).

CRW 6130: Fiction Workshop (Spring 2004).

CRW 6130: Fiction Workshop (Spring 2005).

CRW 6130: Fiction Workshop (Fall 2005).

CRW 6130: Fiction Workshop (Spring 2006).

CRW 6130: Fiction Workshop (Spring 2007).

CRW 6130: Fiction Workshop (Spring 2008).

CRW 6130: Fiction Workshop (Spring 2009).
CRW 6130: Fiction Workshop (Fall 2009).
CRW 6130: Fiction Workshop (Spring 2011).
CRW 6130: Fiction Workshop (Fall 2012).
CRW 6130: Fiction Workshop (Fall 2013).
CRW 6130: Fiction Workshop (Fall 2015).
CRW 6024: Special Topics in Creative Writing: The Short Story Sequence (Spring 2003).
CRW 5025: Experimental Fiction (Fall 2008).
CRW 5025: Experimental Fiction (Spring 2010).
CRW 5025: Experimental Fiction (Spring 2014).
CRW 6024: Experimental Fiction (Spring 2017).
ENG 6925: English Colloquium (Fall 2004).
ENG 6925: English Colloquium (Fall 2013).
ENG 6925: English Colloquium (Fall 2015).
ENG 6925: English Colloquium (Fall 2016).
ENG 6925: English Colloquium (Fall 2017).

Graduate Theses
Committee Member: 29 M.F.A. and M.A. theses, 2002-2017, Florida Atlantic University.

Undergraduate Honors Theses
Committee Member: 2 theses, 2013-2016, Florida Atlantic University.

SERVICE
Florida Atlantic University
Fall 2001-Fall 2007: Library Acquisitions Committee.

Fall 2001; Fall 2002; Spring 2004; Spring 2005; Fall 2005; Fall 2007: Panelist, Sigma Tau Delta assembly.

Spring 2002; Spring 2003: Panelist, English Graduate Student Society Workshop.

Fall 2002-Spring 2011: Appointed Chair, Creative Writing Committee.

Fall 2002-Summer 2011: Director, Creative Writing Program.

Spring 2003-Spring 2011: Officer, Department of English.

Fall 2002-Spring 2004: Appointed Member, Graduate Committee.

Fall 2002-Spring 2003: Appointed Member, Faculty Search Committee (Fiction Writer).

Fall 2003-Spring 2004: Appointed Member, Faculty Search Committee (African-American Literature).

Fall 2005-Spring 2006: Appointed Member, Faculty Search Committee (Creative-Nonfiction Writer).

Spring 2005; Spring 2006; Spring 2007; Spring 2008; Spring 2009; Spring 2010; Spring 2011: Coordinator, Community Fiction Workshop.

Summer 2005; Summer 2006; Summer 2007; Summer 2008; Summer 2009; Summer 2010; Summer 2011: Coordinator, TOPS Creative Writing Summer Program.

Fall 2008-Spring 2009: Appointed Member, Faculty Search Committee (Creative-Nonfiction Writer).

Spring 2009: Appointed Chair, Faculty Search Committee (Translation and Creative Writing).

Fall 2011-present: Appointed Member, Creative Writing Committee.

Fall 2015-present: Appointed Member, Writing Committee.

**HONORS AND AWARDS**

Special Mention, Pushcart Prize anthology XXXVII, 2013: "Breviary."

Pushcart Prize nomination, 2013: "Housepost, Male Figure."
Ivory-Billed Woodpecker Award, co-recipient, *Unsaid* magazine, 2011: “Divisions of the Field.”

Pushcart Prize nomination, 2011: “Divisions of the Field.”


Pushcart Prize nomination, 2009: “Winter Register.”


Pushcart Prize nomination, 2006: “Hornbook.”

Entry in *Contemporary Authors*, 2001.

EMILY STOCKARD

EDUCATION

PhD, English
University of North Carolina, Chapel Hill, 1991
MA, English
University of North Carolina, Chapel Hill, 1984
BA, English with honors
University of North Carolina, Chapel Hill, 1980

Dissertation: "Patterns of Consolation. Renaissance Skepticism and Shakespeare's Sonnets"
Advisor: Darryl J. Gless

ACADEMIC POSITIONS

Associate Professor of English
College of Liberal Arts / Arts and Letters
Florida Atlantic University
August 1998 - present

Associate Chair, Department of English
Florida Atlantic University
Summer 2017 - present

Associate Dean
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
July 2008 - July 2011

Acting Director / Director
PhD in Comparative Studies Program
DFS College of Arts and Letters
Florida Atlantic University
June 2008 – July 2011

Interim Associate Dean for the Partner Campuses
DFS College of Arts and Letters
Florida Atlantic University
October 2004 - July 2008
Assistant Professor of English
College of Liberal Arts
Florida Atlantic University

TEACHING EXPERIENCE
Shakespeare
Renaissance Literature
Renaissance Drama
Seventeenth-century Literature
Eighteenth-century Literature
Chaucer
Introduction to Literary Studies
Studies in Shakespeare (graduate course)
Renaissance Literature (graduate course)
Interpretation of Poetry

RESEARCH AND CREATIVE WORK

Peer-reviewed Journal Articles

International:

"The Journals of Denton Welch: Material Culture and Trauma."

National:


Regional:


Books

Article in volume:


On-line publications


Invited article:


Online.http://www.literatureencyclopedia.com/subscriber/tocnode?id=g9781405194495_chunk_g97814051944956_ss1-28

(*The Encyclopedia of English Renaissance Literature* exists in print as well as on line.)

Creative Writing

Short Story:


“Smiling to Herself,” Barbara Pym Society website (posted 2006).
Awards:

Semi-finalist in 2012 William Faulkner-William Wisdom Competition, Novella Category, for *A Short History of Water and Dirt*.


Finalist in Thomas Wolfe Fiction Contest 2008, for “Nine Patch.”

Conference Papers

International:

“Incongruous Continuities ‘In all around we see’: Patterns of Change in *No Fond Return of Love*.” Presented at the Barbara Pym Conference, UK Chapter, Oxford, England, September 2017.


National:


“Patterns of Racial and Masculine Privilege in Masterpiece Theatre’s *Othello.*” Presented at the Literature Film Association Conference, Carlisle, PA, October 17-19, 2002.


"Montaignian Skepticism in Shakespeare’s Sonnets." Presented at The Group for Early Modern Cultural Studies, Chapel Hill, NC, December 4-7, 1997.

Regional:


“Spain is Portugal and Portugal is Spain’: Nationhood as Illusion in The Spanish Tragedy.” Presented at the Southeastern Renaissance Conference, Chapel Hill, NC, October 2-3, 2015.


"Feminized Providentialism in Hamlet." Presented at the South Central Renaissance Conference, Austin, TX, March 20-22, 1997.


SERVICE AND COMMITTEE MEMBERSHIP

PROFESSIONAL

2013-2015 Secretary-Treasurer, Southeastern Renaissance Conference
UNIVERSITY

2004-2011  Academic Program and Institutional Effectiveness Committee (APIEC), DFS
           College of Arts and Letters Representative
2006      Dean of Graduate College Search Committee Member
2006      University Assessment Director, Search Committee
2002-03   Bylaws Revision Committee
2000-02   Academic Programs Institutional Effectiveness Committee (APIEC), College of
           Liberal Arts Representative
1998-00   Promotion and Tenure Committee, College of Liberal Arts Representative
1992-93   University Senate, College of Liberal Arts Representative

COLLEGE OF ARTS AND LETTERS

2012 -     Member, College Assessment Committee
2013-2014  Chair, Search Committee, Graphic Design Position, Department of Visual
           Arts and Art History
2011 (Summer/
           Fall)  Director, Interdisciplinary Studies: Arts and
           Letters
2008-2011  Enrollment Manager
2008-2011  Member ex-officio, Graduate Programs Committee
2004-2011  College Assessment Coordinator
2010       Chair, Director of Student Academic Services Search Committee
2006       Chair, Broward Director of Academic Advising Search Committee

ENGLISH DEPARTMENT

2017-      Associate Chair, Department of English
2017-      Member, Faculty Evaluation Committee
2011-      Director of Assessment
2017-18    Chair, Renaissance Literature Search Committee
2016-17    Member, Nineteenth-Century Poetry Search Committee
2015-17    Member, Undergraduate Programs Committee
2002-08    Chair, Assessment Committee
2006-07    Romanticist Position Search Committee Member
2003-04    Chair, African American Position Search Committee
2003-04    Associate Chair, Davie Campus
2002-04    Graduate Committee
2000-02    Undergraduate Committee, Davie Representative
COLLEGE OF LIBERAL ARTS
(merged with College of Arts and Letters in 2003)

Faculty Governance Committees
1997-99 Faculty Chair, College of Liberal Arts
1995-97 Faculty Co-chair
1996-97 Steering Committee
1993-96 Committee on Committees

Faculty Committees
1998-2000 Chair, Promotion and Tenure Committee

Teaching Award Committees
1997 Chair, Excellence in Undergraduate Teaching and Advising Awards Committee
1995 Chair, Teaching Incentive Program Award Selection Committee
1995 Excellence in Undergraduate Teaching Award Committee

Search Committees
1997 Art Position (Graphic Design)
1995 Academic Support Services Position
1993-94 Chair, English Position (Modernist)

Academic Program Committees
1996-97 Honors Committee
1996-97 Undergraduate Programs Committee
1993-94 Secretary, Committee to Evaluate the Liberal Studies Program
1992-94 Honors Committee
1991-92 Honors Program Planning Committee

AWARDS

Teaching Incentive Program Award (1998 and following), awarded by Florida Atlantic University.

Teaching Incentive Program Award (1994 and following), awarded by Florida Atlantic University.

Excellence in Undergraduate Teaching (1993-94), awarded by Florida Atlantic University.

Research Fellowship (1993-94), awarded by Florida Atlantic University.

MEMBERSHIPS
Southeastern Renaissance Conference
(Secretary-Treasurer 2013-2015)
Renaissance Society of America
Barbara Pym Society
JULIEANN VERONICA ULIN, Ph.D.
Associate Professor of Transatlantic Modernism
Department of English
Florida Atlantic University
Email: julin@fau.edu

Academic Appointments

2015-Present Florida Atlantic University, Associate Professor of Transatlantic Modernism
2009-2015 Florida Atlantic University, Assistant Professor of Transatlantic Modernism
2007-2009 University of Notre Dame, Edward Sorin Postdoctoral Fellow in the Humanities

Education

2007 Ph.D. in English, University of Notre Dame
2003 M.A. in English, Fordham University (Presidential Fellow)
2001 B.A. in English with honors, Washington and Lee University (Phi Beta Kappa, University Scholar)

Publications (in print)

Monograph:


Reviews:

Edited Collection:

“An Interview with Pablo Rojas Coppri of the Migrant Rights Centre Ireland.” 39-49.

Finalist, 2013 Foreword Reviews Book of the Year (Social Science Category)
*Selected as a recommendation by the American Association of School Librarians (AASL) and the Association of American University Press (AAUP) for the 2014 University Press Books for Public and Secondary School Libraries.

Journal Articles:


“Can a wrong once done ever be undone?” Ireland’s Helen of Troy.” *WSQ: Women’s Studies Quarterly* 39: 3 & 4 (Fall/Winter 2011). 173-192.


**Book Chapters:**


**Publications (Forthcoming)**

“Philatelic *Ulysses.*” *Joyce Studies Annual.* Forthcoming in 2018 issue. (14,035 words)


**Book Reviews, Other Publications**


**Conference Presentations / Invited Lectures**


American Literature Association (ALA), National Meeting. “Conducting Black Power in Ralph


“Buried? Who would have buried her?” Famine “Ghost Graves” in Samuel Beckett’s *Endgame.*”


**Awards, Grants and Fellowships**

Sabbatical (Awarded for Spring Term 2017)

Office of Undergraduate Research Curriculum Assignment Grant (Awarded for 2016-2017)

Dorothy F. Schmidt College of Arts and Letters Scholar of the Year Nominee (Assistant Professor)

Northern Campus Staff of the Year Award (2015 Winner)

Northern Campus Exceptional Faculty Award (2014 Winner)

Northern Campus Exceptional Faculty Award (2012 Winner)

Arts and Letters Distinguished Teacher of the Year (2011 Nominee)

Scholarly and Creative Accomplishment Fellowship, Florida Atlantic University (2010-2011)

Manuscript and Rare Book Library Fellowship (MARBL), Emory University, Summer/Fall 2010
Edward Sorin Postdoctoral Fellow, University of Notre Dame (May 2007-May 2009)
The Henkles Lectures Grant (2007)
Zahm Research Travel Grant (2006)
The Nanovic Institute for European Studies, Graduate Research Initiative Grant (2006)
Dissertation Year Fellowship, University of Notre Dame (2006-2007)
Research Funding Award Recipient (Summer 2005 and Summer 2006)
Richard C. Sweetman Family Fund for Irish language study (June 2004)
Dublin Seminar Fellowship (Summers 2003, 2005, 2006)

Academic Teaching Appointments (FAU)

Undergraduate Courses:
  Honors Seminar (Fall 2016)
  Introduction to Literary Studies (Fall 2016, Fall 2017)
  20th Century British Novel (Fall 2015)
  Postcolonial Literature (Spring 2015)
  Florida Writers: Hemingway and Hurston (Spring 2015)
  Transatlantic Modernism (Fall 2014)
  Irish Literary Renaissance (Fall 2010, Fall 2012, Spring 2016)
  Irish Literary Landscapes (Study Abroad in Dublin, Ireland, Summer 2011)
  Modern Drama (Summer 2012, Summer 2016)
  Contemporary Drama (Summer 2014)
  The Modern Novel (Fall 2009)
  Literary Theory (Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015)
  20th Century British Literature (Fall 2011, Fall 2013, Spring 2018)
  20th Century American Novel (Summer 2010)
  World Literature: Critical Approaches (Spring 2014)
  Southern Literary Renaissance (Spring 2014)
  Homes and Haunts in American Literature (Spring 2013, Spring 2016)
  The African American Novel (Spring 2012, Fall 2014)
  20th Century American Movements (Spring 2010, Fall 2012, Fall 2013)
  20th Century American Writers (Fall 2017)

Graduate Courses:
  Principles and Problems of Literary Study (Spring 2018)
  James Joyce (Summer 2015)
  Exiles and Strangers in Modern Literature (Spring 2013)
  The American Novel, 1929-Present (Fall 2011)
  Irish Literary Landscapes (Study Abroad in Dublin, Ireland, Summer 2011)
  20th Century British and Irish Literature (Spring 2010)

Academic Teaching Appointments (University of Notre Dame)

Environmental Justice and Human Rights in the Aftermath of Katrina (Service-learning course, Notre Dame and New Orleans; Spring 2009)
Out of Gogol's Overcoat?: Ethnic American Authors Rewriting the Russians (Spring 2009)
Homes and Haunts in 20th Century American Literature (Fall 2008)
American Drama since O'Neill (Fall 2008)
The American Novel, 1929-Present (Spring 2008)
Exile in the Irish Literary Imagination (Spring 2008)
Space Invaders: The Stranger in 20th Century American Literature (Fall 2007)
Introduction to Irish Writers (Teaching Assistant to Christopher Fox)
First Year Composition: Citizenship and the Individual (Fall 2004)

Undergraduate Research


Graduate Thesis and Exam Committees

Chair. Olivia Sprauer. MA Exam Committee: "Modernism and Postmodernism" (Completed, Spring 2016).
Reader. Tamar Osborne. "Fallen from Disgrace: Tales of Disillusion in Amiri Baraka’s Dutchman and V.S. Naipaul’s Guerrillas." (Completed, Fall 2014)
Reader. Mikaela von Kursell. "The Animalcules of Adam (and Other Small Tales)." (Completed, Spring 2014)
Reader. Marianna Gleyzer. "Reception and Adaptation of Emily Bronte’s Wuthering Heights." (Completed, Spring 2014)
Reader. Albert Batista Morris. "Feasting with Panthers: Unstable Sexual Identity and the Pedagogic Eros in Dante’s The Divine Comedy." (Completed, Fall 2012)
Reader. David Buding. "The Prairie and the Pampas: The Environment as a Determining Influence." (Completed, Fall 2011)

Departmental/ University Service
Faculty Student Council (Spring 2018-present)
Internal Department Mentor to Stacey Lettman (Fall 2017-present)
Member, Medieval Literature Search Committee (Fall 2017-Spring 2018)
Member, U.S. Latino/a Literature Search Committee (Fall 2016)
Member, Early African American Literature Search Committee (Fall 2016)
Chair, Undergraduate Committee (Fall 2015-Present)
Director, Honors Program in English (Fall 2015-Present)
Undergraduate Programs Committee, English Representative (Fall 2015-Present)
STECC Committee, English Representative (Fall 2015-Present)
Annual Information Session on Graduate School in English. (10/26/15; 11/18/16; 9/26/17).
Facebook Manager, FAU Department of English (February 2011-September 2015)
“Demystifying Literary Criticism.” Panelist, Sigma Tau Delta English Honor Society Event.
11/7/14.
Ad-hoc Committee on English Department Bylaws (August 2014-January 2015)
Sigma Tau Delta English Honor Society, Jupiter Campus Faculty Liaison (August 2012-Present)
Member, Undergraduate Curriculum Committee, Department of English, FAU (August 2009-
August 2010, August 2013-August 2015)
Graduate Studies Committee, Department of English, FAU (August 2010-August 2013)
Undergraduate English Major Mentor for approximately 20 students (Spring 2011-Present)
Coffee with the Professor Lecture.“Perspectives on the ‘New’ Ireland.” (March 15, 2013).
Ad hoc committee, Graduate Theses Assessment (Fall 2012)
Ad hoc committee, Medical Humanities, Florida Atlantic University (Fall 2011)
“Thinking of Applying to Graduate School in English?” Designed and led 4 workshops for
prospective graduate applicants. (Fall 2010)
Website Manager, Department of English, Florida Atlantic University (August 2009-August 2011)
Judge, Student Poetry Anthology Volume 1: 2010. John D. MacArthur Campus, Treasure Coast Campus.
Judge, Office of International Programs Scholarships (Fall 2010)
Organizing Committee, “Race and Immigration in the New Ireland” conference held October 14-
17, 2007 at the University of Notre Dame, with keynote speaker President Mary Robinson.
This conference examined the social, legal, academic and artistic ramifications of
immigration to Ireland in the last decade. http://irishstudies.nd.edu/lri.htm
Institute for Latino Studies, University of Notre Dame, Assistant Editor for Publications
Responsible for editing internal reports, University Annual Review, press releases,
educational materials and copy for annual magazine, Horizons
Presented to the University of Notre Dame President Rev. John Jenkins and the University of Notre
Dame Irish Council Donors on behalf of the Keough-Naughton Institute for Irish Studies,
October 7, 2006.
Presented to the University of Notre Dame Graduate Council Donors on behalf of Notre Dame
Intellectual Life Committee (Fosters an environment in which graduate students may prepare for the
profession through presenting work in progress for peer review).

Professional Memberships/Service

Joyce Studies Annual, External Reviewer for a submitted article (Spring 2017)
James Joyce Quarterly, External Reviewer for a submitted article (Spring 2017)
Irish University Review, External Reviewer for a submitted article (Fall 2016)
Penn State University Press, Promotional Blurb Solicited for Ernest Hemingway: A New Life (Fall
2015)
British Academy Series of Oxford University Press External Reviewer for a chapter in *The Medieval in the Modern World* (Fall 2015)
Modern Language Association
American Conference for Irish Studies
Modernist Studies Association

Professional References

Available Upon Request.
Curriculum Vitae: CAROL McGUIRK

Ph.D. Columbia University 1977  English and Comparative Literature (M.A. 1971) George W. Ellis Fellowship, Faculty Fellows Program

B. A. Bennington College 1970  double major: Visual Arts (Painting); Literature

Teaching:
1990—Professor of English, Florida Atlantic University, Boca Raton, FL

Spring 1990  Visiting Professor, London Study Centre, Florida State University

Fall 1989  British Academy Visiting Professor, University of Strathclyde, UK

1978-85  Assistant Professor, English, Rutgers University, New Brunswick, NJ

1976-78  Assistant Professor, English, Williams College, Williamstown, MA

Fall 1975  Instructor, Languages and Literature, Bennington College, Bennington, VT

1972-1974  Preceptor and Teaching Assistant, Columbia College, NY

Research and teaching interests: seventeenth, eighteenth and nineteenth-century British poetry; John Milton; literary theory; Scottish studies including ballads and folk-song; animal studies; contemporary British and U.S. fiction, including science fiction and fiction by women.

Books:
"a fresh and important critical reassessment of Burns’s development as a poet .... Professor McGuirk’s brilliant introduction ... reviews Burns in relation to both Scottish and English literary canons, Burns and class, Burns and postcolonialism, Burns and language, and Burns and gender...[and] should be required reading ... for advanced classes on Burns [and]... courses in Scottish or British Romanticism or labouring class poetry.” Patrick G. Scott, Studies in Scottish Literature 42.1 (May 2016).

Wesleyan Anthology of Science Fiction (Wesleyan UP, 2010). A collaborative project by the editors of Science Fiction Studies. Starred book, Publishers Weekly. “One gets the sense that if all other SF were somehow destroyed in an apocalypse, the field could be reconstituted from the seed vault of texts herein.” Paul DiFilippo, “The Speculator” column, Barnes & Noble Review. 10 Nov. 2010.

choice ... to support studies at the upper-division undergraduate level and above” (Choice 1999).


Articles in Print (excluding reviews and notes):


"Optimism and the Limits of Subversion in *The Dispossessed* and *The Left Hand of Darkness*."


Recent Review Essays and Notes:


Selected Professional Activities:

1997—present  Co-Editor of *Science Fiction Studies*


2017 (Summer)  Reported for Bucknell UP on the revised version of a manuscript about Robert Burns.

2017 (Fall)  Reported for *The Journal of European Romanticism* on a manuscript on
Lady Caroline Nairne (1766-1845), a Scottish song-writer.

2016 Reported on a Robert Burns monograph for Bucknell UP (Dec.) and an essay on animal studies for Humanimalia (August).


2012 (August) Invited to consider applicants for the Fulbright scholarship for graduate study in the UK.

December 10, 2010 U.S. Fulbright Scholarship panel (applicants from the South).


1993—1999 Editorial Board, Scotlands (University of St. Andrews [UK]; University of Waikato [New Zealand]; University of Edinburgh was publisher.

1993—1997 Editorial Board, Science Fiction Studies (DePauw)

January 1994 Outside Reviewer, Division of Research (Reference Materials Program), National Endowment for the Humanities

3-4 May 1993 Panelist, British literature, National Endowment for the Humanities 1994 Summer Seminars; Washington DC

Fall 1992 Postal panelist (British literature) 1993 Summer Stipends Program, National Endowment for the Humanities

Public lectures since 2000:

Edinburgh University (December 15, 2014): I read from Chapter 4 at a book launch for Reading Robert Burns: Texts, Contexts, Transformations, co-hosted by the University of Edinburgh and University of Aberdeen.

University of California, Riverside (May 2010): “The Animal Downdeep.”

University of California at Berkeley (Sept. 2009): “Burns and Aphorism.”

The Queen’s University, Belfast, UK (2006): “Robert Burns Imagines the Highlands.”

Keio University, Tokyo (2004): “Pilgrims or Just Commuters? The Journey in US Fiction.”

The Editorial Institute, Boston University (2000): “Bard, Interrupted.”

Forthcoming and Recent Conference Presentations:

June 2017: “Hebrew Melodies and Scottish Song: Burns, Byron and Ballads.” Annual Meeting of the Eighteenth Century Scottish Studies Society/World Congress of Scottish Literature, Vancouver, BC.

March 2017: “The Subaltern Mouse: Barbauld’s “Mouse’s Petition,” Burns’s “To a Mouse,” and Clare’s “Mouse’s Nest.” Annual Meeting of the American Society of Eighteenth-Century Studies, Minneapolis, MN.


“Pleasure, Treasure and Elegant Measure: Burns’s ‘Tam o’Shanter,” East Central Society for Eighteenth Century Studies (November 9, 2014).


Radio Interviews:
Interviewed by BBC Ulster following a Burns Birth-night lecture at Queens University, Belfast: January 25, 2006.

Interviewed in Boca Raton by hookup to BBC Scotland for a radio program on Burns that aired in January 2003.

Selected Service (1990–):
<table>
<thead>
<tr>
<th>University</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>Interim Dean Search Committee, College of Arts and Letters</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>Peer Review Committee, Sponsored Research Division</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>Search Committee, College of Liberal Arts (English)</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>Nomination Committee, Summer Stipends Program, NEH</td>
</tr>
<tr>
<td>Fall 1996—Spring 1997</td>
<td>1998</td>
</tr>
<tr>
<td>Fall 1996—Spring 1997</td>
<td>Fall 1995—Spring 1996</td>
</tr>
<tr>
<td>Summer-Fall 1994</td>
<td>Fall 1994-Spring 1996</td>
</tr>
<tr>
<td>Fall 1993-Spring 1994</td>
<td>Fall 1990-Spring 1992</td>
</tr>
<tr>
<td>Spring 1991-Summer 1994</td>
<td>Fall 2017</td>
</tr>
<tr>
<td></td>
<td>Search Committee, Dorothy F. Schmidt Professor</td>
</tr>
<tr>
<td>Spring 1991-Spring 1992</td>
<td>Graduate Studies Council</td>
</tr>
<tr>
<td>Fall 1990-Spring 1992</td>
<td>Freshman Adviser</td>
</tr>
<tr>
<td>Spring 1990-Spring 1992</td>
<td>Search Committee, Dean of College of Liberal</td>
</tr>
<tr>
<td></td>
<td>Arts Petitions Committee, CLAST Program</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar and Writing Programs</td>
</tr>
<tr>
<td></td>
<td>Faculty Subcommittee, Accreditation Self-Study</td>
</tr>
<tr>
<td></td>
<td>University Senator, Department of English</td>
</tr>
<tr>
<td>Fall 1998—Spring 1999</td>
<td>Representative for English, Promotion and Tenure Committee</td>
</tr>
<tr>
<td>Fall 1998—Spring 1999</td>
<td>Representative for English, Promotion and Tenure Committee</td>
</tr>
<tr>
<td>1996—1998</td>
<td>Salary Equity Review Committee</td>
</tr>
<tr>
<td>Fall 1996—Spring 1997</td>
<td>Task Force for Faculty Evaluation</td>
</tr>
<tr>
<td>Summer 1995-Spring</td>
<td></td>
</tr>
</tbody>
</table>
Dean Search, Dorothy F. Schmidt College
Search Committee,
Assistant Professor of Art (Painting) Chair, Schmidt College Graduate Studies
Committee Search Committee for Chair,
Languages and English
Linguistics Selection Department Personnel Committee
Committee, College

Summer Fellowship
Fall 2016
Fall 2016
Spring Term 2014–2016
Fall Term 2011–Spring
Fall 2009-Spring
2010 Spring 2008-Spring
2010
Spring 2008-Spring 2011
Fall 2005–Spring 2007 Fall
2003–Spring 2005 Fall
2003—Spring 2004
Chair, Search Committee, Science Fiction/Fantasy Fall 2000—Spring 2001 Fall 1997—Spring 2004 Fall

Chair, Search Committee, Science Fiction/Fantasy 1996–Spring 2003 Spring 1996—Fall 1998 Fall
1998—Spring 1999 Fall 1997—Spring 1998 Fall
1995 Spring 1995 Fall 1994-Spring 1996 Fall 1990-Fall
1992 Member, Search Committee, Nineteenth-Century Literature English Department Personnel Committee
Undergraduate Committee
Chair, Search Committee for Assistant Professor

8
Chair, Committee to Revise Promotion and Tenure Guidelines and Annual Evaluation Guidelines

Faculty Evaluation and Personnel Committee

Graduate Studies Committee

Undergraduate Curriculum Committee

Search Committee, Assistant Professor, World and Postcolonial Literatures

Search Committee, Multicultural Studies position

Faculty Evaluation and Personnel Committee

Graduate Studies Committee

Director of Graduate Studies

Search Committee, classical literary criticism/theory

Chair, Search Committee for Department Chair

Faculty Adviser, English Graduate Students Society

Chair, Search Committee (North Palm Beach campus)

Search Committee, Director of Writing Programs

English Speaking Union Nominating Committee

Writing Committee

Faculty Adviser, Sigma Tau Delta (undergraduate majors’ Honor Society); adviser to the literary magazine

9
Director or reader of uncounted English MA theses, an average of three a year. It has sometimes been more, but there have been quiet years as well.

**Honors and Fellowships:**

<table>
<thead>
<tr>
<th>Fall 2012</th>
<th>Sabbatical leave, Fall Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>1970-72</td>
</tr>
<tr>
<td>June 1-18, 2004</td>
<td>Sabbatical leave, Fall Term</td>
</tr>
<tr>
<td>W. Ormiston Roy Fellowship in Scottish Poetry, Thomas Cooper Library, University of South Carolina, Columbia, SC</td>
<td></td>
</tr>
<tr>
<td>Fall 2002-Spring 2003</td>
<td>Research Fellowship, National Endowment for the Humanities</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>Sabbatical leave, Fall Term</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>Professorial Excellence Program Award (State of Florida)</td>
</tr>
<tr>
<td>Fall 1994</td>
<td>Teaching Incentive Program Award (State of Florida)</td>
</tr>
<tr>
<td>June 28—Aug 5, 1993</td>
<td>W. Ormiston Roy Fellowship in Scottish Poetry, Thomas Cooper Library, University of South Carolina</td>
</tr>
<tr>
<td>Summer 1992</td>
<td>Summer Stipend, National Endowment for the Humanities</td>
</tr>
<tr>
<td>Fall 1989</td>
<td>British Council for the Humanities Grant to serve as Visiting Professor, University of Strathclyde (Glasgow)</td>
</tr>
<tr>
<td>September 1987</td>
<td>College of Humanities: Faculty Award for Excellence in Undergraduate Instruction</td>
</tr>
<tr>
<td>1984</td>
<td>Publication grant, National Endowment for the Humanities, for <em>Robert Burns and the Sentimental Era</em></td>
</tr>
<tr>
<td>1978</td>
<td>Summer Seminar, National Endowment for the Humanities. “Modern Criticism Between Culture and System.” Columbia University, June-August. Director, Edward Said</td>
</tr>
</tbody>
</table>
George W. Ellis  
Research Fellowship,  
Columbia University
CARLA MARÍA THOMAS
Assistant Professor of English | Florida Atlantic University
carlahomas@fau.edu

EDUCATION

2016  Ph.D. in English Language and Literature, New York University
2008  M.A. in English Literature, Florida State University
2006  B.A. (Honors) in English Literature, magna cum laude, Florida State University

EMPLOYMENT

2018-  Florida Atlantic University, Assistant Professor of English
2017-2018  Kairos Atlanta, Spanish Translator (contracted)
2016-2017  New York University, Department of English, Postdoctoral Teaching Fellow
2014, 2016  State University of New York, Purchase College, School of Humanities, Adjunct Lecturer
2011-2014  New York University, Department of English, Adjunct Instructor
2006-2008  Florida State University, Department of English, Composition Instructor

PUBLICATIONS

Book Project

Redeeming English: Homiletics, Poetics, and Devotion in Medieval Religious Verse. The first book is on the emergence of the English septenary (fifteen-syllable line) ca. 1150-1350 from the Old English homiletic tradition, such as the rhythmical prose of Æfric and Wulfstan, and the metrical Latin psalms. This meter is used increasingly for personal devotion and culminates in the fourteenth-century mystical poetry of Richard Rolle.

Future and Ongoing Projects

Mapping Devotion: Poema Morale from 1175 to 1300. This second book project will be on the reception of Poema Morale through an investigation of its multiple manuscript contexts, which gradually become multilingual and connected to women’s devotional reading. Each chapter will be dedicated to one manuscript.

Open-Access Digital Editions and Translations of the seven copies of Poema Morale, using the DM Project, Schoenberg Institute for Manuscript Studies, University of Pennsylvania.


Peer-Reviewed Journal Essays


Book Chapters
Accepted, "To Be or Not to Be': Walter and Transience in the Ormulum," to be included in Essays in Honor of David F. Johnson, edited by Larissa Tracy and Geert Classens.


Encyclopedia and Bibliography Entries


Book Review
2016  Stephen M. Yeager, From Lawmen to Plowmen: Anglo-Saxon Legal Tradition and the School of Langland, in "Letters in Canada 2014," 85.2 (Spring), University of Toronto Quarterly.

Editions and Translations


FELLOWSHIPS, GRANTS, & AWARDS

2018  Travel Grant, Medieval Academy of America (conference in Toronto)
2018  Travel Grant, Modern Language Association
2017  International Society of Anglo-Saxonists Travel Grant, "CESTA Early Career Workshop in Digital Humanities’ Pre-Conference Workshop, University of Hawai‘i
2016-2017  Postdoctoral Teaching Fellowship, New York University
2015-2016  Mellon Dissertation Completion Fellowship, New York University
2015 Travel Grant, Department of English, New York University (conference in UK)
2014 Schallek Award, Medieval Academy of America and the Richard III Society-American Branch
2014 Gordon Ray Travel Fellowship, New York University (research in UK)
2012 Vercelli Book and Anglo-Saxon Studies Grant, La Fondazione Museo del Tesoro del Duomo e Archivio Capitolare, Vercelli, Italy
2012 Provost’s Global Research Initiative Graduate Student Fellowship, GRI Research Institute, New York University in London (fall semester researching in UK)
2011 International Society of Anglo-Saxonists Travel Grant, “Making (and Theorizing) the Early Medieval Book” Pre-Conference Workshop, University of Wisconsin at Madison
2010 Dean’s Student Travel Grant, New York University (conference in Michigan)
2010-12 Opportunity Fellowship, New York University
2009-14 Dean’s Fellowship, New York University
2009-14 Henry M. MacCracken Fellowship, New York University
2007, 2008 Nominated, Award for Excellence in Teaching First-Year Composition, Florida State University

TEACHING EXPERIENCE

Courses Taught as Instructor of Record (Stand Alone, Self-Designed)
Assistant Professor of English, Florida Atlantic University
• Chaucer (Fall 2018)
• History of the English Language (graduate, fall 2018)

Postdoctoral Teaching Fellow (rank of Lecturer), New York University
• Introduction to Old English Language and Literature (Spring 2017)
• Introduction to the Study of Literature (Fall 2016 and Spring 2017)

Adjunct Lecturer, Purchase College, State University of New York
• Medieval English Literature (Spring 2016)
• Chaucer in Context (Fall 2014)

Adjunct Instructor, New York University
• British Literature I: (re)Reading the British Isles (Summer 2014)
• Pre-Freshman Morse Academic Plan Texts and Ideas Preparation Course, Opportunity Programs (Summer 2013)
• The Middle Ages at the Movies: From Monsters to Mystics, Medieval and Renaissance Center (Summer 2013)

Composition Instructor, Florida State University
• Freshman Rhetoric and Composition (Spring, Summer, and Fall 2007)
• Freshman Research Composition (Fall 2007)
• Freshman Writing About Magical Realism (Spring 2008)

Pedagogy Training
2017  “Creating Space for Diversity in the Classroom: Strategies for Engaging Difference Workshop,” Teaching Development Program, Center for the Advancement of Teaching, New York University
2015 Pedagogy Workshop on Class Discussion, Department of English, New York University
2012 Pedagogy Seminar, Department of English, New York University
2006 Pedagogy Workshop, Department of English, Florida State University
2006 Teaching English in College, Department of English, Florida State University
2006 Teaching English as Guided Study, Department of English, Florida State University
2006 Summer Internship in a Freshman Rhetoric and Composition course, Department of English, Florida State University

INVITED LECTURES, READINGS, & TALKS

2018 Invited Speaker, Panel on Gender and the Academic Job Market, Graduate Student Union Professional Development, University of Notre Dame, Notre Dame, IN.
2018 “Multilingualism, Remediation, and MS 402,” Invited Presenter, "What weight is in them": Parker, The Web, and Early Manuscripts, Fourth Annual Text Technologies Collegium, Stanford University, Stanford, CA.
2016 “Remediating English: Late Twelfth-Century Verse and Old English Homiletics,” Guest Speaker, Friends of the Saints, organized by Jay Paul Gates at the Graduate Center for the City University of New York, New York, NY.
2014 “Reading the Stones in Pearl,” Guest Speaker, Medieval Literature in Translation, English Seminar with Daniel Remain, New York University, New York, NY.

CONFERENCE PAPERS AND PARTICIPATION
2018 “Poetic Mutation: Old English Content in Latin Form,” Biennial Congress of the New Chaucer Society, Toronto, CA.
2018 Participant, “Whitenss in Medieval Studies 2.0 (A Workshop),” International Congress on Medieval Studies, Kalamazoo, MI.
2017 Roundtable presentation on “Teaching Early Middle English,” International Congress on Medieval Studies, Kalamazoo, MI.
2016 “‘Till yeve sawles fode’: Nourishing the Body and Soul in the Ormulum,” International Medieval Congress, Leeds, UK.
2016 “Orm Plays on Twitter,” International Congress on Medieval Studies, Kalamazoo, MI.
2014 “The Ormulum Challenge: Reading Beyond Orthography and Repetition,” International Congress on Medieval Studies, Kalamazoo, MI.
2013 “Marian Devotion in the Ormulum; the Saste orrne in Secundum Lucam III,” International Congress on Medieval Studies, Kalamazoo, MI.
2012 “Pett witt tu wel to sope: Constructed Audience in the Ormulum,” Annual New England Medieval Studies Consortium Graduate Student Conference, New Haven, CT.
2011 The Ormulum, Making (and Theorizing) the Medieval Book Graduate Student Workshop, International Society of Anglo-Saxonists Biennial Meeting, Madison, WI.
2010 “Morality and the Monstrous in Laȝamon’s Brut,” International Congress on Medieval
Studies, Kalamazoo, MI.


2009 "Early Middle English Identity Through Homiletic Composition," Vagantes Annual Graduate Medieval Conference, Tallahassee, FL.


2007 "Parallel Between Ambiguities: Chaucer's Pardoner and Wife of Bath," Annual Meeting of the Southeastern Medieval Association, Spartanburg, SC.

CONFERENCE & PANEL ORGANIZATION

2018 Organizer and Moderator, "Error and Correction in Early Middle English Manuscripts," International Congress on Medieval Studies, Kalamazoo, MI.

2017 Moderator, "Early Middle English Manuscripts, the Idea of the Vernacular, and Multilingual Manuscripts (1100-1350)," International Congress on Medieval Studies, Kalamazoo, MI.


WORKSHOP ORGANIZATION


2015 Organizer, Old English Meter Workshop with Thomas A. Bredehoft, co-sponsored by the Anglo-Saxon Studies Colloquium and the New York University Medieval Forum, New York, NY.

2013 Co-organizer, Field Trip to Pergamena, Third Annual Manuscript Workshop, tour guide Jesse Meyer, owner of Pergamena Parchment, co-sponsored by the New York University Medieval and Renaissance Center and Medieval Forum, Montgomery, NY.


GUEST LECTURE ORGANIZATION


2015 Co-organizer, “Are Religious Objects ‘Indifferent’? The Chronology of Things in Late Medieval and Early Modern Germany” by Caroline Walker Bynum, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, part of the Medieval and Renaissance Center’s Distinguished Lecture Series, New York, NY.


2011 Co-organizer, “What should we do about multilingual medieval England, and will you be teaching it in your career?” An Informal Discussion with Jocelyn Wogan-Browne, Medieval Forum Guest Lecture, New York, NY.

Lecture, New York, NY.

DEPARTMENTAL AND UNIVERSITY SERVICE

2017 Postdoctoral Mentor (undergraduate and graduate students), New York University
2016 Graduate Student Mentor, Department of English, New York University
2015 Graduate Administrative Assistant, Medieval and Renaissance Center, New York University: update faculty, student, and course information lists; maintain social media; organize and advertise events.
2014 Graduate Student Representative, Advisory Board, Medieval and Renaissance Center, New York University
2010 Co-Founder and Co-Chair, Medieval Forum, Department of English, New York University
2010 Member, Graduate English Organization, Department of English, New York University
2006 Member, First-Year Composition Committee, Department of English, Florida State University
2006 Tutor, Reading-Writing Center (10 hours/week), Florida State University: meet with walk-in students, as well as registered students (5 registered students, fall).

SERVICE TO THE PROFESSION

2018 Medieval Studies Mentor, Medieval Academy of America, International Congress on Medieval Studies, Kalamazoo, USA
2017 President, Early Middle English Society
2017 Medieval Studies Mentor, International Congress on Medieval Studies, Kalamazoo, USA
2016 Old English Mentor, International Medieval Congress, Leeds, UK
2016 Old English Mentor, International Congress on Medieval Studies, Kalamazoo, USA
2015 Contracted Worker, the NEH-funded Archive of Early Middle English, Early Middle English Society: find all the identification numbers in the Middle English Dictionary for all the words and/or phrases in the first 100 lines of the Ormulum
2015 Contracted Transcriber, the NEH-funded Archive of Early Middle English, Early Middle English Society: transcribe the Ormulum extracts in London, Lambeth Palace Library, MS 783
2014 Co-founder, East Coast Medieval Graduate Alliance
2013 Organizer, Anglo-Saxon Studies Colloquium Graduate Student Conference, New York University
2009 Organizing Assistant, Vagantes Conference on Medieval Studies, Florida State University

MEMBERSHIPS

Anglo-Saxon Studies Colloquium (2010-2016)
Early Middle English Society (2011-Present)
Hagiography Society (2013-Present)
International Society of Anglo-Saxonists (2011-Present)
Medieval Academy of America (2007-Present)
Medievalists of Color (2016-Present)
Modern Language Association (2009-Present)
New Chaucer Society (2012-Present)
Society for Medieval Feminist Scholarship (2014-Present)

LANGUAGES

Research proficiency: Anglo-Norman, Early Middle English, Classical and Medieval Latin,
Modern French, Middle English, Old English, Old French, Modern Spanish

Intermediate reading, writing, and speaking proficiency: Modern Spanish
CLAUDIA AMADORI  
Florida Atlantic University  
Department of English  
CU Bldg. 97, Ste. 356  
777 Glades Rd, FL 33431-0991  
4117 NW 75th Avenue  
Coral Springs, FL 33065  
954-296-4419  
camadori@fau.edu  
claudiamadonari@msn.com  

ACADEMIC POSITIONS  
2014-Present: Instructor of English, Florida Atlantic University  
2008-2014: Graduate Teaching Assistant, University of Miami  
2006-2008: Graduate Teaching Assistant, Florida Atlantic University  

EDUCATION  
Ph.D. English (August 2014), University of Miami  

Dissertation: "Shape-Shifting Creole Identities: Representations of Creole Figures in Nineteenth-Century Transatlantic Literature"  
Dissertation Committee: Prof. Tim Watson (Chair), Prof. Frank Palmeri, Prof. John Hanchion, Prof. Evelyn O’Callaghan (External Reader; University of the West Indies, Cave Hill, Barbados)  

"Shape-Shifting Creole Identities: Representations of Creole Figures in Nineteenth-Century Anglophone Transatlantic Literature" is a study of American, British, and Caribbean texts, that examines historical and geographical shifts in literary depictions of West Indian Creoles—the offspring of colonizers and/or slaves in the Americas. This dissertation focuses on the relationship between literature and Creole identity formation in the first half of the nineteenth century. The presence of Creoles in literature demonstrates, on the one hand, the development of a Creole consciousness in texts by West Indian authors. On the other hand, literary Creoles in British and post-Independence American novels attest to the importance of the West Indies within the Atlantic world, although Creoles are often depicted as outsiders or deviant figures. Canonical British and American texts also uncover some of the contradictions inherent in stereotypical depictions of West Indian Creoles. In my reading of American and British novels—whose Creole characters often exemplify literary typecasts associated to the West Indies—I read against the grain to identify ambiguities that open a space, often non-verbal, where the Creole can be re-configured. Although the West Indian Creole is not a monolithic figure, "Shape-Shifting Creole Identities" attempts to trace the emergence of a Creole consciousness through an analysis of shape-shifting Creole figures that can cross borders and re-define themselves alongside, within, and/or in opposition to stereotypical representations of Creoles. This project expands on existing scholarship on the figure of the Creole, analyzing texts in which West Indian Creole characters appear, such as: Charles Brockden Brown's Arthur Mervyn (1799) and Leonora Sansay’s Secret History; or, the Horrors of St. Domingo (1808), Charlotte Brontë’s Jane Eyre (1847), William Makepeace Thackeray’s Vanity Fair (1847), Cynric R. Williams’ Hamel, the Obeah Man (1827),

M.A.  English (May 2010)
University of Miami
Honors: Award of Academic Merit

M.F.A. Creative Writing, Fiction (August 2008)
Florida Atlantic University

Thesis Committee: Prof. Papatya Bucak (Chair), Prof. Wenying Xu, Prof. William Bradley
Thesis: “Out of the Ever After and Other Stories”

B.A.  Double Major English/Italian (May 2006)
Certificate in Writing & Rhetoric
Florida Atlantic University
Honors: Summa Cum Laude

TEACHING

Research and Teaching Fields
American Literature; British Literature; Transatlantic Literary Studies; African-American Literature; Caribbean Literature; Creative Writing (Fiction, Creative Nonfiction)

*Florida Atlantic University, 2014-present*

**LIT 2070 - Interpretation of Creative-Nonfiction**
LIT 2070 is an introduction to reading and analyzing creative nonfiction. Focusing on essays, memoirs, and literary journalism, the course provides students with the tools to read, analyze, critically think and write about creative nonfiction, and to communicate their insights in both oral and written form. The course uses the methods and language of literary criticism to explore fundamental elements of creative nonfiction, such as memory, literary personae, humor, self-analysis, and reflection. It explores the importance of ethics in creative nonfiction, and the differences and similarities between fiction and nonfiction writing.

**LIT 2040 - Interpretation of Drama**
LIT 2040 introduces students to the elements of drama, ranging from the origins of drama in ancient Greek and Shakespearian theatre to 20th century plays. This course provides students with the tools to sharpen their skills in reading, analyzing, and writing while exploring fundamental elements of plays — such as theme, plot, characterization, and diction — in individual and in co-creative projects.

**AML 2020 - American Literature from 1865**
AML 2020 is a survey of poetry, prose, and drama in American Literature after 1865. I emphasize the social and historical context of major literary works. Students engage in close readings of texts, through informal and formal writing assignments, and put works in conversation with one another. Literature is always discussed in relation to the larger questions that arise from the assigned material. These include ideals of national and individual American identities that surface from each text; ways in which American identity changes and develops in the United States in the postbellum, modern, and postmodern periods; how gender, race, class, ethnicity, and sexuality complicate notions of American identity; the construction of an
“American tradition” in literature. Included readings by: Whitman, Twain, James, Chopin, Crane, London, Frost, Glaspell, Larsen, Hughes, Faulkner, Hemingway, Miller, Baldwin, etc.

LIT 2010-Interpretation of Fiction (in person & distance learning)
I taught this course both in person and online. I designed a Blackboard course site for a fully online-LIT 2010. This is an introduction to reading and analyzing fiction. Assigned texts include a selection of short stories and one or two novels. Students learn how to read, and critically think and write about fiction, through the analysis of fundamental elements of craft, such as plot, style, character, setting, symbolism, theme, as well as methods of language and literary criticism. My online course includes focused Discussion Board posts, small group activities, virtual peer review, online quizzes and exams administered through Respondus Lockdown Browser and Webcam, and multiple drafts of two papers. In designing a fully online course, I modeled it on the classroom experience, emphasizing participation, student-to-student interaction, and virtual discussions. I provide students with PowerPoint lectures for all learning units. Included novels: Giovanni’s Room (James Baldwin), Heart of Darkness (Joseph Conrad), Wide Sargasso Sea (Jean Rhys)

CRW 3010- Creative Writing Workshop
In this Creative Writing Workshop I teach four genres: Poetry, Creative Nonfiction, and Fiction. The course includes craft discussions and workshops of students’ original work (poetry, fiction, and nonfiction). Students read essays on craft and published works in all three genres, and use them as models for their own creative writing. Students learn the elements of craft through focused writing exercises, group activities, analysis of successful published work, and workshop of peers’ writing. They also learn to be a part of a community of writers.

ENC 1930- University Honors Seminar in Writing
I designed a course titled “Rhetoric in Composition,” which focuses on advocacy and rhetoric in different modes of composition: written, visual, and oral. Students work on one major advocacy project of their choice throughout the semester, and learn to effectively develop and rhetorically communicate their ideas through different media. Students produce: a research paper, a visual project (photographic essay, poster, flyer, comic strip, etc.), and an oral presentation. Students also learn to rhetorically analyze compositions created by other people (including ads, posters, editorials, essays, websites, photographic essays, short movie clips, etc.), and write a formal rhetoric analysis of a written/mixed-media text.

ENC 1939-Special Topics
I designed a course titled “Constructing the Self: Identity in Autobiography and Creative Nonfiction”. In this course, I explore the theme of identity (hyphenated identities, and marginalized identities) in creative nonfiction—comprising both our search for identity through memory, and the construction of identities in the writing of nonfiction. Students read texts in the genre of autobiography and creative nonfiction, including slave narratives, personal essays, memoirs, and literary journalism. I emphasize the rhetorical strategies employed in the construction of literary personae—including humor, self-analysis, and reflection—as well as the importance of ethics, and the differences and similarities between fiction and nonfiction writing. Students identify and examine the use of rhetoric in nonfiction writing, beginning with a study of audience and purpose, and of the historical and social contexts from which specific writing generates. I focus on choices of arrangement and structure in writing, rhetoric at the sentence level and at the word level, in addition to the ways in which authors use ethos, logos and pathos in their essays and memoirs. Students write multiple drafts of four major papers, learn how to
formulate research questions, how to find and access scholarly sources, how to complete an annotated bibliography, and how to write a research paper.

**ENC 1101- College Writing I (in person and distance learning)**

First semester of a two semesters writing sequence. I created a sequence titled “Gender and Identity in American Culture”. Students read four essays thematically connected which approach, from different perspectives, the ways in which society conditions our behavior based on our gender. I focus on the difference between gender and biological sex, and on how gender norms can shape identity. Questions raised include: how we construct our sense of self, and are in turn perceived by others, based on our gender; what happens when our idea of who we are does not match the ways in which society expects us to behave, based on norms of gender and/or sexuality. Students write multiple drafts of four major papers, prepare an end of semester presentation that must include a visual component and expands on one of the issues raised by the readings, engage in critical thinking, and learn how to be part of a scholarly community. I have also taught a sequence titled “Trouble with a Capital T: Technology and Privacy,” which examines the ways in which recent changes in technology have altered our expectations about privacy.

**University of Miami, 2008-2014**

**ENG 212- British Literature II**

This is an introduction to British Literature from the early Romantic period to the present day, divided into four literary movements: the Romantic, Victorian, Modernist, and Postmodernist periods. Students read a selection of both canonical and peripheral authors, and become acquainted with traditional British literary history, but also with the ways in which such history has been challenged. My selection of texts comprises a variety of genres, and students engage in close readings and a final research paper. In addition to examining the themes, and the aesthetic qualities of the texts, students place literary works in the context of significant events and ideologies of the time period. These comprise the impact of industrialism, class, gender, colonialism and empire on literary production (and vice versa). Included readings by: Blake, Burke, Wollstonecraft, Wordsworth, Coleridge, Byron, Shelley, Keats, Browning, Tennyson, Gaskell, Dickens, Stevenson, Wilde, Conrad, Yeats, Woolf, Joyce, Eliot, etc.

**ENC 105- English Composition I**

First semester of a two semester first-year writing sequence: students learn how to read critically, and how to make connections between reading materials and contemporary events. They engage in class discussions, group work, and projects outside the classroom, such as observations, surveys, and interviews. Learning outcomes are: students learn to write and revise an academic paper using scaffolding exercises and focusing on the stages of the writing process: thesis drafting, organization, inter- and intra-paragraph transitions, language accuracy, and correct use of citations. Students use the essays they read as models for “hands-on” projects, like observation, critical lensing, and visual rhetoric assignments. Included readings from: *Emerging* (Ed. Barclay Barrios) and *Ways of Reading* (Ed. David Bartholomae)

**ENG 106- English Composition II “Writing About Short Stories”**

Second semester of a two semester first-year writing sequence: students read short stories by writers from different backgrounds, using fiction as a thematic base for analysis and discussion. Students read several texts and work carefully with each, in an effort to build critical thinking skills, by engaging in textual analysis and comparisons. We discuss audience, style, rhetoric, as well as craft. Paper topics focus on an analysis of themes, and the stylistic choices the authors make. Included readings by: Allende, Atwood, Baldwin, Bender, Carter, Chopin, Cisternos,
Conrad, Danticat, Diaz, Faulkner, Márquez, Perkins Gilman, Hawthorne, Kincaid, Lawrence, Oates, Paz, Poe, Viramontes, etc.

ENG 106- English Composition II "The Body in Context: Cultural Meanings and Representations of the Body in American Culture"
Second semester of a two semester first-year writing sequence: in this course I use semiotics to analyze images of the body in literature and consumer culture. Topics include the gendered body, the healthy body, the disabled body, masculinity, sports, and fashion. Students are asked to analyze representations of the body in consumer culture and literature comparing different mediums to come to an understanding of how culture shapes the modern body. Paper topics are based on textual analysis, comparisons of multiple texts, and analysis of non-literary sources, such as paintings, movies, songs, advertising, etc.

English Tutor-Writing Center, University of Miami
Served as a mentor/tutor in the Writing Center. Helped students with paper drafting, including grammar, thesis, organization, proper use of quotations, MLA, ESL tutoring etc.

Florida Atlantic University, 2006-2008

ENC 1101-College Writing I & ENC 1102-College Writing II
First and second semester of a two semester first-year writing sequence: students learn how to read and think about complex texts, and how to respond critically to contemporary issues. They practice all the stages of the writing process, and learn to produce clear and persuasive essays through multiple revisions. They are tasked to use critical thinking skills and to build original, complex arguments based on their understanding of the reading materials. Learning outcomes: students learn to work with both formal and informal citations, to make connections between two or three texts, to speak eloquently about the essays they read, to critique their peers’ work through peer review exercises and in class activities, and to become a part of a scholarly community invested in intellectual work. Included readings from: Emerging (Ed. Barclay Barrios).

ITA 1150- Intensive Beginning Italian
Beginning Italian grammar and conversation in an immersion program (6 credits)

AWARDS

Center for the Humanities Dissertation Fellowship 2013-14
Awarded by the Center for the Humanities, University of Miami, Fall 2013

Dean’s Summer Research Fellowship 2012-13
Awarded by the College of Arts and Sciences, University of Miami, Summer 2012

The Mary K. Parker Price for the best essay for the year 2009-10
Awarded by the Department of English, University of Miami, June 2010

The Thomas Burnett Swann Memorial Scholarship (Prosc), April 2007
Awarded by the Department of English, Florida Atlantic University, for excellence in prose (fiction)

The Annual Lena Camicicia-Arnavotu Scholarship for Excellence in Italian Studies, April 2006
Awarded by the Department of Languages and Linguistics, Florida Atlantic University
PUBLICATIONS


PRESENTATIONS AND SERVICE

2015- Designed fully-online LIT 2010 course for Distance Learning Department, Florida Atlantic University. Certified to teach fully online courses at FAU.

2015- Completed WAC certification, Florida Atlantic University (Feb 2015)

2014- Center for the Humanities Fellows Symposium, University of Miami, October 10, 2014

2014- Member of Curriculum Development Committee, Florida Atlantic University. Developed curriculum for standard sequence of ENC 1102 for Spring 2015

2011- English Graduate Student Symposium, University of Miami, April 29, 2011

2007- EGSS Graduate Student Conference, Florida Atlantic University, May 29, 2007.
Paper Presented: “Re-Tracing Pasts: Memories and Reflections between Cultures.”

2007- Nonfiction Editor for *Coastlines,* Florida Atlantic University’s Literary Magazine
Responsible for the selection of creative nonfiction essays to be published in the next edition of *Coastlines.* My position was one of liaison with students who sent in submissions, as I was responsible for reading their work and for suggesting revisions, if essays were chosen for publication. While I was an M.F.A. student at Florida Atlantic University some of my creative writing work was also published on *Coastlines:* “Three Days in England” (nonfiction), 2007; “Udine” (poetry), 2008.

References

Prof. Tim Watson, Ph.D.
Associate Professor
University of Miami
Phone: 305-284-5589
watson@Miami.edu

Prof. F. Palmeri, Ph.D.
Professor
University of Miami
Phone: 305-284-3840
fpalmeri@miami.edu

Prof. John Funchion, Ph.D.
Assistant Professor
University of Miami
Phone: 305-284-2182
jfunchion@miami.edu
Stephanie R. Anderson  
Curriculum Vitae  

17695 Foxwood Way, Boca Raton, FL 33487  
Phone: 954.856.5866 – E-mail: andersonsteph87@gmail.com  

EDUCATION  

Florida Atlantic University, Boca Raton, FL  
Master of Fine Arts in Creative Writing (Nonfiction) – May 2015  
  Need for a New Agriculture”  

Augustana University, Sioux Falls, SD (formerly Augustana College)  
Bachelor of Arts in English (Creative Writing), Summa Cum Laude – May 2009  
Minors in Philosophy and Journalism  
  Undergraduate Thesis: “The Cowboy and the West: A Personal Exploration of the  
  Cowboy’s Role in American Society”  

EXPERIENCE  

Instructor of English, Florida Atlantic University, August 2016-Present  
Courses Taught:  
  CRW 4211: Creative Writing: Nonfiction, Fall 2017  
    An upper-division workshop focused on the writing and reading of advanced  
    nonfiction forms, including lyric essays, literary journalism, and memoir.  
  CRW 3010: Creative Writing, Spring 2017  
    An introductory workshop on the writing of literary short fiction and poetry, with  
    guidance and criticism provided by the instructor.  
  LIT 2010: Interpretation of Fiction, Spring 2017 and Spring 2018  
    An introductory course in reading and analyzing fiction designed to sharpen skills  
    in critical thinking and writing; students produce researched literary criticism.  
  LIT 2070: Interpretation of Nonfiction, Fall 2017  
    An introductory course in reading and analyzing nonfiction designed to sharpen  
    skills in critical thinking and writing; students produce researched literary criticism.  
  ENC 3213: Professional Writing, Fall 2016  
    Prepares students to write professionally in support of management objectives for  
    audiences within and outside a company or nonprofit enterprise.
ENC 1102: College Writing II, Fall 2016, Spring 2017, and Spring 2018
Students examine expository prose and write essays practicing the forms of rhetoric, while learning to locate and incorporate academic research into their writing.

ENC 1101: College Writing I, Fall 2017
Students read examples of effective expository prose and write essays practicing the forms of rhetoric, with a special emphasis on argument and critical thinking.

Graduate Teaching Assistant, Florida Atlantic University, August 2012-May 2015

Courses Taught:
CRW 3010: Creative Writing, Teaching Assistant, Fall 2013

ENC 1102: College Writing II, Spring 2013, Fall 2013, Spring 2014, Fall 2014, and Spring 2015

ENC 1101: College Writing I, Fall 2012 and Summer 2013

ENC 1130: Introduction to Writing, Summer 2014
A preparatory course that concentrates on the development of writing skills and techniques including grammar, punctuation, and mechanics.

Instructor, Lifelong Learning Society, Florida Atlantic University, January 2015-March 2016

Courses Taught:
The Art of the Poem, Spring 2016
A poetry workshop for all levels that explored craft elements and poetic forms; students submitted poems to the instructor for feedback.

Turning Personal Stories Into Memoir, Winter 2015 and Spring 2015
A discussion-based course devoted to the memoir form and its specific craft concerns; students submitted drafts to the instructor for feedback.

Director of Marketing and Communication, St. Gregory’s Episcopal Church, June 2015-August 2016

Responsibilities:
Conceptualizing and executing marketing strategies, maintaining online communication platforms, producing a weekly newsletter, and graphic design.

Freelance Creative Consultant, April 2013-Present

Responsibilities:
Providing creative services for clients, including substantive feedback on memoirs, short stories, and poems, revision guidance, and self-publishing services.
**Writer/Photographer**, Cross International, June 2010-August 2012

**Responsibilities:**

*Traveling to developing countries to interview and photograph beneficiaries and writing effective marketing copy for print, web, and special projects.*

**Special Sections Editor**, *Tri-State Neighbor*, May 2009-May 2010

**Responsibilities:**

*Writing content, editing copy, performing page layout, taking photos for special sections and general news sections, and posting articles and videos online.*

---

**HONORS, AWARDS, GRANTS, & FELLOWSHIPS**

- **Outstanding Graduate Thesis Award (Nonfiction)**, Florida Atlantic University English Department, April 2016
- **Jupiter Lifelong Learning Society $1,000 Research and Travel Grant**, Florida Atlantic University Lifelong Learning Society, April 2016
- **Payton James Freeman Essay Prize**, *The Rumpus*, Drake University, and the Freeman Family, February 2016
- **College of Arts and Letters Advisory Board Graduate Student Award**, Florida Atlantic University, January 2015 and January 2014
- **Thomas Burnett Swann Award**, Florida Atlantic University, May 2014
- **Finalist for the Devil’s Lake Annual Driftless Prize in Fiction**, Fall 2014
- **Aisling Award in Nonfiction**, *Coastlines*, April 2013
- **Presidential Fellowship**, Florida Atlantic University
- **Sigma Tau Delta**, International English Honor Society, Inducted April 5, 2013

---

**PUBLICATIONS & RESEARCH**

**Nonfiction: Books**

*One Size Fits None: A Farm Girl’s Search for the Promise of Regenerative Agriculture.* Forthcoming Fall/Winter 2018 with University of Nebraska Press.

**Nonfiction: Essays**

“Summers Like Watermelons.” *The Pinch*, Forthcoming Spring 2018

“No More Sunsets.” *saltfront*, Forthcoming Spring 2018

“In Search of Lost Grass.” *Kudzu House Quarterly*, Winter 2017


“Greyhound.” The Rumpus, January 2016, Winner of Payton James Freeman Essay Prize

“Too Early to Tell.” SCOPE, November 2014


“Reforms, Not Reformers.” SCOPE, February 2014

“More Cows, Moving Faster.” SCOPE, August 2013

“Winter.” Coastlines Literary Magazine, Spring 2013

“Pwomes.” SCOPE, Winter 2012

“The Power of Power Brakes.” Farm and Ranch Living, February/March 2012


Nonfiction: Anthologized Work


Fiction

“City Boy.” Black Dandy, Forthcoming Spring 2018

“The Wickedest Thing They Ever Saw.” Devil’s Lake, Fall 2014

Conference and Lecture Presentations


“The Cowboy and the West: A Personal Exploration of the Cowboy’s Role in American Society.” The Dakota Conference on History, Literature, Art, and Archaeology. Augustana University, Sioux Falls, SD, April 2009.

Conferences Attended

Clarksville Writers Conference, Clarksville, TN, June 2016.
Janelle Blount  
1487 SW Swallowtail Way  
Palm City, Florida 34990  
Phone: 310.502.7010   E-mail: bjanelle1@gmail.com

EDUCATION

California State University Dominguez Hills, Carson, California  
Certificate in Rhetoric and Composition  

California State University Dominguez Hills, Carson, California  
Master of Arts in English  

Florida State University, Tallahassee, Florida  
Bachelor of Arts in English

TEACHING EXPERIENCE

Florida Atlantic University, Boca Raton, Florida  
Associate Director of Writing Programs 2017-Present
Assist with scheduling instructors and graduate teaching assistants (GTAs),
curriculum evaluation, instructor evaluation, the development of pedagogy
workshops, the GTA Curriculum Committee and other programs that are in the works
to strengthen the development and training of GTAs and Instructors.

English Instructor 2015-Present
Responsible for teaching multiple sections of introductory level literature and writing
courses. I also serve as a mentor to new, first generation, minority students through
The Mentoring Project, a university led initiative.

Santa Monica College, Santa Monica, California  
Adjunct English Instructor 2014-2015
Taught basic skills and intermediate college grammar and writing classes.

The Los Angeles Community College District, Los Angeles, California  
- Los Angeles Southwest College, Los Angeles, California (2013-Present)  
- West Los Angeles College, Culver City, California (2010-Present)

Adjunct English Instructor 2010-2015
Taught transfer level, as well as basic skills and intermediate college grammar and
writing classes. Experience teaching within various learning communities, including
FACE, Umoja and Passage. Also taught day, evening and accelerated classes.

Switzer Learning Center, Torrance, California  
Special Education Teacher 2004 – 2007
Taught multiple subjects to students of various socio-economic backgrounds, in a
non-traditional setting, who were diagnosed with various emotional, behavioral and
mental disabilities. Grades 3-4 and 9-12.

COURSES TAUGHT

- ENC 1101 (College Writing 1) – Fall 2017, Fall 2016, Summer 2016, Fall 2015
- ENC 1102 (College Writing 2) – Summer 2017, Spring 2017, Spring 2016
- ENC 3213 (Professional Writing) – Spring 2016
- LIT 2010 (Interpretation of Fiction) – Fall 2017, Summer 2017, Spring 2017, Fall 2016, Summer 2016, Spring 2016, Fall 2015
LIT 4383 (Women in Literature) – Fall 2017
English 101 – English literature and composition course (LACCD). Equivalent to ENC 1102.
English 28 – Intermediate level, developmental composition and literature course (LACCD)
English 21 – developmental composition and literature course (LACCD)
English 21 (Accelerated) – Combined English 21 and 28 course (LACCD)
English 21A – English Fundamentals 1, a developmental composition and literature course (SMC)

PROFESSIONAL DEVELOPMENT AND CAMPUS INVOLVEMENT

- Created an online ENC 1102 course for the Spring 2017 semester with Distance/ e-Learning
- Faculty Mentor, The Mentoring Project, Florida Atlantic University, 2017-2018 AY, Spring 2016
- Fall 2015 Writing Across the Curriculum Seminar, Florida Atlantic University, October 2015
- 3CSN California Acceleration Project 2014-2015 Community of Practice Member
  - Accelerated English Program Pilot Instructor (West Los Angeles College)
    Fall 2014/Spring 2015
- Created the Writing Rehab (Weekly) Workshop Series through Project LEARN at West Los Angeles College
- ACE (Academy for College Excellence) Faculty/Five Day Experiential Learning Institute, June 2013
- Involved in the development of the Black Scholars Program at West Los Angeles College

Presentations
- "Multimodal Writing", Teacher Hacks and Snacks workshop, Florida Atlantic University, Spring 2016
- "Write It Write: Creating Prompts that Get the Most from Student Writing", Teacher Hacks and Snacks workshop, Florida Atlantic University, November 2015
- "Acceleration @ West," 2nd Annual Spring Summit, West Los Angeles College, February 2015
- "Interactive Instruction: Using Technology to Actively Engage Students In and Out of the Classroom," Fall 2012 Tech Fair, West Los Angeles College, October 2012
- "Introducing Prezi: The Zooming Presentation Editor," Fall 2012 Tech Fair, West Los Angeles College, October 2012

PAPERS, PROJECTS AND PUBLICATIONS

- Something to Say: A Look at Alternative Forms of Discourse through Words and Images from the Streets of L.A., a short graduate documentary and accompanying primer on visual rhetoric and street art in Los Angeles, 2009
- "It's No Longer Safe to Teach in Public Schools" USA Today Blog Talk: Other voices from the Web, 2007
- "The Pay Was Poor Back Then" USA Today Blog Talk: Other voices from the Web, 2007
- "Tragic or Triumphant: The Tragic Mulatto Figure in Nineteenth Century African American Literature." Paper presented at the College Language Association Conference, Florida 1998

TECHNICAL/COMPUTER SKILLS

- Online & Distance Learning Platforms:
  - Canvas and Blackboard
- Microsoft Office: Word, PowerPoint, Publisher, Excel
  - Adobe Photoshop and Adobe Premiere Elements
  - Blog Development and Digital Publishing
  - In depth knowledge of MLA and Chicago styles

PROFESSIONAL MEMBERSHIPS

- Modern Language Association (MLA)
- National Council of Teachers of English (NCTE)
- Conference on College Composition and Communication (CCCC)
Cora B resciano

5301 Fountains Drive South, #203
Lake Worth, Florida 33467
561-702-9219
corabresciano@gmail.com

Curriculum Vitae

EDUCATION

Florida Atlantic University, Boca Raton, Florida; PhD Student (expected graduation 2020), Comparative Studies (Cultures, Languages, and Literatures); Graduate Teaching Assistantship, Phi Kappa Phi Honor Society, Golden Key Honor Society.

Florida Atlantic University, Boca Raton, Florida; MFA, Creative Writing (Fiction) Graduate Teaching Assistantship, Phi Kappa Phi Honor Society

Hofstra University, Hempstead, New York; BS, Music Education Hofstra Academic Achievement Scholarship, NY State Regents Scholarship

EXPERIENCE

Blue Planet Writers’ Room, West Palm Beach, Florida; Co-Founder & Co-Executive Director, 2008-Present; Oversees all operations of this non-profit organization that connects students from different countries through creative international projects; engages in strategic planning; researches and writes curriculum; develops and teaches professional development workshops on arts integration and international collaboration; writes and speaks on arts integration and international collaboration; researches, writes, and administers grant proposals; teaches creative writing and arts workshops centered on international story exchanges for students in grades 3-12; teaches creative writing workshops to teens living in Children’s Home Society shelters; coordinates and presents/teaches workshops to educators and artists at annual global education summer institute.

Cactus Communications, Mumbai, India; Freelance Editor, 2012; Edited academic journal articles, doctoral dissertations, and book chapters in the fields of literature, linguistics, and education by Asian and Middle Eastern scholars who spoke English as a foreign language.

Florida Atlantic University; Graduate Teaching Assistant, 2004-2005 and 2015-2016; Taught seven sections of College English (Composition); assigned fiction, non-fiction, and literary essays to be read, analyzed in class, and responded to with informal reader responses and formal thesis papers that went through several stages of revision; taught grammar, punctuation, MLA style; taught non-traditional students and non-native speakers of English.

Florida Stage, Manalapan, Florida; Director of Foundation & Government Relations, 1995-2008. Created and implemented successful, comprehensive grant writing program for this regional theatre company; wrote and administered all grant proposals; also wrote/edit...
development collateral materials, appeal and acknowledgement letters, advocacy letters, newsletter articles, marketing pieces, website copy; mentored literary and development interns, reviewing and editing their professional and creative work.

The Theatre Company of Plantation, Plantation, Florida; Resident Musical Director, Teacher, 1990-1994; Musical-directed seven Theatre for Young Audiences (TYA) productions per year; wrote/composed four produced TYA musicals; served as Director of Creative Dramatics and Vocal Workshop programs; creating curricula and teaching classes to students from elementary school through adulthood; wrote Teacher Materials for Arts in Education program; also wrote corporate informational materials, press releases, and company's first-ever grant proposals.

Various Theatres and Schools, New York; Freelance Musical Director/Playwright/Composer, 1985-1990; Musical-directed Non-Equity, Community, College and School productions; wrote/composed children's musicals that were produced at Non-Equity theatres; served as private vocal coach to singers and actors.

School of the Holy Child, Old Westbury, New York; Music Teacher, 1983-1985; Taught general music and chorus to grades pre-K through 12; wrote upper-school (grades 7-12) music curriculum for Middle States Association of Colleges and Schools accreditation process; wrote all classroom materials used in music program.

PUBLICATIONS/PRODUCTIONS

Academic and Instructional

Fiction and Creative Non-Fiction

Website and Blogs
Blue Planet Writers’ Room (global education organization) BluePlanetWriters.org
Classroom Odyssey (global education blog) AClassroomOdyssey.wordpress.com
The Middle of Everywhere (language, culture, travel blog) MiddleEverywhere.wordpress.com

Plays

Rumpelstiltskin: (story traditional); composer/lyricist; produced by The Theatre Company of Plantation, 1992.

Snow White and the Seven Dwarfs: (story traditional); composer/lyricist; produced by The Theatre Company of Plantation, 1991.

Holiday for Toys; composer/lyricist; produced by Broadhollow Theatre; Farmingdale, New York, 1986.


PRESENTATIONS (Conferences and Professional Development)


Bresciano, Cora; Hyatt, Susan Gay. 'It’s A Bird, It’s A Plane—No, It’s Superheroes in Your Classroom!' Palm Beach County Arts Integration Conference, West Palm Beach, Florida. June 2011.


PROFESSIONAL

Honors & Grants (selected)
Frank and Courtney Brogan Creative Writing Award in Fiction, 2008; “The Mermaid.”

Finalist; Frank and Courtney Brogan Creative Writing Award in Creative Non-Fiction, 2005; “American Cheese Under the Stars.”

Member, Phi Kappa Phi Honor Society.

Member, Golden Key Honor Society.

Grant from Florida Atlantic University’s South Florida Cultures Platform for The Art of Peace, an online writing and arts initiative showcasing a global vision of peace by the world’s young people, 2017

Grant from the Victor W. and Celia Lipton Farris Foundation for Story Ambassadors, a three-year story exchange project between Florida students and their peers in Europe, Asia, and Africa, 2016-2019.

Grant from Community Foundation for Palm Beach and Martin Counties for Creative Connections, twelve international creative writing and arts projects over three years between local students and their peers in Scotland and Mexico, 2015-2018.

Funding from Kravis Center for the Performing Arts to lead international dramatic-writing projects over two years between local students and their peers in Canada, Australia, England, Scotland, and Mexico, 2014-2017.

Grants from Palm Beach County Cultural Council to lead international writing and art projects between local students and their peers in Mexico and Mali, 2012-2013.

Grant from Palm Beach County Cultural Council to pilot Hometown Stories international writing project/website, 2011.

Special Projects in the Arts Grant from Center for Creative Education for an international writing and art project between students in the US and Mexico, 2011.

Grants from Florida Division of Cultural Affairs, Palm Beach County Cultural Council, and Center for Creative Education for creation of Tiger Paws, a multi-lingual webzine of student writing and art from the US and Mexico, 2010.

Grants from Lake Worth Community Redevelopment Agency and Community Foundation for Palm Beach and Martin Counties for founding of Blue Planet Writers’ Room, 2009.

Travel grant from Florida Atlantic University to present at Hawaii International Conference on Arts and Humanities, 2007.
Service

Cultural and Educational Projects Director, 3-Way Split International Cultural Initiative, 2010 – 2014.

Presenter and Meeting Facilitator, Palm Beach County Cultural Educators Committee, various dates 2009 – 2014.


Regional Affiliate and Judge, Scholastic Writing Awards, 2009 – 2012.

Coordinator and Host, Bloomsday community celebrations, 2008-2012.

Panelist, Florida Division of Cultural Affairs Professional Theatre Grants program, 2008.


Session Chair, Hawaii International Conference on Arts and Humanities, Honolulu, January 2007.
Nico Cassanetti
109 Sunset Cove Lane | Palm Beach Gardens, FL 33418 | (561) 827-8360
NicoCassanetti@gmail.com | www.nicocassanetti.com

B.A.  **Literary Studies, The New School, May 2011**
Concentration: Creative Writing—Nonfiction
Graduated with Honors

M.F.A.  **Creative Writing, Florida Atlantic, May 2016**
Concentration: Creative Writing—Nonfiction
Graduated with Honors

**HONORS, AWARDS & FELLOWSHIPS**

- Winner of Best MFA Thesis Award (Nonfiction), Florida Atlantic University, 2016
- National Society of Arts and Letters nominee, Spring 2016
- Arts & Letters Advisory Board Graduate Student Grant Recipient, Florida Atlantic University, Fall 2015
- 2nd Place—*A3 Review* Quarterly Shortlist, “Cashiers” Fall 2015
- Mont Blanc Writer’s Workshop Fellowship, Chamonix France, Summer 2015 (mentored by Alexander Chee)
- Swann Travel Grant Recipient, Florida Atlantic University, Summer 2015
- AWP Intro Journals nominee, Nonfiction, Spring 2015

**TEACHING EXPERIENCE**

**Visiting Instructor**
Florida Atlantic University, 2016 – Present

**LIT2010: Interpretation of Fiction**

- Create a curriculum involving both formal and informal assignments to promote critical thinking and writing skills
- Curate readings and discussion to develop student analysis skills in reading and interpreting works of fiction
- Prepare and deliver lectures on topics such as elements of fiction, close reading, and “unpacking texts” as well as how to write an academic essay, avoiding plagiarism, MLA formatting and citation, and literary analysis
- Evaluate and grade students’ classwork, peer workshopping and multi-phase papers
- Plan, evaluate and revise curricula, course content, course materials and methods of instruction throughout the semester to better serve the individual class
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress
LIT 2070: Interpretation of Creative Nonfiction

- Create a curriculum involving both formal and informal assignments to promote critical thinking and writing skills
- Curate readings and discussion to develop student analysis skills in reading and interpreting works of creative nonfiction—including personal essay, memoir, New Journalism, etc.
- Prepare and deliver lectures on topics such as elements of fiction, close reading, and “unpacking texts” as well as how to write an academic essay, avoiding plagiarism, MLA formatting and citation, and literary analysis
- Evaluate and grade students’ coursework, peer workshop, and multi-phase papers
- Plan, evaluate, and revise curricula, course content, course materials, and methods of instruction throughout the semester to better serve the individual class
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress

ENC 1101 & 1102: Composition I & II

- Create curriculum and assignments to promote critical thinking and writing skills
- Prepare and deliver lectures on topics such as writing an expository essay, avoiding plagiarism, MLA formatting and citation, and basic textual and/or cultural analysis
- Evaluate and grade students’ coursework, peer workshop, and multi-phase papers
- Plan, evaluate, and revise curricula, course content, course materials, and methods of instruction throughout the semester to better serve the individual class
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress

Graduate Teaching Assistantship
Florida Atlantic University, 2014 – 2016

CRW 3010: Introduction to Creative Writing

- Co-create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Prepare and deliver large group lectures on topics such as creative nonfiction, hybrid forms, workshop, etc.
- Critique and comment on student’s creative work
- Facilitate small group class discussion on assigned readings, peer workshop, and writing exercises
- Plan, evaluate, and revise course content, workshop guidelines, assigned writing exercises, and methods of instruction.

ENC 4930: Literary Editing and Publishing

- Co-created student job descriptions and coursework for running the undergraduate literary magazine Coastlines
- Assigned, facilitated, and evaluated student-run blog posts and group presentations.
- Utilized social media platforms (Facebook, Twitter, Instagram, Trello, Blogspot, WordPress) to teach and mentor undergraduates about online branding and maximizing their reach/audience.
ENC 1101 & 1102 Composition I & II
- Create curriculum and assignments to promote critical thinking and writing skills
- Prepare and deliver lectures on topics such as writing an expository essay, avoiding plagiarism, MLA formatting and citation, and basic textual and/or cultural analysis
- Evaluate and grade students' classwork, peer workshopping and multi-phase papers
- Plan, evaluate and revise curricula, course content, course materials and methods of instruction
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress

FAU Community Workshop Series
Florida Atlantic University, Fall 2015

Hybrid Forms: Poetry and Non-fiction (co-taught with James White)
- Create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Critique and comment on student's creative work
- Facilitate and promote class discussion on craft, peer workshopping and the literary landscape
- Offer guidance on publishing, college portfolio and essay composition, and editorial/journalism opportunities.

Creative Nonfiction/Memoir
- Create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Critique and comment on student's creative work
- Facilitate and promote class discussion on craft, peer workshopping and the literary landscape
- Offer guidance on publishing, college portfolio and essay composition, and editorial/journalism opportunities.

Writing Fellows (Undergraduate Teaching Assistantship),
The New School University, 2010 – 2011

LLSW 3500 Intermediate Fiction Workshop
IOR: Jennifer Gilmore
- Read, revised and helped students edit their creative writing pieces.
- Created and implemented in-class writing prompts
- Led class discussions on close readings and writing workshops in the classroom during Jennifer's absence.
- Met with students individually to discuss editing and revising their fiction works

LFW 1500 Writing the Essay: Kafka
IOR: Noah Isenberg
- Met with students individually to discuss critical essay writing assignments, to encourage analytical thinking, concept synthesis and research writing skills.
- Read, revised and helped students edit undergraduate level research papers.
- Led class discussions on close readings, “unpacking” Kafka, and finding Kafka's place in the literary canon.
NON-UNIVERSITY TEACHING EXPERIENCE

**Guest Lecturer**
Mandel Public Library of West Palm Beach

**Short Story Creative Writing Workshop (Summer 2017 – 6 weeks)**
**Prose Writing 101 (Fall 2017 – 8 weeks)**
- Create a six-week curriculum for a community fiction workshop with a concentration in short story writing.
- Curate lectures and writing exercises, weekly discussion topics, and supplemental reading course packet.
- Critique and comment on student’s creative work
- Facilitate and promote class discussion on craft, revision and the literary landscape
- Offer guidance on publishing, college portfolio and other opportunities

**Co-founder and Instructor**
PBC Writers Community Workshop Series—Co-founder and Instructor
Palm Beach County, FL—2016 – 2017

- Co-created and developed a series of creative writing workshops with James White to help grow the writing community in South Florida
- Created Wordpress website with creative content and information for participants
- Publicized classes through writing and disseminating press releases
- Create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Critique and comment on student’s creative work
- Facilitate and promote class discussion on craft, peer workshopping and the literary landscape
- Offer guidance on publishing, college portfolio and essay composition, and editorial/journalism opportunities.
- Solicited students through community networking, grassroots advertising and direct communication with press and media

PUBLICATIONS

**Fiction**
- “Morningside Heights”, (forthcoming), Indianola Review Spring 2017
- “Two Pink Lines” *Scratch Anthology*, Winter Quarterly 2008

**Poetry**
Non-Fiction


Editorial/Journalism

- “Ravishly Fans Rejoice as Joni Edelman Bares All For the AdiPositivity Project” FattitudeThemovie.com, May 5, 2016
- “Breaking Ground” Muses and Visionaries Magazine West Palm Beach, FL, Issue 2, pgs. 76-77—January/February 2014
- “Time to Visit the New Old Pompano” Muses and Visionaries Magazine October 29, 2013

Conferences, Readings and Presentations

Reader at the Palm Beach Poetry Festival Speak into the Mic Collaborative MFA Student/Faculty Poetry Reading, Delray Beach, FL – April 16th, 2016

Presenter: So You Want To Get Your MFA English Graduate Student Society Spring Academic Conference, Boca Raton, FL - March 23rd, 2016

Presenter: Fail Better: Teaching Hybrid Forms in Creative Writing English Graduate Student Society Fall Academic Conference, Boca Raton, FL - October 27 & 28, 2015

Creative Reader: Juvenilia English Graduate Student Society Spring Academic Conference, Boca Raton, FL - April 1st & 2nd, 2015
PROFESSIONAL EXPERIENCE

Fattitude, Documentary—Boca Raton, FL—January 2016-May 2016

Editorial Intern

- In charge of soliciting, vetting and editing pitches and articles from guest bloggers and writers; Fattitude Wordpress blog redesign and editing; writing staff blog posts, announcements and calls for pitches; social media marketing strategies; designing and assigning positions for undergraduate interns


Marketing Coordinator—New York, NY—December 2012-June 2013

- Spearheading the marketing for selected titles each season—including:
  - Writing catalog copy, selling points and keynotes
  - Designing unique marketing campaigns, promotional materials, and both print and online advertising
  - Using a wide-range of social media outlets to create strategic marketing plans unique for each book, and to enhance ABRAMS online branding, presence and participation.
  - Increase and monitor website traffic through the use of ABRAMS social media networks and implement new strategies to promote content.
- Create and edit blog posts and press releases.
- Seek out and generate new relationships with branding partners for cross-promotional projects.
- Hiring, training and overseeing all department interns, and evaluating their work at the end of each semester.
- Coordinate the planning, execution and overseeing of marketing trade shows and conferences such as including space planning, ordering, staffing, set up and breakdown, as well as implementing a design aesthetic for proper brand management and product positioning.

- Publicity & Marketing Assistant—New York, NY—October 2011—December 2012
  - Support to all senior marketing managers and directors on key large campaigns.
  - Administrative support for the marketing department: handling, coding and submitting all vendor bills, budget tracking, creating presentations for weekly Sales and Marketing strategy meetings, marketing plans, etc.
  - Oversaw publicity tasks for 10-15 books per season, including composing press releases, organizing mailings and press kits, and scheduling events and interviews—including all U.S. publicity for all the Victoria & Albert museum (V&A Publishing) titles.

- Composed drafts of press releases and queries
- Worked with the Publicity department to organize galley mailings, press kits, schedule events and interviews, and book travel/accommodations for author book tours
- Updated online data bases for all HMH trade books, including tracking reviews, sales and printings.

BookCourt, Independent Bookstore—Brooklyn, NY—March 2010—October 2011

- Bookseller
- Events Coordinator

UNIVERSITY SERVICE

WAC Assessment, 2015—Florida Atlantic University, English Department, Boca Raton, FL
- Assessment Processor, ENC1102

MFA Program Representative, 2014—Florida Atlantic University, Boca Raton, FL
- Fall 2014 Graduate School Fair

REFERENCES

Available Upon Request
Melissa Garcia Criscuolo
777 Glades Road, CU 97, Office 318, Boca Raton, FL 33487
(954) 401-4776
mgarc112@fau.edu
last updated January 9, 2018

Education

University of Florida, Gainesville, FL
Master of Fine Arts in Creative Writing (Poetry)
College of Liberal Arts and Sciences, August 2007
G.P.A. 3.87
Thesis Title: *The Language of Tongues*
Thesis Chair: Sidney Wade
Thesis Readers: Michael Hofmann, Ira Clark

Florida International University, Miami, FL
Bachelor of Arts in English, Cum Laude
College of Arts and Sciences, December 2004
G.P.A. 3.665

Experience

Florida Atlantic University, Boca Raton, FL
Senior Instructor, August 2016-Present
Instructor, August 2008-July 2016
instruct four courses per semester within the English department; courses listed below
*Fall 2013-Spring 2014 was on parental leave for child-rearing

Tutor, Lynn University, Boca Raton, FL
August 2008-November 2008
worked bi-weekly with LD college students on reading and writing assignments; utilized several computer programs to facilitate learning, such as Inspiration, Kurzweil, and Read and Write Gold

Teacher, Nova University School, Davie, FL
August 2007-May 2008
taught six classes (two honors, four regular) of tenth grade English; subjects include writing, grammar, vocabulary, and literature

Graduate Teaching Assistant, University of Florida, Gainesville, FL
August 2005-May 2007
taught one-to-two courses per year within the English department; courses listed below

Substitute Teacher, Archdiocese of Miami, FL
January 2005-May 2005
worked in Catholic schools, such as St. Mark's, Nativity, and Archbishop Edward McCarthy High School, instructing various subjects to children in grade levels from kindergarten to twelfth grade

English Writing Tutor, Florida International University, Miami, FL
August 2003-May 2004
served as the Biscayne Bay Campus, A-Team, in-residence tutor for students living on campus; trained with FIU Writing Center; tutored students in writing essays and reports, English language and grammar, MLA and APA citation, library resources
Creative Activity: Publications

- Poem “Bloodlines” published online in The Razor Literary Magazine, Issue 1, Winter 2016, along with a brief explanation of how the poem came to be: https://www.razorlitmag.com/bloodlines-melissa-garcia-criscuolo/


- Poem “Tsunami” published online with Anak Sastra #21, October 30, 2015: http://www.anaksastra.com/current-issue.html


- Poems “Bio,” “For Narcissus,” “Constellations,” and “Summer Nocturne” recorded and published in issue 2 of iARTistas (October 2012); available on iPad iBooks only

- Nonfiction piece “Pros and Cons of Instructing as an MFA Graduate”, published online at the MFA at FAU blog, September 14, 2012: http://mfaatfau.blogspot.com/2012/09/pros-and-cons-of-instructing-as-mfa.html

- Chapbook Things in My Backyard published with Finishing Line Press (August 2012)


- Poem “Violate” published in issue 20 of Nibble Magazine (November 2011)


- Translation of José Martí’s poem “Dos Patrias” published in issue 11/12 of Subtropics (Spring 2011)

- Chapbook The Anatomy of Mouths considered a finalist in Palettes and Quills 2010 chapbook competition, judged by Dorianne Laux

- Poems “Apple” and “Invective” published in Issue 9 of Alimentum: The Literature of Food (Winter 2010)


- editorial “Plan Will Diminish Core Classes,” published in Gainesville Sun, December 11, 2006:

Courses Taught at FAU

- CRW 3010: Introduction to Creative Writing: Guidance and criticism for beginners in writing prose and poetry.
  - Spring 2009, Spring 2010, Spring 2011
ENC 1101: College Writing I: WAC (Gordon Rule). Reading examples of effective expository prose and writing essays practicing the forms of rhetoric. This is a General Education course.
- Fall 2008, Fall 2009, Fall 2012, Fall 2014, Fall 2015, Fall 2016, Spring 2017, Fall 2017

ENC 1102: College Writing II: WAC (Gordon Rule). Prerequisite: ENC 1101 with a grade of "C" or better. A continuation of College Writing I. This is a General Education course.

ENC 1930: University Honors Seminar in Writing: WAC (Gordon Rule). A seminar in the University Honors Program on topics in writing. This is a General Education course.
- Fall 2016

ENC 3213: Writing for Management/Professional Writing: WAC (Gordon Rule)
Prepares the student to write professionally for audiences within and outside a corporation or nonprofit enterprise. Proofreading skills stressed.
- Spring 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Spring 2018

ENG 3822: Introduction to Literary Studies
A prerequisite for English majors that must be taken before or concurrently with any 4000-level course. Prepares students to enter the field of literary studies by introducing three genres and key literary concepts. Course emphasizes close textual analysis and basic research skills. Topics vary depending on instructors.
- Fall 2017

LIT 2030: Interpretation of Poetry: WAC (Gordon Rule)
An introduction to close reading of poetry. This is a General Education course.
- Summer 2009, Fall 2009, Summer 2010, Fall 2010, Spring 2011, Summer 2011, Fall 2014, Spring 2015, Fall 2015, Fall 2016, Spring 2016, Spring 2017, Fall 2017, Spring 2018

LIT 2040: Interpretation of Drama: WAC (Gordon Rule). An introduction to close reading of drama. This is a General Education course.
- Spring 2009, Fall 2011, Spring 2012, Fall 2012, Spring 2013

LIT 2070: Interpretation of (Creative) Nonfiction: WAC (Gordon Rule). An introduction to the history and interpretation of nonfiction. Focuses on a variety of sub-genres of creative nonfiction, such as autobiography, memoir, literary journalism and the essay (including non-traditional forms like the lyric or graphic essay). Provides students with the tools to read, analyze, think critically and write about creative nonfiction and to communicate their insights in oral and written forms. This is a General Education course.
- Spring 2016

Courses Proposed and/or Developed

Proposed Courses:
- CRW 3310: Narrative Techniques--Analysis of and exercises in the elements of prose, such as point of view, characterization, tone, and image, among others; students will compose stories in both genres of fiction and nonfiction; stories will be critiqued in a workshop setting
- CRW 3311: Poetic Techniques--Analysis of and exercises in poetry and poetic techniques such as meter, form, and style, among others; poems will be critiqued in a workshop environment.
Proposed these two courses, offered at most other competing Florida colleges and universities, in order to help grow our own creative writing program (with the long-term goal of offering a minor)

(re)Developed Courses:

- **LIT 20XX**—together with Tiffany Frost and Richard Potter, under guidance of Wendy Hirshaw, worked to redevelop and reexamine elements of various interpretation courses offered at FAU to ensure courses align with IFP requirements

**Service and Professional Development**

**Service to the Institution:**

- Department/School service:
  - Wrote letters of recommendation for the following former undergraduate students in 2017: Emon Alavi, Jim Cazy, Ashley Florexil, Jackie Pabon, Samantha Wallshein
  - Florida Atlantic University: *Boca Campus*—participated as reader for Sigma Tau Delta programs, Spring 2009, Spring 2010, Spring 2012
  - Florida Atlantic University: *Jupiter Campus*—participated as a judge for nominating best poem for National Poetry Month, April 2010, April 2011

- College service:
  - Non-Tenure Track Promotion Committee, member—reviewed portfolios for those applying for senior instructor promotion within the College of Arts and Sciences, Fall 2017

- University Service:
  - served as one of three FAU representatives in the *Palm Beach Literacy Coalition’s Great Grown-Up Spelling Bee*, October 16, 2014

**Professional Development:**

- **LIT 20XX** coordinator to compile texts, assignments, teaching strategies, and the like to help shape our interpretation courses to fulfill WAC and IFP needs, Fall 2015-Summer 2017

- **Sexual Harassment Training**—certificate completed January 2015

- **Participant in e-Learning certification** for teaching LIT 2030, Fall 2014-present

- **Book Reviewer** for Michael Meyer’s *Poetry*, 7th edition, Bedford/St. Martin’s, May 2014
  - acknowledged in Michael Meyer’s *Thinking and Writing about Poetry* © 2016

- **Writing Across the Curriculum training**, September 2009
1. Learning Outcomes and Assessments:
   A. Outcomes: Through literature, the creative and performing arts, philosophy, and architecture, individuals and cultures interpret, express, and define their values and ideals. They also explore human potential, the human condition, and the imagination.

   Students fulfilling the Humanities requirement will:
   ➢ reflect critically on the human condition.
   ➢ demonstrate the theory or methods behind forms of human expression.

   B. Assessments: Final and/or near end-of-term papers were used to assess whether these outcomes were met or not, using the rating of below/at/above, numerically equaling 1, 2 or 3 respectively.

2. Description of the Assessment:
   Final and/or near end-of-term papers are used to assess Student Learning Outcomes (SLOs). Ideally, these essays utilize terminology that is specific to the genre focus of the course (i.e. fiction, nonfiction, poetry, drama) and apply the terms to analyze, interpret, and/or expand upon the given topic, theme, story, poem, play. These papers were then dispersed randomly among the English department faculty for assessment, with each paper assigned to two differently faculty members.

   The Department of English teaches roughly 90 sections of LIT 20XX each academic year, which fulfill GRW and IFP (Category 6) graduation requirements. These courses are regularly assessed by WAC for their writing objectives but have not been regularly assessed for their IFP objectives.
The following rubric was provided for the assessment:

<table>
<thead>
<tr>
<th>IFP Criteria</th>
<th>ABOVE (3)</th>
<th>AT (2)</th>
<th>BELOW (1)</th>
</tr>
</thead>
</table>
| Reflect critically on the human condition              | • analyzes the relationship of literary texts to some aspect of the human condition thoroughly and thoughtfully.  
• provides substantive evidence (textual and/or otherwise) of the relationship of literary text(s) to some aspect of the human condition. | • analyzes the relationship of literary texts to some aspect of the human condition to some degree, but may require further development.  
• May occasionally summarize the above relationship rather than analyzing it.  
• provides some evidence (textual and/or otherwise) of the relationship of literary text(s) to some aspect of the human condition, but may lack sufficient evidence in places. | • Falls to (sufficiently) explain and/or analyze the relationship of literary texts to some aspect of the human condition.  
• Lacks (sufficient) evidence of the relationship of literary text(s) to some aspect of the human condition.  
• Summarizes the literary text rather than analyzing the text and making a connection to some aspect of the human condition. |

| Demonstrate theory(s) or method(s) behind form(s) of human expression | • correctly and thoughtfully applies and uses genre-based and/or formal and/or theoretical and/or critical terminology to discuss and critically analyze literary text(s) (and contextual materials when relevant). | • uses (some) genre-specific and/or formal and/or theoretical and/or critical terminology correctly to discuss literary text(s), but may not always use terminology to analyze the text(s) critically.  
• Will typically use above terminology correctly, but may occasionally misuse it. | • does not make use of genre-specific, and/or formal, and/or theoretical and/or critical terminology to discuss or analyze text(s)  
• may mention above terminology, but uses it incorrectly, or fails to connect terminology to text in substantive fashion. |

3. Scoring:

<table>
<thead>
<tr>
<th>Sample Analysis of LIT 2010 essays</th>
<th>SLO #1</th>
<th>SLO #2 **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Submissions</td>
<td>Above</td>
<td>At</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>21%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Each essay was scored twice, resulting in 138 scores for 69 essays.
Sample—who is tested, why? testing all sections or sample? how is sample representative?

a. There were 90 sections of LIT 20XX offered by the Department of English in 2015-16 AY. There were 44 sections of LIT 2010 offered in Spring 2016. In Spring 2016, 5 sections of LIT 2010 were randomly selected, representing 5% of the total number of sections for the academic year and 10% for the semester. This was a pilot assessment, designed to test reliability of rubric and assessment procedures. Student papers were collected at the end of Spring 2016 semester and then assessed in Fall 2016.

b. Need to confirm reliability with IEA

c. Future assessments will collect student papers at the end of Fall semester; student papers will be scored in Spring semester so that results can be shared at the end of Spring semester and then during trainings and orientations at the start of the following Fall.

d. Our next assessment is taking place this semester (Spring 2017) with papers collected at the end of Fall 2016. The 2016-17 assessment targets LIT 2030, 2040 and 2070 classes. There were 21 sections of these courses offered in Fall 2016. Four sections were randomly identified: one section of LIT 2040, one section of LIT 2070, and two sections of LIT 2030, representing just over 20% of those sections. Data will be analyzed and reported in Spring 2017.

4. Results: (Report percentages of students above, at, or below cutoffs for each course. You may combine data from multiple sections for each course).

a. 83% of essays were at or above SLO 1
b. 54% of essays were at or above SLO 2

5. Action (what do results mean to you)

a. Recommendation for Improving Assessment Processes:

- Department may consider assessing shorter assignments (i.e. response papers) in lieu of longer ones for sake of ease/time, as many task students with the same requirements, only on a more succinct scale.
- May alternately consider assessing best example of assignment demonstrating SLOs, rather than targeting final paper. This may make assessment more difficult in that we could be mixing exams, short responses and longer papers.

b. Recommendations for Improving Student Learning:

- Design assignments (both short and long papers) that require students to use and apply genre terminology to analysis
Kelly De Stefano

1361 S. Federal Hwy, Apt. #413
Boca Raton, FL 33432
(C) 954.801.1715
kdestef@fiu.edu
kdestefano1125@comcast.net

Education

Summer 2011
Florida Atlantic University
M.F.A. in Creative Writing: Fiction
Thesis Committee: A. Papatya Bucak (director), Jason Schwartz, and Becka Mara McKay
Thesis: The Invisibility of Here and There (short story collection)

Spring 2008
Florida Atlantic University
B.A. in English: Writing & Rhetoric, magna cum laude
Minor in Political Science

Teaching Experience

• Florida Atlantic University, Graduate Teaching Assistant, Fall 2008-Summer 2011
  o ENC 1101: College Writing I—Taught readings and graded 4-6 papers each
    semester per student (avg. 22 students) in addition to reading rough drafts and
    grading reading responses; Used Blackboard for assignments and e-mail
    communication
  o ENC 1102: College Writing II—Same as College Writing I, plus review of basic
    university library database searches (OED and JSTOR)
  o CRW 3010: Creative Writing, TA position—Covered poetry and fiction; Led
    breakout section of large lecture section (23 students/section) and was responsible
    for all grading and workshopping, including some lectures on craft
  o Creative Writing Instructor, Teaching Outstanding PerformerS (TOPS) Program,
    Summer 2010—Taught K-12 fiction and poetry fundamentals for four weeks (one
    group/week), created writing exercises, arranged and introduced student readings
    for weekly recitals, wrote weekly student evaluations for parents/guardians

• Florida Atlantic University, Instructor of English, Fall 2011-present
  o Taught ENC 1101 & 1102: College Writing I & II; ENC 3213: Writing for
    Management (now Professional Writing); LIT 2010, 2030, & 2040: Interpretation
    of Fiction, Interpretation of Poetry, & Interpretation of Drama; CRW 3010:
    Creative Writing; LIT 2010 as Distance Learning course in Fall 2015; ENC 1930:
    University Honors Seminar in Writing (substitute for ENC 1102)

Related Professional Experience

• Copyeditor (freelance), National Institute of Governmental Procurement (NIGP)
  textbook: Contracting for Construction Purposes, Summer 2008
Florida Atlantic University
  - MFA in Creative Writing Program Assistant & Graduate Advisor, Fall 2009-Summer 2011:
    - Handled all administrative tasks of admissions process, Spring Community Workshop, and award distribution (incl. Shapiro Poetry Prize and TOPS); Communicated with annual Writer-in-Residence for course times/materials, reading/lecture information, and transportation arrangements
    - Advised Creative Writing graduate students in their curriculum requirements, heavily assisted students with departmental and college-mandated paperwork and petitions to meet graduation requirements and verified requirements officially met, reminded students of deadlines and procedures, and kept records of current and matriculated students and their progress
    - Accessed Banner, VIP, Dartboard, and had open advisor access to students via MyFAU (same access for all advising positions below)
  - English Undergraduate Advisor, Fall 2009-Fall 2010—Advised students about major requirements and college deadlines, kept records of student progress and verified requirements officially met or in progress, and verified transfer and transient courses for Writing Program
  - Research Assistant Coordinator, Spring 2010—Corresponded between faculty and RAs for research purposes and recorded their workload for Writing Program Director
  - MA & MAT English Graduate Program Assistant & Advisor, Summer 2010-Summer 2011—Same as MFA Graduate Advisor but with MA in English Literature and MAT in English graduate students
  - Fiction Editor, Coastlines Literary Magazine, 2011 edition
  - Scheduling Assistant, Fall 2011-Spring 2016—assisted in the creation and maintenance of non-tenure track instructor schedules under the direction of the Associate Chair
  - MFA in Creative Writing and MA & MAT English Graduate Interim Advisor, Fall 2015-Spring 2016—Advisement and Systems Access same as above Advisor positions
  - MFA in Creative Writing and MA & MAT English Graduate Interim Program Assistant, Fall 2015-Spring 2016—Same as above Program Assistant positions plus assisted with updating social media and Web sites; handled all administrative tasks of admissions process, Community Workshops, and assisted with Off-the-Page events advertising; took minutes at Creative Writing Committee meetings
  - Co-Presenter for English Department Pedagogy Workshop Panel: “Hate in the Classroom: Practical Solutions to Dealing with Extremism and Hate in the Classroom”, Fall 2017—co-led and participated in a round-table discussion on the topic; composed two detailed documents regarding faculty responsibilities, Student Incident Reports, student conduct, University/Department/Writing Program values/missions, and methods of engaging students in conversation about human rights and self-expression in a classroom setting
Honors and Awards

- Florida Atlantic University
  - Phi Kappa Phi Honor Society, Spring 2008-present
  - English Graduate Student Society (EGSS), Fall 2008-Summer 2011
  - Graduate Teaching Assistantship, Fall 2008-Summer 2011

Membership

- Association of Writers & Writing Programs (AWP), Spring 2009-present

Publications

- “Western Verse” (poem) in *Coastlines* Literary Magazine (FAU), 2008 edition

Readings

- “Fatima” (poem) and an untitled short fiction piece (in progress), English Graduate Student Society (EGSS) MFA Reading, Spring 2010
Curtis Dickerson
415 Mayflower Rd, (Apt. 2)
West Palm Beach, FL 33405
954.712.4476
CurtisRyanDickerson@gmail.com

Education

Miami University (Oxford, OH) August 2014
English/Creative Writing (Fiction), M.A.
Graduate Teaching Assistant: English Department (August 2012 - May 2014)
Composition and Rhetoric, Composition and Literature, and Introduction to Creative Writing (English 111, 112, and 226)

Miami University (Oxford, OH) August 2012
Adolescent Integrated English/Language Arts Education, B.S.
Student Teaching Practicum: Fairfield High School (January - May 2012)
11th-12th Grade English

Work Experience

Writing Lab Facilitator, (BrainFuse) September 2017 - present
Duties include: Ensure quality of tutor submissions for online writing lab, identify inadequate tutor submissions, provide feedback for student writing submissions, discuss strengths and weaknesses of writing, critique a wide variety of genres

Teacher, (VIPKID) May 2016 - present
Duties include: Conduct entertaining English lessons via video conferencing for Chinese students ages 5-13, provide feedback for parents and company, assess student progress during periodic tests, ensure student engagement

Adjunct Instructor, (Sinclair Community College) August 2016 - August 2017
(Miami University) August 2014 - December 2016
Duties include: Develop course syllabus, construct course content, execute student assessment, foster one-on-one and group mentorship, lead daily exercises and discussions, monitor and maintain online components of courses

Substitute Teacher, (Bellbrook-Sugarcreek School District) November 2015 - May 2017
Duties include: Assist regular teachers when absence is unavoidable, execute lesson plans, ensure student safety and enrichment

ACT Instructor, (MasteryPrep) February - April 2016
Duties include: Lead students of Dayton Public Schools in ACT test preparation, adapt MasteryPrep materials to student abilities and time constraints, manage student expectations and foster encouraging environment

Student Course Instructor, (Miami University) June - July 2010, 2011
Duties include: Assist in developing course syllabus and constructing content for international students in the Pusan Summer Program student exchange, lead occasional daily exercises and discussions, foster one-on-one mentorship, accompany students on extracurricular group outings

Writing Consultant, (Miami University) August 2009 - October 2011
Duties include: Consult with student writers one-on-one as part of the Howe Center for...
Writing Excellence, discuss strengths and weaknesses of writing, critique a wide variety of genres, promote writing center services, complete various administrative tasks, foster writing improvement campus-wide

Publications, Presentations, and Awards

New South Literary Magazine

NEAT Magazine
“Three Poems” NEAT Magazine. Issue 10. 1 August 2016. Online

Midwestern Gothic Literary Magazine

STORGY Literary Journal

Miami University Graduate Fiction Award
First Place May 2014

MEGAA Annual Symposium (Miami University)
Reading: “Outside the Glow” March 2014

Martin Reading Series (Miami University Hamilton)
Reading: “The Bull in the China Shop” November 2013

ECWCA Newsletter

Professional Experience and Accreditation

Florida Certificate of Educator Eligibility
Integrated Language Arts (6-12) exp. June 2020

Duties include: Evaluate submissions for potential publication, provide feedback for flaws and assets of submitted novellas

Portfolio Assessment, (Miami University) July 2014
Duties include: Assess submitted student portfolios for writing proficiency, determine whether student writing is of enough quality to qualify for course credit

“Opinion” Section Editor, (Miami University) August 2011 -May 2012
Duties include: Assign stories to writers for Miami University’s on-campus magazine Miami Quarterly, write engaging and humorous content, edit magazine issue for entertainment value and demographic appeal

References available upon request.
TIFFANY J. FROST
4235 Landar Dr. S.
Lake Worth, FL 33463
(561) 932-2779
tiffanyfrost1@yahoo.com

EDUCATION

M.A., English

**Florida Atlantic University, August 2013**
Concentration: Multicultural and World Literatures
Thesis: “Liberating Menageries: Animal Speaking and ‘Survivance’ in Elizabeth Bishop and Gerald Vizenor”
Committee: Taylor Hagood, Carol McGuirk, and Raphael Dalleo

B.A., English

**Florida Atlantic University, *cum laude*, May 2010**
Concentration: Writing and Rhetoric

RESEARCH INTERESTS

- Critical Animal Studies; Disability Studies; Ecoability; Native American Literature;
- Postcolonial Studies.

TEACHING EXPERIENCE

**Instructor of English**, Florida Atlantic University Department of English, August 2014 – Present

**Visiting Instructor of English**, Florida Atlantic University Department of English, August 2013-June 2014

**Graduate Teaching Assistant**, Florida Atlantic University Department of English, 2010-May 2013.

Courses Taught:

- AML 4321: Major American Writers – 20th Century, Summer 2017
- ENC 1130: Introduction to College Writing, Summer 2011
- ENC 1101: College Writing I, Fall 2010, Spring 2011, Fall 2011, Fall 2012, Fall 2013, Spring 2015, Summer 2015, Fall 2015, Summer 2016
- ENC 3213: Professional Writing, Spring 2017, Spring 2017, Fall 2017
- ENG 3822: Intro to Literary Studies, Summer 2016, Fall 2016, Summer 2017
• LIT 2010: Interpretation of Fiction, Spring 2012 (under Dr. Wenying Xu), Spring 2014, Fall 2014, Summer 2016, Fall 2016, Spring 2017

• LIT 2030: Interpretation of Poetry, Fall 2015, Spring 2016, Fall 2017

• LIT 2040: Interpretation of Drama, Spring 2015, Fall 2016

CONFERENCE PRESENTATIONS


“Embodying Difference in Riddley Walker and ‘Desertion.’” English Graduate Student Society Annual Fall Conference, Florida Atlantic University, November 2011.


PROFESSIONAL & UNIVERSITY SERVICE

Member, Steering Committee for the Faculty Assembly, Florida Atlantic University, Spring 2015-Spring 2018.

Faculty Advisor for FAU Student Organization, Plant Based Society (P.B.S.) [formerly known as Vegans/Vegetarians for Global and Ethical Sustainability (V.E.G.S.)], Spring 2015-Spring 2018.

Faculty Advisor for FAU Student Organization, Cellular Agriculture Academic Society (C.A.A.S.), Spring 2016-Spring 2018.

Faculty Advisor for FAU Student Organization, Right On Campus, Spring 2018

Faculty Advisor for FAU Student Organization, Project Flow, Spring 2016-Spring 2017.

Panelist, Florida Atlantic University Student-Athlete Center for Academic Excellence Summer Bridge Program Faculty Panel, Summer 2016.

Contributor, Literature Pedagogy Workshop under Dr. Wendy Hinshaw. Fall 2015.
Vice President of Graduate Studies, English Graduate Student Society, Florida Atlantic University, Fall 2011-Spring 2012.

Conference Co-Organizer, English Graduate Student Society Annual Spring Conference, May 2012.

Conference Co-Organizer, English Graduate Student Society Annual Fall Conference, November 2011.


**RESEARCH EXPERIENCE**

Member, Mobile Access for Research and Innovation Output Kart (M.A.R.I.O. Kart) Team under Dr. Wendy Hinshaw
Duties: designed and implemented lesson plans and exercises for the department’s portable digital classroom resource; co-organized pedagogy workshop to introduce the M.A.R.I.O. Kart

Duties: submitted readings (2 accepted); developed and tested writing assignments and sequence in College Writing II.

Assistant to Dr. Joshua Chorowsky, Principal of Temple Beth Tikvah Religious School, June 2009-June 2010.
Duties: assisted in research and presentation of curriculum; assisted in developing school calendar and teaching schedule; assisted in organizing school ceremonies and special events; corresponded with parents and instructors; assisted instructors in classroom activities.

**MEMBERSHIPS/CERTIFICATIONS**

- Modern Language Association (MLA)
- Writing Across the Curriculum (WAC) Certification
- Institute for Critical Animal Studies (ICAS)
- Golden Key International Honor Society
SHERYL C. GIFFORD
Curriculum Vitae

Florida Atlantic University
Department of English, CU 358
777 Glades Road
Boca Raton, FL 33431-0991
sgifford@fau.edu

8282 Sawpine Road
Delray Beach, FL 33446
(561) 504-0674
sherylgifford@gmail.com

EDUCATION

2013  Ph.D.  Comparative Studies, Florida Atlantic University
1999  M.A.  English, Florida Atlantic University
1997  B.A.  English, Florida Atlantic University

PROFESSIONAL APPOINTMENTS

2013-present  Senior Instructor, Department of English, Florida Atlantic University
2000-2013  Instructor, Department of English, Florida Atlantic University

PUBLICATIONS

Book Reviews


Web-Based Publications


2012  “This Is How I Know Myself”: A Conversation with Sandra Pouchet Paquet.” sx salon 9 (May 2012):
http://smallaxe.net/wordpress3/interviews/category/interviewee/sandra-pouchet-paquet/.

Submitted Manuscripts


In Preparation

2018 "‘You you not you’: Ambivalence and Literary Authority in Sylvia Plath’s ‘Daddy.’”

2018 "Writers of the Storm: Righting the Strangeness of Post-Katrina Dis-placement."

2018 Interview with Joanne Gabbin, Director of the Furious Flower Poetry Center at James Madison University.

2018 "‘Anima-ting’ Literary Authority: Writing the Unconscious Feminine in Marlon James’s *The Book of Night Women.*"

2018 “The People’s Poem: Maya Angelou’s Tradition of Inaugural Poetry.”

AWARDS AND HONORS

2011 Dissertation Year Award, Division of Research, Florida Atlantic University.
2001 PBCC Teaching Excellence Nominee, Communications, Palm Beach State College.
2000 William Coyle Thesis Award, Department of English, Florida Atlantic University.
1999 Outstanding Graduate Teaching Assistant Award, Department of English, Florida Atlantic University.

RESEARCH GRANTS

2017 Fellowship, James Madison University College of Arts and Letters
2012 Travel Award, Florida Atlantic University Graduate Student Association.
2012 Travel Award, Department of English, Florida Atlantic University.
2011 Travel Award, Florida Atlantic University Graduate Student Association.

INVITED TALKS


CONFERENCE ACTIVITY

Proposals Accepted


Papers Presented

2017 “‘Somebody true to be her witness’: Animating Authenticity in Marlon James’ The Book of Night Women (2009).” Presented at the 36th Annual Conference on West Indian Literature, October 4-7, 2017, University of the West Indies, St. Augustine, Trinidad and Tobago.

2013 “‘Our own selfsame other’: Encountering the Shadow of Matriarchal Authority in Robert Antoni’s Blessed is the Fruit.” 16th Annual Eastern Islands Culture(s) Conference on the Languages, Literatures and Cultures of the Eastern Caribbean, November 6-10, Instituto Pedagogico Arubano, San Nicholas, Aruba.

2012 “In the dark with no skin I can write’: Gender, Literary Authority and the Historical Narrative in Marlon James’s The Book of Night Women.” 31st Annual West Indian Literature Conference, October 11-13, University of Miami, Miami, FL.


2011 “Between my life that is over and my life to come’: Embodying Authorial Ambivalence in Fred D’Aguiar’s Feeding the Ghosts.” Annual Conference of the Caribbean Chapter, College English Association, April 15-16, University of Puerto Rico at Rio Piedras, San Juan, PR.


Panels Moderated


TEACHING EXPERIENCE

Florida Atlantic University (2000-2016)
Introduction to College Life (Honors)
Introduction to Writing
College Writing I
College Writing I (Honors)
College Writing II
Interpretation of Fiction
Interpretation of Poetry
Interpretation of Creative Nonfiction
American Literature after 1865
Writing for Management
Introduction to Literary Studies
Literary Theory
Caribbean Literatures in English

Palm Beach State College (2000-2006)
Composition I
Composition II
American Literature to 1865
English Literature before 1800
English Literature after 1800
Post-Renaissance World Literature
Contemporary Literature

SERVICE TO PROFESSION

2018  Vice Chairperson, 2017-2018 Furious Flower Poetry Center Advisory Board.

2017  Member, 2017-2018 Furious Flower Poetry Center Advisory Board.

2017  Peer Reviewer, Journal of West Indian Literature.

2015  Peer Reviewer, MELUS.

**DEPARTMENTAL/UNIVERSITY SERVICE**


Member, University Honors Program Reading Committee (2015-16).

Member, Non-Tenure Track Promotion Committee (2014-16).

Reviewer, Intellectual Foundations Program Assessment Portfolios (December 2011).

Ph.D. Student Representative, FAU Culture and Society Building Design Consultations (2009).

Ph.D. Student Representative, FAU Dorothy F. Schmidt College of Arts and Letters Dean’s Search Committee (2006-07).

Secretary, FAU Comparative Studies Ph.D. in Fine Arts Development Committee (2003-06).

Contributor, FAU School of the Arts Course Proposals (Summer 2003).

Contributor, FAU School of the Arts Core Course Proposals (Spring 2002).

Curriculum Assessor, FAU Department of English General Education Assessment Committee (2001-03).
James Andrew Gothard

12470 NW 15th PL #305
Sunrise, FL 33323
Home Phone: (205) 389-4981
Email: jandrewgothard@gmail.com (personal)
j.gothard@fau.edu (work)

Education
B.A. University of Alabama at Birmingham, May 2009. magna cum laude; Honors in English.
   Major: English (Concentration in Professional Writing and Public Discourse)
   Minor: Music

Teaching Experience

English Composition I and II (28 sections)
   Courses that develop broad skills in clear writing, cogent analysis, and effective argumentation necessary for success at the college level.

Modern Comedy and Popular Culture (1 section)
   A course that uses screenings of modern comic films and television shows as a way of examining political and social issues in a compositional context. Screenings are paired with readings from major comic theorists, such as Mikhail Bakhtin.

Intro to Literature (3 sections)
   A general introduction to poetry, the short story, drama, and the novel, across multiple time periods and nationalities.

Interpretation of Poetry (2 sections)
   A general introduction to the reading and interpretation of poetry across multiple time periods and nationalities.

British and Irish Literature I: Anglo Saxon - 1800 (1 section)
   A literature course on major works and authors of British Literature from Beowulf to Gulliver's Travels.

British and Irish Literature II: 1880 – Present (3 sections)
   A literature course on major works and authors of British Literature from William Blake to Salman Rushdie.

Readers of the Lost Ark: Victorian Adventure Fiction (2 sections)
   A literature course on imperialism, gender, and adventure fiction, whose reading list includes H. Rider Haggard, Jules Verne, Joseph Conrad, Ernest Hemingway, and Rudyard Kipling.

Welcome to Never Ever Land: Utopian Perfection vs. Dystopian Horror (2 sections)
A literature course on poetry, short stories, and novels dealing with utopian ideals, whose reading list includes Thomas More, George Orwell, Yevgeny Zamyatin, Kurt Vonnegut, and E.M. Forster.

_Tomorrow is Another Day, God Help Us All: Future Worlds in Speculative Fiction_ (2 sections)


**Invited Lectures and Workshops**

The Second Elizabethan Age: British Literature 1950-Present  
University of Alabama at Birmingham (Graduate Level)  
Harold Pinter and the “Angry Young Men” dramatists  
Spring 2011

British Working Class Literature  
University of Alabama at Birmingham (Graduate Level)  
Joe Orton’s _What the Butler Saw_ and Michel Foucault’s _Madness and Civilization_  
James Joyce  
University of Alabama at Birmingham (Undergraduate Level)  
_Ulysses_ “Ithaca” chapter  
Spring 2012

Professionalization Workshop for Graduate Students  
University of Miami (Graduate Level)  
A presentation on publication strategies, job opportunities, and general professionalization for new University of Miami Graduate students.  
Spring 2016

Writing Lab Workshop  
Saint Andrew's School (Faculty Professional Development)  
A workshop on best practices for University level writing lab principles at Saint Andrew’s School in Boca Raton, FL.  
Fall 2016

**Publications**

**Articles and Book Chapters**


**Reviews**

"Knowing the Unknowable." Rev. of _Real Mysteries: Narrative and the Unknowable_ by Henry Porter Abbott. _Joseph Conrad Today_ 41.2 (Fall 2016): 14-17.

Conference Presentations

"A Pint of Plain: The Cultural Life of Jem Casey and the 'Workman's Friend.'" American Conference for Irish Studies southern regional meeting (ACIS), Georgia State University. April 14-16, 2016.


"'Mucus, rising higher than mucus was ever intended to rise': Snot, Art, and the Grotesque Body in Joyce's Ulysses and Rushdie's Midnight's Children." 18th Irregular Miami Joyce Birthday Conference, University of Miami. January 31 – February 2, 2013.


Editorial Experience

RSA Journal (AISNA) – Consulting Editor 2016-2017

James Joyce Literary Supplement – Assistant Editor 2015-16

Crest Publishers – Assistant Editor/Copyeditor 2011-12

Baptist Health Centers – Newsletter Editor 2008

Thicket Magazine (Birmingham, AL) – Editorial Intern 2008

Employment

Florida Atlantic University, Instructor 7/2017- Present

Saint Andrew's School, Boca Raton, FL 7/2016 – 6/2017

University of Miami 8/2012 – 5/2016

Wallace State Community College (WSCC) 8/2011 – 12/2011

University of Alabama at Birmingham (UAB) 8/2009 – 7/2012

Research Assistantship


Director: Professor William Hutchings

Article: "Woody Allen and the Literary Canon" 10,000 words

Publication: Blackwell Companion to Woody Allen
University of Miami. May 2016 – August 2016
Director: Dr. Thomas Goodnam

Book: *Remembering the Summer Earth*: Voices of Farm and Forest from Depression to Recession (forthcoming project)

**Awards and Service**

**Awards**
UM 2016 Excellence in Research Award (distant archives research grant)
UM Spring 2015 Classics TA/Gradership (Ancient Athletics)
UM Spring 2015 Department of English Composition Fellow
UAB 2011 Masters Level Samuel B. Barker Award (university-wide outstanding graduate student)
UAB 2011 Spring Commencement Address

**Scholarships**
University of Miami Graduate Fellowship 2012-2016
Ted Haddin Graduate Travel Scholarship (Prague) 2010
UAB English Graduate Fellowship 2009-2011
UAB Graduate Assistantship 2009-2011
UAB Phillips English Scholarship 2009-2010
UAB University Scholars Award 2005-2009
UAB Music Department Scholarship 2005-06
F.C. Cost Memorial Scholarship 2005-06

**Service**
Faculty Advisory Committee, Saint Andrew’s School, Boca Raton, FL September 2016-Present.
Chaperone and Trip Organizer, Saint Andrew’s School Immersion Program for Ireland, January 5-13, 2017.
Webmaster and Conference Staff, American Conference for Irish Studies national meeting (ACIS). University of Miami, Ft. Lauderdale, FL, March 2015.
Freshman Composition Assessment Reader, UAB. May 2011.
Eagle Scout, 2002.

**Website**
https://thecontemporaryclerk.com/
GABRIELLE GUTTING  
Curriculum Vitae  

Updated: January, 2018

PERSONAL  
Office Phone: 561-297-3830  
E-mail: gcutting@fau.edu  
Home Phone: 954-427-3526

Current Academic Rank: Senior Instructor  
Department: English

HIGHER EDUCATION  
Ph.D., magna cum laude, English, University of Trier, Germany, 1991.

State Examination, English, Political Science, and Education (M.A.-level degree  
with special certification in teaching at higher education institutions). University  
of Trier, 1983.

B.A., English, Political Science, and Education, University of Trier, 1979.

EXPERIENCE  
Senior Instructor of English, Florida Atlantic University, Boca Raton, FL, Fall  
2013-present

Instructor of English, Florida Atlantic University, Boca Raton, FL, 2000-2013.

Adjunct Instructor of English, Florida Atlantic University, Broward College &  

Temporary Full-time Assistant Professor of English, Broward College, FL, 1997-  
1998 (sabbatical replacement, non-renewable contract).

Adjunct Instructor of English, Broward College, and Nova Southeastern  

Visiting Assistant Professor, Department of Communication Arts, Valdosta State  
Adjunct Instructor, Department of Communication, Florida Atlantic University, Boca Raton, FL, 1993-1994.

Director, Media Communications Division, English Department, and Junior Assistant Professor, University of Trier, Germany, 1987-1992.

Teaching and Research Assistant, English Department, University of Trier, Germany, 1984-1986.

HONORS AND GRANTS
Stipend for eCertification, FAU Center for eLearning, Fall 2015.

Research Travel Grant, Florida Atlantic University, University Scholars Program, 2008.

University Scholars Fellowship, Florida Atlantic University, Fall 2007.

Travel Grant, Eugene Walter Writing Fest, University of South Alabama, Spring 2005.

Research Travel Grant, Department of English, Florida Atlantic University, Summer 2004.


REFEREED PUBLICATIONS
Monographs Published:


Book in Progress:
"Fool’s Cap: The Life and Work of Eugene Walter.” Literary biography, authorized by the Eugene Walter estate. (In progress; a university press has already expressed its interest in publication.)

Chapters in Books:


Articles:


Reviews:


TV & Video Productions (Including Script Writing):
(Refereed by the TV stations and institutions that commissioned the productions)


Executive Producer for The University of Trier, German TV, and the European Union:


Meeting Point Europe: The European Academy Otzenhausen, Germany. Produced for the European Academy, Otzenhausen, Germany. Trier: University of Trier, 1988.

Trier-Europe and Back: Stations in the Life of a Member of the European Parliament. Documentary about a member of the European Parliament and the work of the EP. Trier: University of Trier, 1989. (Used as introduction to the EU institutions for visitors)


European Perspectives: The University of Trier. Commissioned production for Siemens AG and the University of Trier. Trier: University of Trier and Siemens AG, 1990.


Hunting in Europe. Feature critiquing hunting customs and regulations in Germany, produced for the German television station ZDF. Trier: University of Trier, 1991.

NON-REFEREED SCHOLARLY PUBLICATIONS:

Monographs:

CONFERENCE & WORKSHOP PRESENTATIONS

Workshop Facilitator, with Claudia Amadori. "Teacher Hacks & Snacks: Online Teaching." English Department, Florida Atlantic University, April 5, 2016.

Invited Presentations:


"The Eye of the Writer, Or, What We Can Learn from Eudora Welty." Two-Year College Association Southeast Convention, March 2, 2001, Fort Lauderdale, FL.


"Faulkner's Mississippi." Introductory Lecture and Exhibition. USIS American Studies Seminar, The Life and Times of Mark Twain, Falkenstein, Germany, July 1985

Conference Panels Organized & Chaired:


Panel Chair, "Historical Feminism." 23rd Annual Convention of the Popular Culture Association in the South/American Culture Association in the South, Charlotte, NC, October 1994.
Papers Presented:


"Voices of Displacement: Negotiating the Production of Black Space in Faulkner," Global Diasporas and The United States, International Conference. Florida Atlantic University, Boca Raton, November 9, 2002.


"William Faulkner's 'Little Postage Stamp of Native Soil'." Introduction to the exhibition William Faulkner's Mississippi, University of Trier Library, February 1985.

TEACHING

Courses Taught at Florida Atlantic University:
- Major American Writers, 20th Century
- Major American Writers, 19th Century
- 20th-Century American Literary Movements
- American Literature, 1865-1945
- American Literature, Beginnings to 1865
- The Southern Literary Renaissance
- Literature of Adolescence
- Interpretation of Fiction
- College Writing I
- College Writing II
- Special Topic in College Writing II: Southern Cultures
- Honors Writing Seminar

Courses Taught at Broward College:
- English Composition II
- English Composition I
- American Literature
- Professional and Technical Writing

Courses Taught at Valdosta State University:
- Writing for Broadcast Media
- Basics of TV/Video Production
- Public Speaking
Speech Communication
Introduction to Communication

Courses Taught at the University of Trier:
Twentieth-Century Southern Fiction
The South in Fiction and Film
William Faulkner
Carson McCullers: Southern Novelist
American Drama: Tennessee Williams
The Civil War in American Fiction
The Small Town in American Literature
Introduction to Literary Studies
Script Writing
Forms of Information on Television
Interviewing on TV: Theory and Practice
The Political Magazine on TV
On-Camera Concerns
The South in Literature and in Film
The Literary Feature Film
American Short Stories on Film

CURRICULUM DEVELOPMENT
Online LIT 2010 course design
Guidelines for LIT 2010, LIT 2030, LIT 2040.
Special Topic in College Writing II (ENC 1939).
College Writing II, Research-Based (ENC 1102).
Writing Honors Seminar (ENC 1930).

SERVICE
NTT Promotion Subcommittee, Department of English, Fall 2013.

Writing Across the Curriculum (WAC) Subcommittee, Florida Atlantic University, Fall 2006 (Development of syllabi guidelines for instructors of lower division literature courses.) Published in Elements of LIT 2010, LIT 2030, LIT 2040. Ed. Barclay Barrios. Hayden-McNeil, 2007, and on the website of the English Department.

Literature Committee, Lower Division Courses, Florida Atlantic University, 2002-2003.

Technology Enhancement Committee, English Department, Broward College, 1998.

TV and Video Production Committee, Valdosta State University, 1994-1995.
PROFESSIONAL MEMBERSHIPS
Modern Language Association
South Atlantic Modern Language Association
William Faulkner Society
Society for the Study of Southern Literature
Updated 1/25/18

**Jake Henson**  
Cell phone: (561) 329-6435 Email: jhenson4@fau.edu

**Education:**

M.F.A. Creative Writing, Florida Atlantic University, May 2011, Magna cum Laude.

B.A. English, Florida Atlantic University, December 2006, cum Laude, including completion of writing and rhetoric certificate.

**Teaching Experience:**

Honors Professional Writing: Florida Atlantic University, August – December 2017.

Literary Theory: Florida Atlantic University, June 2017 – Present.

Honors Interpretation of Fiction: Florida Atlantic University, August – December 2016.

Honors College Writing I: Florida Atlantic University, December – June 2016.

Professional Writing: Florida Atlantic University, August 2015 – Present.

Creative Writing: Florida Atlantic University, August 2015 – Present.

Interpretation of Drama: Florida Atlantic University, August 2015 – Present.

Interpretation of Fiction: Florida Atlantic University, August 2014 – Present.

Interpretation of Poetry: Florida Atlantic University, August 2014 – Present.

College Writing I: Florida Atlantic University, August 2012 – Present.

College Writing II: Florida Atlantic University, August 2012 – Present.


College Writing I: Palm Beach State College, August 2013 – August 2014.

College Writing II: Palm Beach State College, August 2013 – August 2014.


Writing for Business Management: Florida Atlantic University, August 2012 – July 2013.
College Writing I: Tallahassee Community College, August 2011 – July 2012.

College Writing II: Tallahassee Community College, August 2011 – July 2012.

Introduction to Creative Writing: Florida Atlantic University, August – December 2010.

College Writing I: Florida Atlantic University, August 2009 – 2011.

College Writing II: Florida Atlantic University, January 2009 – 2011.

**Positions Held:**

University Faculty Senator: Florida Atlantic University, Fall 2016 – Present.

English Instructor: Florida Atlantic University, Fall 2014 – Present.


English Instructor: Palm Beach State College, Fall 2013 – Spring 2014.

Business Communication Instructor: Florida Atlantic University, Fall 2012 – Summer 2013.

English Instructor: Tallahassee Community College, Fall 2011 – Summer 2012.

Assistant to the Lawrence A. Sanders Visiting Writer in Residence: Michael Martone, Spring 2011.

Assistant to the President of MELUS (The Society for the Study of the Multi-Ethnic Literature of the United States). Conference held at Florida Atlantic University, Spring 2011.

Treasury Officer, English Graduate Student Society: Florida Atlantic University, Fall 2010 – Spring 2011.

MFA Liaison, English Graduate Student Society: Florida Atlantic University, Fall 2010 – Spring 2011.

Assistant for the Haiti and the Americas conference held at Florida Atlantic University. Fall 2010.

Creative Nonfiction Editor, Coastlines Literary Magazine: Florida Atlantic University, 2009.

Community Outreach Officer, Coastlines Literary Magazine: Florida Atlantic University, 2009.

Fiction Editor, Coastlines Literary Magazine: Florida Atlantic University, 2009.

Creative Writing Chair, The Literature Club of Florida Atlantic University, 2004-2006.
Publications:


Grants and Honors:

Selected to participation in the Academy of Teaching, Learning, and Success (ATLAS) program for Instructor / Professorship development. Tallahassee Community College, 2012.

Awarded one of two annual opportunities to teach creative writing as a teaching fellow, Florida Atlantic University, 2010.

Nominated for Graduate Teaching Assistant of the Year by peers, Florida Atlantic University, January 2009.

Recipient of Department of English, Thomas Burnett Swann Memorial Scholarship for creative writing, Florida Atlantic University, 2008.

Community Involvement / Service:

Faculty Pedagogy Workshop: Hate in the Classroom: Practical Solutions to Dealing with Extremism and Hate in the Classroom. Florida Atlantic University, Fall 2017.

University Faculty Senator: Florida Atlantic University, Fall 2016 – Present.

Faculty Advisor, Urban Spoon: Florida Atlantic University, 2015 – Present.

Faculty Advisor, Owls for Bernie: Florida Atlantic University, 2015-2016.
English Graduate Student Society Spring Conference MFA Event Emcee, Florida Atlantic University, Spring 2011.

English Graduate Student Society Fall Conference MFA Event: Emcee, Florida Atlantic University, Fall 2010.

Coastlines Literary Magazine Publication Event: Emcee, Florida Atlantic University, Fall 2010.

Coastlines Literary Magazine Publication Event: Emcee, Florida Atlantic University, Spring 2009.

English Graduate Student Society MFA Event: Reader, Florida Atlantic University, Fall 2008.

Coastlines Literary Magazine Community Event: Reader, Florida Atlantic University, Spring 2008.

Coastlines Literary Magazine Publication Event: Reader, Florida Atlantic University, Fall 2007.

English Graduate Student Society MFA Event: Reader, Florida Atlantic University, Fall 2007.
JOANNE JASIN

Department of English
Florida Atlantic University
Davie, FL 33314
(954) 236-1361

1550 NE 49th St.
Oakland Park, FL 33334
(954) 772-1286
E-mail: jjasin@fau.edu

Education
1977-83: Ph.D, English, Tulane University
   Major concentration: Medieval studies
   Minor: Renaissance studies
   Dissertation: "A Critical Edition of the Middle English
   Liber Uriceristarum in Wellcome MS 225"
1975-77: M. A., English, Florida Atlantic University
1972-75: B. A. with Honors, Florida Atlantic University

University Appointments
Instructor, 2001-present
   Department of English,
   Schmidt College of Arts and Letters,
   Florida Atlantic University
Associate Professor, 1993-2001 and Fall 2004
   Department of English and Comparative Literature,
   California State University, Fullerton
Assistant Professor, 1987-1993
   Department of English and Comparative Literature,
   California State University, Fullerton
Lecturer in English and Business Writing, 1984-1987
   Department of English and Comparative Literature,
   California State University, Fullerton
Adjunct Assistant Professor in English and Technical
   Communication, January-May 1984
   Departments of English and Electrical Engineering,
   Tulane University
Graduate Assistant in Composition and Literature,
   1979-1980 and 1981-1982,
   Department of English, Tulane University

Teaching Experience
Teaching Literature:
Undergraduate:
   Chaucer
   Medieval Literature; Women and Medieval Literature
   Literature of the Western World from Ancient through Medieval
   Times
   Survey of British Literature (both sections of a two-semester
   survey)
   Introduction to Literary Studies
   Interpretation of Fiction; Interpretation of Poetry
   Analysis of Literary Forms; Major Literary Forms
   Literary Theory
   World Literature: Critical Approaches
Independent Studies:
Arthurian Legend, Classical Greek and Roman Literature,
Medieval Dream Vision

Teaching Experience
Graduate:
Chaucer
Middle English Romance
Medieval Lyric
Independent Studies:
Arthurian Legend, Medieval Dream Vision, Medieval Saints’ Lives, Medieval Drama, Old English
M. A. Projects:
“Justified Betrayal: The Legend of Good Women’s Defense of Criseyde” (Spring 1999)
“In Defense of Chaucer’s Criseyde” (Spring 1998)
“‘Diverse folk diversely they seyde’: Festival and Carnivalesque in The Canterbury Tales” (Spring 1996)

Writing:
Beginning College Writing; Freshman Composition
Advanced Exposition
Writing for Management; Professional Writing; Business Writing
Remedial Writing
Remedial Writing Workshop
Seminar in Technical Communication
Tutoring in Business Writing and Composition

Language:
Structure of Modern English
History of the English Language (graduate and undergraduate levels)
Tutoring in German, French, English as a second language
Independent Study: Scandinavian Influences in English

Publications
“The Transmission of Learned Medical Literature in the Middle English Liber Urrioriasium,” Medical History, July, 1993

List of Middle English vocabulary, accepted for inclusion in the Middle English Dictionary


**Papers Presented**

“*Compilatio* and the *Liber Uricristarum* in Wellcome MS 225,” International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 8 May 1993

“The Adaptation of Source to Audience in Middle English Medical Prose: The Example of Wellcome MS 225,” Medieval Association of the Pacific, University of California, Irvine, 21 February 1992

“Vernacular Medical Texts in Medieval England” in the Colloquium Series “Neue Ergebnisse der Wissenschaftsgeschichte” (“New Findings in the History of Science”), Institute for the History of Medicine, Free University, Berlin, Germany, 27 June 1991

**Conference Participation**

Chair of session entitled “Time and Medieval Narrative,” International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 4-7 May, 2000

Chair of session in a series sponsored by the Medieval Academy of America on the vernacularization of late medieval Europe, International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 8-11 May 1997

Sessions on the vernacularization of medieval texts in medicine and science proposed and accepted for the International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 1995 and 1996

Reader and workshop host at CSU Graduate Student Conference, California State University, Fullerton, 26 April and 1-2 May, 1992

Chair of session, “Innovations in the Teaching of Shakespeare,” CSUF Shakespeare Symposium, Fullerton, California, 6-7 December 1991

California Association of Faculty in Technical and Professional Writing, California State University, Fullerton, October, 1986: Co-author of paper: “Sexist Questions and Remarks in Job Interviews”

Member of panel discussion: “Raising Ethical Concerns in Professional Writing”

**Academic Honors**

Difference-in-pay leave to conduct research in medieval medicine, California State University, Fullerton, 1997

Research grant from the Luftbrueckendank Foundation of the Free University, Berlin, for research at the Institute for the History of Medicine of the Free University, Berlin, Germany, 1990-91
Academic Honors (continued)

Junior Faculty Research Grant from California State University, Fullerton, for research at the Wellcome Institute for the History of Medicine, London, England, Summer 1988

German Academic Exchange Service (DAAD) Post-doctoral Research Grant, Fall 1983

Exchange Fellowship for study at the Free University, Berlin, Germany, 1980-81

Exchange Fellowship for study at the University of Strasbourg, France, 1978-79

Graduate School Fellowship, Tulane University, 1977-78

English-Speaking Union Scholarship for summer study program at Oxford University, England, 1976

Janet Rice Fellowship, Florida Atlantic University, 1976-77

Fellowship for graduate study, Florida Atlantic University, 1975-76

Phi Kappa Phi Honorary Society, 1975-present

Foreign Study

Advanced French:
  Vichy, France, July, 1989
  University of Montpellier, France, July, 1987
  University of Bordeaux, France, July, 1984

Medieval German language and literature, Free University, West Berlin, Germany, 1980-81

Romance philology, University of Strasbourg, France, 1978-79. Received the Diplome d’Etudes Approfondies

British literature, 1870-present, Oxford University, Summer 1976

Academic Service

FAU: Member, Undergraduate Committee, 2009-2015
  Member, Writing Committee, 2003-2008 and 2015-2016

Department:

California State University, Fullerton:
  Graduate Studies Committee: Chair, 2000-01 and 1989-90
  Member, 1988-89
  Acting Graduate Advisor, Fall 1999
  Personnel Committee: Chair, 1999-2000
  Member, 1998-99 and 1994-96
  Ad hoc committee to provide research support for associate professors: Member, Spring 2000-Spring 2001
  Ad hoc committee to review the graduate program in English:
    Member, 1998-2000
Department:
(continued)

Selection Committee: Chair, 1998-99
   Member, Fall 1996
Graduate Advisor, 1993-96
Faculty Advisor to Graduate Student Organization, 1988-90

English Department Council: Chair, 2000-01 and 1995-96
   Member, 1999-2000 and 1994-94
   Secretary, 1987-88
   Member, 1986-90
Comparative Literature Committee: Chair, 1987-88
   Member, 1986-87

School:
Member, Curriculum Committee for School of Humanities and Social Sciences, 1985-86

University:
Examination in Writing Proficiency (EWP):
   Table Leader, Spring 1989-96
   Reader, Spring 1985-89
   Member, Honors Board, 1992-93
Interviewer of candidates for foreign study, CSUF International Programs (Heidelberg and Tübingen), March 6 and 9, 1992
   Member, Test Development Board, 1989-90
Mentor, University Mentor Program, 1988-90
   Member, University Curriculum Committee, Spring 1990
   Member, University Subcommittee to propose Conservation as new minor, Spring 1990-92
Instructor in Writing Workshop for CSUF staff, sponsored by CSUF Training and Development Program, 1986-87

Community:
Oral Examiner in English for International Baccalaureate Program at Sunny Hills High School, Fullerton, California, 1988-90
Coordinator and Reader at grading session for Command College essays, November, 1989; Reader, November, 1995

Other:
Associate Coordinator of Business Writing Program, California State University, Fullerton, 1984-87:
   --Interviewed candidates for part-time teaching positions
   --Constructed class schedule for faculty of 15 (3 semesters)
   --Visited classes to evaluate teaching of instructors in program

Professional Consulting
In-house seminar in business and technical writing for Kendall-McGaw Laboratories, Irvine, California, 1987
   (organized through Extended Education, CSUF)
In-house seminar in business writing for Emerson Electric, Inc., Santa Ana, California, 1987
   (organized through Extended Education, CSUF)

Languages
German: good speaking, reading, and writing ability
French: adequate speaking, reading, and writing ability
WARREN HILL KELLY
Senior Instructor of English, Florida Atlantic University
Department of English, 777 Glades Road, Boca Raton, Florida 33431
wkelly13@fau.edu

EDUCATION

Ph.D., English Literature  The University of Mississippi, August 2011
Specialization: Victorian Literature and Culture, Victorian
Arthuriana and Medievalism, Textual Editing, Poetry
Dissertation: “Swinburne’s The Tale of Balen: An Edition
with Critical Commentary” (Variorum)
Director: Benjamin F. Fisher, IV
Committee: Colby Kullman, T. J. Ray, and John R. Neff

Certificate

School for Criticism and Theory, Summer 2007
Cornell University
Seminar: The Logos and Pathos of Empire
Leader: Ann Stoler

M.A., English Literature  The University of Toronto, November 2000
Concentration: Medieval English Literature and Culture

B.A., English Literature  Vanderbilt University, summa cum laude, May 1999
Honors Thesis: “A Comparative Study of Chaucer’s The
Franklin’s Tale and Marie De France’s Guigemar”
Director: Rory McTurk

PUBLICATIONS


“Detecting the Critic: The Presence of Poe’s Critical Voice in His Stories of Dupin.” The
Edgar Allan Poe Review 4:2 (Fall 2003), 77-86. Reprinted in Short Story
Criticism 156 (2011)

(2001), 93-103.

ARTICLE UNDER REVIEW

“Matthew Arnold’s Medievalism, or a Harbinger of Modernism.” Currently under
review.

MONOGRAPHS IN PROGRESS

A Variorum Edition of Swinburne’s The Tale of Balen. (Manuscript completed and being
revised for submission to a publisher)
The Dramatic Monologue and the Soul’s Dialogue: A Lacanian Approach to the Victorian Period’s Proto-Modern Poetic Genre. (In progress)
Helping Relations: Extending the Family and the Social Contract in Nineteenth Century British Literature. (In progress)

PRESENTATIONS
“Some Considerations Regarding Handel’s Selection of Orlando Furioso as an Operatic Subject-Text in 1732.” South Central Society for Eighteenth Studies, Santa Fe, February 2004.

HONORS AND AWARDS
Oscar Wilde and His Circle (five-week NEH seminar), directed by Prof. Joseph Bristow at the Clark Library, University of California at Los Angeles, Summer 2012
Phi Beta Kappa, junior-year election, 1998, Alpha Chapter of Tennessee, Vanderbilt University, Nashville, Tennessee
**Warren Hill Kelly**

*Phi Kappa Phi, 2003, The University of Mississippi, Oxford*
Recipient of the Ivar Lou and Edgar Hill Duncan Memorial Scholarship, 1996-9,
Vanderbilt University

**ACADEMIC EMPLOYMENT**

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor (Full-time),</td>
<td>Florida Atlantic University, Boca Raton</td>
<td>2009-present</td>
</tr>
<tr>
<td>Department of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12 British English,</td>
<td>Saint Andrew’s School, Boca Raton, Florida</td>
<td>2005-9</td>
</tr>
<tr>
<td>Film Studies, &amp; Expository</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Instructor</td>
<td>The University of Mississippi, Oxford</td>
<td>2000-1 &amp; 2002-5</td>
</tr>
<tr>
<td>Graduate Instructor &amp;</td>
<td>The University of New Mexico, Albuquerque</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>Teaching Assistant in Old Norse Mythology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING EXPERIENCE**

**Department of English, Florida Atlantic University**

- **British Literature, 1832-1867 (ENL 4251):** an upper-level undergraduate survey of British literature in the early and high Victorian periods
- **Twentieth-Century British Literature (ENL 4273):** an upper-level undergraduate survey of modern and contemporary British literature
- **Women in Literature (LIT 4383):** an upper-level survey of literature by women writers in English from the medieval period to the present
- **Eighteenth Century British Novel (ENL 3112):** an upper-level survey of the genre from the form’s nascent period through the sentimental novel
- **British Literature Since 1798 (ENL 2022):** an overview of British Romantic, Victorian, Modern, and contemporary literature
- **Medieval Literature (ENL 4210):** an upper-level survey of Old English literature, in translation, and Middle English literature, both in the original and in translation
- **American Literature Since 1865 (AML 2020 and Honors AML 2022):** an overview of American literature since the Civil War
- **American Literature To 1865 (AML 2010 and Honors AML 2010):** an overview of American literature to the Civil War
- **Literary Theory (LIT 3213):** an overview of contemporary literary theory with selected primary readings
- **Introduction to Literary Studies (ENG 3288):** an overview, for the English major, of critical and theoretical approaches to literature, bibliographic and research techniques, and genre-specific terminology
- **Structure of Modern English (LIN 4680):** a linguistics course in the descriptive grammatical structure of the English language
• Interpretation of Poetry (LIT 2030): a writing-intensive generic introduction to poetry, its range, and its evolution in English
• Interpretation of Fiction (LIT 2010): a writing-intensive generic introduction to short fiction, its range, and its evolution in English
• Interpretation of Drama (LIT 2040): a writing-intensive generic introduction to drama, its range, and its evolution in English
• Interpretation of Nonfictional Prose (LIT 2070): a writing-intensive generic introduction to nonfictional prose, focusing on Victorian authors
• Writing for Management (ENC 3213): a business-writing course covering a number of professional genres and contexts
• Freshman Composition (ENC 1101 & 1102): a course for freshmen in critical reading, thinking, and writing using the text Emerging
• Freshman Composition for International Students (Navitas)

Department of Communications, Palm Beach State College, Lake Worth, Florida
Freshman Composition (ENC 1101 & 1102)

Department of English, Broward College, Coconut Creek, Florida
Freshman Composition (ENC 1101 & 1102)

Department of English, Saint Andrew’s School, Boca Raton, Florida
• Grade 12 British Literature and Writing
• Expository Writing (Elective for Grades 11 and 12)
• Film Studies and Critical Theory (Elective for Grade 12)

Department of English, The University of Mississippi
• Junior Seminar: Poetry (Engl 397): a study of the genre’s range and evolution in English through readings
• Special-topic Freshman English (Engl 102), various sections on various topics: Tennyson’s Idylls of the King; Dickens’ Christmas Books and Stories; Victorian Town and Country; Cervantes’ Don Quixote in Translation; Chaucer’s The Canterbury Tales
• Freshman English (Engl 101): some sections as expository writing with essay readings; other sections as a writing-intensive introduction to the study of literature with readings in all three primary genres

ACADEMIC SERVICE
Leadership Reading Circle Leader: Plato’s The Republic. (Five Sessions) Florida Atlantic University, Boca Raton. Fall 2015.

Academic adviser to college students, particularly to English majors. The University of Mississippi, Oxford.

Tutor and coach to ESL students. The University Writing Center, The University of Mississippi, Oxford.

Academic Researcher on Faulkner for Professor Joseph Urgo, Former Chair of English, The University of Mississippi, Oxford.

PROFESSIONAL DEVELOPMENT
Oscar Wilde and His Circle (five-week NEH seminar), directed by Prof. Joseph Bristow at the Clark Library, University of California at Los Angeles, Summer 2012.
Writing Across the Curriculum Seminar. Florida Atlantic University, Fall 2009.
French Language Program for Non-Francophones. Laval University, Quebec City, Canada, Summer 1997.


Formal training in reading and speaking French, Latin (including medieval Latin), Old English, Middle English; and to a lesser extent, ancient Hebrew, Greek, German, and Old Norse and Icelandic.

MEMBERSHIPS

North American Victorian Studies Association (NAVSA)
Victorians Institute
Modern Language Association (MLA)
South Central Modern Language Association (SCMLA)
American Literature Association (ALA)

REFERENCES

Dr. Benjamin F. Fisher, IV
Professor Emeritus of English
The University of Mississippi
bfisher@ms.metrocast.net

Dr. Joseph Bristow
Professor of English
The University of California at Los Angeles
jbristow@humnet.ucla.edu

Dr. John Leeds
Associate Professor of English
Florida Atlantic University
jleeds@fau.edu

Dr. Barclay Barrios
Associate Professor of English and Associate Dean of College
Florida Atlantic University
bbarrios@fau.edu

Dr. Taylor S. Hagood
Professor of English
Florida Atlantic University
thagood@fau.edu
Curriculum Vitae

Personal

Erin Melissa Kiley
Instructor, English Department, Florida Atlantic University
ekiley1@fau.edu
954-895-9123

Education

Florida Atlantic University, Boca Raton, FL. M.A. in English. December 2013.
Florida Atlantic University, Boca Raton, FL. B.A. in English. August 2007.

Teaching Positions

Instructor. Department of English, Florida Atlantic University, 2014-Present.
Teaching Assistant. Department of English, Florida Atlantic University, 2012-2013
Teaching Assistant. Department of Philosophy, Florida Atlantic University, 2012.

Courses Taught

College Writing I (online and traditional delivery)
College Writing II
Interpretation of Fiction
Interpretation of Poetry (online and traditional delivery)
Advanced Exposition
Professional Writing

Professional Development

E-Learning Course Design Certification for Interpretation of Poetry, 2016
E-Learning Course Design Certification for College Writing I, 2015
Writing Across the Curriculum Training, 2014

Publications

Co-Editor/Contributor:

Hinshaw, W, Murray J, Kiley E, Elements of College Writing 1 and 2: Plymouth: Hayden

Research and Teaching Interests

Postmodernism; Cultural and American Studies; Rhetoric and Composition; African-American
Literature; Feminist Studies.
Presentations

Curriculum Vitae
2017 Calendar Year Annual Portfolio

PERSONAL
Kathleen T. Moorhead
English Department, Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University, 777 Glades Road, Boca Raton, FL 33431
kmoorhea@fau.edu

HIGHER EDUCATION
Florida Atlantic University, MFA in English (Creative Writing) May 2006
Florida Atlantic University, BAS in Computer Science Dec. 1986
S.U.C.N.Y. at Buffalo, BA in English, Magna Cum Laude June 1976

EXPERIENCE
Teaching
Florida Atlantic University Senior Instructor of English 2008 - present
Florida Atlantic University Adjunct Instructor of English 2006 - 2008
Florida Atlantic University Graduate Instructor of English 2004 - 2006
Broward College Adjunct Instructor of English 2005 - 2013

Military

Technology
Ecometry, Delray Beach Windows/Unix Programmer 2000 - 2004
Motorola, Inc., Boynton Beach Software Engineer, Paging Products Group 1993 - 1996
Plantation, FL

COURSES TAUGHT AT FAU

- Creative Writing (CRW 3010) an upper level undergraduate class teaching craft and criticism for beginners in writing prose fiction and poetry.

- Interpretation of Fiction (LIT 2010): a writing-intensive generic introduction to short fiction, its range, and its evolution in English

- Interpretation of Drama (LIT 2040): a writing-intensive generic introduction to drama, its range, and its evolution in English
  - Teach the traditional version of the class
  - Also developed and taught the first online version of the class in Spring-15

- Writing for Management (ENC 3213): a business-writing course covering a number of professional genres and contexts

- College Writing I & II (ENC 1101 & 1102): a course for freshmen in critical reading, thinking, and writing using the text Emerging

- College Writing I & II (ENC 1101 & 1102) for International Students (Navitas)
Curriculum Vitae
January 30, 2018

PERSONAL
Name: Richard M. Potter
Phone: 954 592 9821
Current Academic Rank: Senior Instructor
Primary Department: English

HIGHER EDUCATION
Florida Atlantic University, MA in English, May 2003.
University of California, San Diego, BA in Writing, December 1996.

EXPERIENCE
Florida Atlantic University, Instructor, 2003-Present.
Florida Atlantic University, Graduate Teaching Assistant, 2001-2003.
Centro de Enseñanza de Idiomas, Barcelona, Spain, ESL Instructor, 1997-1998.

ADDITIONAL TRAINING
eLearning Certification. Course participation Fall 2011; course delivery Spring 2012. The program consisted of six units delivered over 12 weeks and totaled 136 hours of class credit. Course (ENC 3123, Writing for Management) was successfully delivered in the Spring of 2012.

Faculty Learning Community: Why and How to Transition to Student-Focused Teaching. 2011-2. Facilitator: Lynn Appleton. I learned the basic principles of student-centered teaching, implemented a minimum of new practices in my courses and evaluated their effectiveness.

Faculty Learning Community: Taking your Classroom into the Field: Co-Curricular Studies. 2012-3. Facilitator: Jeffrey Morton. The program resulted in a single writing assignment in my ENC 1101-2 class. Specifically, students went to the Jaffe Center for Book Arts to compose a paper based on the various exhibitions there. The objective was to get the students out of the classroom and into these exhibits will develop a stronger sense of community in the University.

Criteria and Strategies for Student Success During Their Academic Careers and Beyond. 2013-4. Facilitators: Panagiotis D. Scarlotos and Daniel E. Meeroif. Objectives of this forum include learning how to map individual courses, define the objectives and outcomes of their program and map them to the individual courses within the program.
NON-INSTRUCTIONAL SERVICE

FAU Undergraduate Adviser. From 2004 to 2008, I served the (approximately) five hundred Majors in the Department of English. I advised students on classes, internships, and applying for graduate school. In addition, I processed applications, overrides, and several other forms and documents, communicating regularly with the Registrar, the College of Arts and Letters, etc.

FAU Scheduling Committee Member. From 2005 to 2009, I served the Department of English by creating and processing the class schedules. My duties included compiling faculty requests, assessing curriculum needs, and ultimately designing the class schedule, using a combination of Excel and Access.

FAU Writing Tutor. In 2001, I worked twenty hours a week in the busy Writing Lab. Most of my students were non-native speakers who needed help in their “Basic Writing” class (no longer offered at FAU).

AWARDS AND HONORS

Enhanced Teaching Assistantship from Florida Atlantic University for outstanding academic performance, 2001 – 2003

David Jay Gambee Award (University of California) for my research project, “The Impact of American Culture on Hungarians,” 1996

Dean’s List, eight consecutive semesters (1992—1996)

PRESENTATIONS


MAPACA (Mid-Atlantic Popular Culture Association): “Generations of Meaning in Don DeLillo’s White Noise,” Pittsburgh, PA, 2002

PUBLICATIONS


Curriculum Vitae  
January 23, 2018

PERSONAL
Name: Frederick Russell Redman

Email: fredman@fau.edu

Current Academic Rank: Senior Instructor

Primary Department: English

HIGHER EDUCATION
Florida Atlantic University, MA in English, August 2008.

Palm Beach Atlantic University, BA in English, May 2002.

EXPERIENCE
Florida Atlantic University, Senior Instructor, 2016-Present.
Florida Atlantic University, Instructor, 2008-2016.
Palm Beach State College, Adjunct Instructor, 2013.
Florida Atlantic University, Teaching Assistant, 2004-2007.

REFEREED RESEARCH PUBLICATION
Journal Article
Redman, Russell. "Caribbean Cultural Identity and the Art of Cactus Maintenance."

REFEREED PRESENTATION
"The 'lone saguaro': 'Positing' Cultural Identity in Edwidge Danticat's *The Dew Breaker."

COURSES TAUGHT AT FAU
ENC 1101: College Writing 1. The FAU catalog describes this General Education course: "Reading examples of expository prose and writing essays practicing the forms of rhetoric." In this course, I use a balance of lecture, class discussion, and group work to encourage and foster independent writing skills and habits. I design assignments with critical thinking development in mind by emphasizing critical reading skills and consideration of the student's role in his or her own education and in his or her community.

ENC 1102: College Writing 2. The FAU catalog describes this General Education course: "A continuation of College Writing 1." Academic research, using the print and electronic resources of the library, is the main added component to this course. I teach this course with the same strategies and emphases of my College Writing 1 course.
ENC 3213: Professional Writing. The FAU catalog describes this course: "Prepares the student to write professionally for audiences within and outside a corporation or nonprofit
enterprise. Proofreading skills stressed." For this course, I emphasize practical writing strategies, formatting, and editing as well as a sense of ethical responsibility as a writer to a human audience.

LIT 2010: Interpretation of Fiction. The FAU catalog describes this General Education course: "An introduction to close reading of fiction." In this course, I emphasize analysis of the various writers' use of elements such as plot, symbolism, diction, tone, setting, and characterization to convey messages to the reader that challenge our thoughts on important topics such as nature, gender, race, and community.

LIT 2040: Interpretation of Drama. The FAU catalog describes this General Education course: "An introduction to close reading of drama." In this course, I emphasize analysis of the playwright's use of plot, characterization, diction, motifs, and conflicts to convey messages to the reader or audience that challenge our thoughts on important topics such as class, gender, race, reality, and morality.

NON-INSTRUCTIONAL SERVICE
FAU Writing Across Curriculum Assessment Rater, 2012 and 2014. Twice I have participated in the rating process for WAC, which includes both lively discussions regarding how to evaluate the papers and the rating process itself. The rating process includes reading sample papers from across the WAC curriculum and evaluating the amount to which the papers indicate successful writing and implementation of WAC teaching criteria.

FAU College Writing 2 Grading Criteria, 2013. When research was added to the requirements for College Writing 2, I discussed a gap in the Grading Criteria with Dr. Barclay Barrios, then Director of the Writing Program, who tasked me with drafting the language to fill the gap. I completed the language which was adopted by the Writing Committee.

FAU University Center for Excellence in Writing Consultant, 2006-2007. I provided support for a wide range of student writers, specializing in argument development, organization, grammar, and ESL. I earned Certification by the College Reading and Learning Association.

FAU Vice President of English Graduate Assistants, English Graduate Student Society, 2005-2006. While in this elected role, I facilitated communication between Graduate Assistants and Faculty, and I promoted professional development of Graduate Assistants through organization and advertisement of the English Graduate Society's Annual Conference as Co-Chair.

Palm Beach Atlantic University Living Waters Review Alumni Editor, 2004-2006. In this role, I collaborated with Faculty, other Alumni editors, and students in selection of student entries for an annual literary and arts magazine.
PROFESSIONAL DEVELOPMENT

eLearning New Course Development. Designed online version of ENC 1101, College Writing 1 and developed all corresponding material during Summer of 2016. I successfully taught the course in Fall of 2016.

eLearning Certification. Course participation Fall 2014; online course delivery Spring 2015. The program consisted of six online units and practical, collaborative course designing with an Instructional Designer from the Center for eLearning. I successfully taught my online course (LIT 2010, Interpretation of Fiction) in Spring of 2015.

Writing Across Curriculum Training Seminar. Fall 2013. Facilitator: Jeffrey Galin. Successful participation and completion in this training seminar results in certification to teach WAC-designated courses. The seminar is conducted in two sessions “in support of innovation and instructional improvement in general education.”

Palm Beach State College Online Adjunct Instructor Training. Fall 2013. In addition to providing basic information about the county and student demographics, the training emphasized best practices in classroom exercise planning, assignment design, and interaction with students.

HONORS AND AWARDS


Phi Kappa Phi National Honor Society, 2008.

Outstanding Graduate Teaching Assistant, English Department of FAU, 2006.

Updated on January 16, 2018
Curriculum Vitae
SCARLETT ELIZABETH ROONEY
Srooney2@fau.edu

Education
Master of Fine Arts, English, Fiction (48 hrs), Florida Atlantic University, 2005.

Bachelor of Arts, English, Florida Atlantic University.
English major with a minor in Creative Writing.

Bachelor of Arts, Global Environmental Issues, Rollins College.
Politics, Environmental Studies, and Languages (Spanish and French).

INTERNATIONAL STUDIES
Verano Español - Courses: Lengua en Accion y España y su Arte
Rollins College, Madrid, España.

French Immersion - L'Université du Québec à Chicoutimi.

CONTINTUED STUDIES
Duluth Writers' Workshop – Robert Olen Butler's Fiction Workshop, including a one-on-one meeting discussing attendee's work, 2007.

Publications


"The Floridian" (fiction), Square Pegs, 2001.

Conferences and Readings

Conferences

Paper: "The Averted Gaze in Monique Truong’s Book of Salt."

Paper: "Airing out Fiction: Entering Story from the Back."

Poems: "La Florida’s Julep" and "Sirens."

73rd Florida Communications Association Conference on (Re)constructing Communication, Orlando, Florida, 2003.
Paper: "(Re)Constructing American Myth in Anti-War Narratives of September 11th."

Fifth Annual Women’s Studies Graduate Student Symposium, 2003.
Paper: "Psycho and the American Wet Dream."

Florida Atlantic University’s Graduate Creative Writing Symposium on “Writing Place,” Boca Raton, Florida, 2003.
Paper: "Footnotes for a Decent War Memoir," non-fiction.

Paper: "Dismantling American Myth in Anti-war Narratives of September 11th."

Readings

"Dandelion Seeds" (fiction) at University of Minnesota, Duluth, 2007.

"La Casa de Los Gatos" (poem) at President Brogan’s estate, FAU, 2006.

"Footnotes for a Decent War Memoir" (non-fiction) and presented "Looking Back" (photography) at President Brogan’s estate, FAU, 2005.

"Wolf in the Chicken Shack" (fiction) at Barnes & Noble, 2003.

Work in Progress

"Vietnam in the Twilight-Hour," a non-fiction manuscript including poems, memoirs, essays, photographs, and a screenplay. Parts of “Vietnam in the Twilight-Hour” have already been published.
“A Dance for Drowned Children in the Style of Dionysian Ethos—But a Plea,” a longish poem about the life of Isadora Duncan and the connection between Greek mythology, sensuality, and children.

**Teaching Experience**

**SEMINARS AND LECTURES**

**Guest Lecturer for Florida Writers’ Association, Barnes & Noble (2009)**
A lecture designed for writers of literary, mystery, and pulp fiction.

**Guest Lecturer for Modern Poetry Class, FAU (2007)**
A lecture on the sublime in Anne Carson’s *Decreation*, following the lineage of the sublime from Longinus, to Burke, to Antonioni, to Kant, to present day.

**Creative Writing Seminar, Redbery Books, Wisconsin (2007)**
A flash-fiction course designed for public writers. This mini-seminar focuses on how to write compact, precise fiction, how to publish in flash-fiction journals, and how to use exercises to enliven story-telling.

**Teaching at Florida Atlantic University**
Taught several courses, graduate and undergraduate, in two departments at Florida Atlantic. Additionally gave a two-year commitment to FAU’s Writing Center, UCEW.

**Instructor for the English Department, 2008-Present**
Several undergraduate courses: ENC 1101, 1102, CRW 3010, 4121, LIT 2010, 2030, 2040, ENC 3213, among others.

**Instructor for the Graduate Business Communication Department Executive MBA Program, 2006-2007**
A graduate course for executive EMBA students (E-college and classroom) in the forensic, tax, regular, and environmental programs. This course’s emphasis: building professional communication skills through speech and writing.

**Graduate Teaching Assistant, Specialty Courses, 2003-2005**

**Creative Writing Seminar**
Two fiction courses for Tops Plano Camp. Organized end-of-session performances and readings for my group.

**Vietnam War and History, ENC 1102**
An interdisciplinary and topic-centered composition course, including research, film, and attending public lectures.

**Art of the Personal Essay, ENC 1939**
A topic-centered composition course, including essays from Seneca, V. Woolf, A. Leopold, W. Hazlitt, D. Quammen, J.T. Mitchell, R. Carson, and D. Sedaris.

**Community Service / Student Awards**

**Outstanding Student Award, D.F. Schmidt College of Arts & Letters, 2017**
CRW 4121, Fiction II Workshop, Ms. Paige McEvers earned this award.
**Faculty Advisor, Roller Hockey Club, 2009-Present**

**Faculty Advisor, Fencers Anonymous, 2011-Present**

**Judge, Poetry Contest, 2012**

Poetry judge for the Third Annual Northern Campus National Poetry Month Contest.

**FAU Student Literary Award, 2012**


**FAU Peace Studies’ Award, 2010**

Joe Hayes’ “Stability: Giving Peace a Leg to Stand On.” Mr. Hayes also met the Dalai Lama one-on-one and was able to attend his lecture.

**Teaching Overseas**

**English Curriculum, Saigon, Vietnam, 2004**

An intensive English curriculum for a group program in reading, writing, and speaking.

---

**Professional Experience**


Assisted as a reader for the 1101, 1102 Composition Committee to select and review books for a new FAU reader, 2006.


**Other Certifications**

Master Writing Consultant, University Center for Excellence in Writing (UCEW), FAU Writing Center. Achieved Master Writing Consultant certification by the College of Reading and Learning Association. 2002-2004.

**Awards/Grants**

**Grants**


Creative Writing Fellowship, Tops Piano Camp, FAU, Boca Raton, Florida, 2005.

Senate Travel Grant, International Conference, North Cyprus, Turkey, 2004.

**Awards**

Frank and Courtney Brogan Award nominee, Prose, “Footnotes for a Decent War Memoir,” 2005.

Mary Sheffield  
129 NW 12th Ave  
Boca Raton, FL 33486  
561.809.9794  
Msheffii3@fau.edu

Education
• **MFA in Creative Writing**, GPA: 3.952  
Graduated Spring 2009 Florida Atlantic University  
Boca Raton, FL

• **Bachelor's of Arts in Liberal Studies**, GPA: 3.425  
**Asian History Minor**  
**Women Studies Certificate**  
Graduated Spring 2005 Florida Atlantic University  
Boca Raton, FL

Accomplishments
2015 Pushcart nomination  
2014 Pushcart nomination  
2014 finalist in *Writer's at Work* competition  
2011 finalist Jeanne Leiby Chapbook Award competition *The Florida Review*  
2011 finalist Indiana Review Half K Prize  
2011 honorable mention Glimmer Train Very Short Fiction  
2010 finalist for the National Society of Arts and Letters Short Story Competition  
2009 recipient of the Howard Pearce Thesis Award  
Nominated by my peers for the GTA of the year Spring 2009

Publications
*Marv...
Student-centered teaching method focused on improving critical thinking, reading, and writing skills: College Writing I and II (ENC 1101/1102), Interpretation of Fiction (LIT 2010), Introduction to Creative Writing (CRW 3010), Introduction to Literary Studies (ENG 3822).

**Academic Adviser**
2008-present Florida Atlantic University Boca Raton, FL
Advised MFA, MA, and undergraduate students about their respective programs
Extensive knowledge of Banner system
Editor of MFA Blog
Maintenance and compilation of general graduate student information and lists
Assists MFA and MA applicants through the application process
Works closely with Graduate Studies to help students successfully complete theses
Worked closely with the Registrar to fix registration issues, AP credit and transcript errors, and to deal with student issues on a regular basis
Worked closely with Student Academic Services to ensure undergraduates successfully complete the English Major Degree Program

**Teaching Assistant**
Fall 2007-09 Florida Atlantic University Boca Raton, FL
Crafted and instructed introductory and advanced composition courses as part of a graduate teaching assistantship
Student-centered teaching method focused on improving critical thinking, reading, and writing skills: College Writing I and II (ENC 1101/1102)

**Teaching Assistant**
Fall 2008 Florida Atlantic University Boca Raton, FL
Assisted Professor Bucak in the instruction of creative writing and ran creative writing workshops for undergraduates, provided constructive criticism in both written and oral formats: Creative Writing (CRW 3010)

**University Center for Excellence in Writing Consultant**
2007-2008 Florida Atlantic University Boca Raton, FL
University-wide student consultation assistance in brainstorming, argument construction, integration of source materials, and other writing issues on an individual basis
Job requirements included working with a diverse student population and students with English as a Second Language
Worked closely with students to develop strategies to track errors and areas for improvement
Master’s level Certification with the College Reading & Learning Association

**Research Assistant**
2006 Florida Atlantic University Boca Raton, FL
Conducted research for Faculty members’ of the English Department in their areas of specialty
Tasks included extensive online research, organization and compiling of research, and interpreting the main themes of the articles found
Worked closely with faculty members in English Department on current projects

**Office Assistant**
2008-09
Duties included: multi-tasking, data entry, file organization, answering telephone, general office work
SUZANNE L.P. SINK

Institutional Affiliation: Florida Atlantic University

Contact:
900 Sunset Road, West Palm Beach, FL 33401
704-995-5137 (cell)
ssink@fau.edu
suzanncsink.wordpress.com

Education:
- Doctor of Philosophy in English, Doctoral Candidate, 2017
  o Old Dominion University, Norfolk, Virginia – Distance Program
  o Emphases: Literary and Cultural Studies, Technology and New Media Studies
  o Dissertation Topic: Design and construction of an Azorean-American women’s digital archive to preserve and share immigration stories and artifacts of the domestic sphere.
- Master of Arts Degree in English, 2009
  o Winthrop University, Rock Hill, South Carolina
- Bachelor of Arts Degree in English, 2004
  o University of North Carolina at Asheville, Asheville, North Carolina
- North Carolina Teaching License, English 9-12, 2004
  o Research Project: “Dialogue Journals in the ESL Classroom”

Employment:

2012 – Present
- Florida Atlantic University, Boca Raton, FL
  o Instructor: English
  o Assistant Director, University Center for Excellence in Writing

2010 – 2012
- Gaston College, Dallas, NC
  o Instructor: Developmental Reading and English

2009 – 2011
- Johnson & Wales University, Charlotte, NC
  o Adjunct: Instructor: Writing Workshop, Composition, Advanced Composition

2009
- Winthrop University, Rock Hill, SC
  o Adjunct: Instructor: Writing 101

Publications:

**Academic Presentations:**

**Refereed Regional Conference Presentations:**

- “Chourico and Peppers.” Original Short Fiction. Sigma Tau Delta Annual Convention, Minneapolis, MN, March 2009

**Workshops and Non-refereed Presentations:**

- “Incorporating Writing in the Developmental Classroom.” North Carolina Association for Developmental Education, Western Regional Conference, Dallas, NC, April 2011
- “Writing Across the Curriculum: Emphasizing Writing in Every Discipline.” Gaston College Professional Development Workshop, Dallas, NC, March 2011

**Grants:**

**External Funded**

- Luso-American Education Foundation. Research Grant. Spring 2017. $2500, renewable for 3 years

**Internal Funded**


**Courses Taught at FAU:**

- ENC1101 – Introduction to College Composition
- LIT2010 – Interpretation of Fiction
- LIT2040 – Interpretation of Drama
- LIT2030 – Interpretation of Poetry

**Service and Professional Development:**

**Institutional:**
- 2017 Hacks and Snacks Pedagogical Workshop – Audio Commenting
- 2015 Hacks and Snacks Pedagogical Workshop – Effective Peer-Review with Google Docs
- 2011 Gaston College nominee to North Carolina Developmental Education Curricula Redesign Task Force – English and Reading
- 2011 Gaston College Literacy Center
- 2011 TRiO Board Member

**Community:**
- 2014-Present Lector, St. Ann Church, West Palm Beach, FL
- 2007-2008 Coordinator, Hope Haven Christmas Toy Donation
- 2005-2008 Participant, Johnson & Wales University Charlotte Campus Annual Trunk or Treat Community Halloween Party
- 2004-2005 Volunteer Tutor, Johnson & Wales University Charlotte Campus Writing Center

**Professional Memberships:**
- 2016-Present: SAMLAS
- 2015-Present: WPA - Writing Program Administrators
- 2015-Present: SWCA - Southeastern Writing Center Association
- 2014-Present: UFF-FAU - United Faculty of Florida, Florida Atlantic University Chapter
- 2010-Present: PCAS/ACAS – Popular Culture/American Culture Association in the South
- 2010-2012: NCADE – North Carolina Association for Developmental Education

**Awards and Honors:**
- 2011 NCADE Developmental Education Department of the Year
- 2007 Sigma Tau Delta, International English Honor Society, Iota Mu Chapter Member
- 2004 Recipient of UNCA Departmental Distinction Award in English
- 2004 Superior Rating Student Teaching Practicum
- 2004 ETS Award of Excellence – Perfect Score on PRAXIS II, English Language, Literature, Composition: Content Knowledge

**Related Coursework:**
2015
• Adult Development Theory, Dr. Louise Wetherbee Phelps, Old Dominion University

2014
• Online Writing Instruction, Dr. Kevin DePew, Old Dominion University

2005
• Seminar in Composition Theory and Rhetoric, Dr. Jane Smith, Winthrop University

2004
• Student Teaching and Seminar
• Directed Research in Education, K-12

2003
• Methods and Management in Teaching, 6-12, Dr. Sandra Byrd, UNCA
• Adolescent Literature, 6-12, Dr. Jeanne McGlenn, UNCA
• Reading and Writing in the Content Area, Dr. Peter Caulfield, UNCA
• Research Methods in Education, K-12
• Psychology Applied to Teaching

2002
• Teaching Writing and Standard Grammar, Dr. Peter Caulfield, UNCA
Curriculum Vitae  
Updated: January 2018

PERSONAL  
Name: Lillieth Trewick  
Office Phone: 561-297-3000  
Cell Phone: 954-729-6146  
Email Address: LTrewick@fau.edu  
Current Academic Rank: Senior Instructor  
Primary Department: English

HIGHER EDUCATION  
Florida Atlantic University, PhD Candidate, Language, Literature & Culture, ABD.  
Florida Atlantic University, Women’s Studies Graduate Certificate, Dec 2010.  
Florida Atlantic University, MA in Multicultural Literature in English, May 2003.  
University of the West Indies, Mona, Jamaica, MSc in Development Studies, 1998.  
University of the West Indies, Mona, Jamaica, BA in English (Hons)  
University of the West Indies, Mona, Jamaica, Diploma in Journalism.

EXPERIENCE  
Florida Atlantic University, Instructor of English, 2003-Present.  
Florida Atlantic University, Teaching Assistant and Tutor, 2001-2003.  
University of Technology, Jamaica, Lecturer in English, 1992-1999.  
HONORS AND AWARDS
Recipient, McKnight Junior Faculty Fellowship, 2015 -15


Graduate Studies Fellowship, 2002.


CONFERENCE PRESENTATIONS
Papers presented:


Panels chaired:

TEACHING
Teaching Emphasis — FAU:
ENC 1101 College Writing I
ENC 1102 College Writing II
LIT 2030 Interpretation of Poetry
LIT 2010 Interpretation of Fiction
LIT 2070 Interpretation of Creative Non Fiction
ENC 3213 Writing for Management
Justin Michael Waldron
2120 NE 41 ST APT C - Lighthouse Point, FL 33064
Phone: (561) 767-0688 Email: jwaldro4@gmail.com

**EDUCATION**

January 2009-May 2012  **Florida Atlantic University**  
**Master of Fine Arts** in Creative Writing  
College of Arts and Letters, May 2012

August 2006-August 2008  **Florida Atlantic University**  
**Bachelor of Arts** in Political Science with and emphasis in writing and rhetoric, College of Arts and letters, 2008

**TEACHING EXPERIENCE**

August 2017-present  **Instructor of English, Florida Atlantic University, Boca Raton, FL**  
- Teach four to six classes each semester.  
- Teach Interpretation of Fiction, Interpretation of Creative Nonfiction, College Composition II, College Composition I and Creative Writing.  
- Adjust my pedagogical approach to different classrooms and individual students.

August 2015-August 2017  **Visiting Instructor of English, Florida Atlantic University, Boca Raton, FL**  
- Teach four to six classes each semester.

August 2013-August 2014  **Adjunct Instructor of English Composition, Palm Beach State College, Lake Worth, FL**  
- Taught Composition I and Composition II.

August 2012-August 2015  **Adjunct Instructor of English Composition**  
**Broward College, Davie, FL**  
- Taught an intensive eight-week Composition I class to a diverse student body.

Summer 2016  **Adjunct Instructor of English Composition**  
**Broward College, Davie, FL**  
- Taught three English composition courses per semester.  
- Worked individually with students to help them produce excellent writing.

January 2015-May 2015  **Adjunct Instructor of English Composition, Broward College, Davie, FL**  
- Taught an intensive eight-week Composition I class to a diverse student body.

August 2012-May 2013  **Adjunct Instructor of English Composition, Florida Atlantic University, Boca Raton, FL**  
- Taught three English composition courses per semester.  
- Worked individually with students to help them produce excellent writing.
August 2009-May 2012  Graduate Teaching Assistant, Florida Atlantic University
      Boca Raton, FL
      -Two composition courses per semester for three
       years as well as two summer courses.

COURSES TAUGHT

August 2009-Present  -ENC 1101: College Writing I
            Freshman Writing Course
      -ENC 1102: College Writing II
            Second Semester Freshman Writing Course
      -ENC 1130: Introduction to College Writing
            College Composition Preparatory Course
      -Interpretation of Fiction
            Writing and Literature class
      -Interpretation of Creative Nonfiction
            Writing and Literature Class
      -Creative Writing
            Upper Level Multi Genre Creative Writing Class

DEPARTMENTAL SERVICE

2011  Intellectual Foundations Program Assessment (IFP)
      Foundations of Written Communication.
      Selected to participate in university wide academic assessment.

2009-Present  Writing Across the Curriculum
      Selected to participate in academic assessment.

AWARDS and GRANTS

2011-2012  Aisling Award in Fiction for “Chinese Drywall.”
            Judged by Barbara Hamby, professor of creative writing at
            Florida State University and author of the book Lester Higata’s
            20th Century.

August 2009-Spring 2012  Graduate Teaching Assistantship
      Florida Atlantic University, Boca Raton, Florida
      Awarded a stipend and tuition waiver for three years.
PRESENTATIONS
August 2009-May 2012  
**Public Readings and Conferences**  
Participated in and read during public readings and conferences held by the English department.

March 2012  
**Coastlines Literary Magazine Release**  
Read published piece of fiction.

PUBLICATIONS

Waldron, Justin. “Meat” (Fiction)  
*Apt Literary Magazine*  
January 2014

Waldron, Justin. “Chinese Drywall” (Fiction)  
*Coastlines Literary Magazine*  
April 2012

Editing completed novel for submission to publisher.

OTHER WORK EXPERIENCE

2008-2009  
**District Assistant to Florida State Representative**  
Florida House of Representatives, Palm Beach County  
- Wrote press releases, correspondence, and other business writing.  
- Managed the district office.  
- Managed office finances.  
- Attended meetings and met with politicians and business people.  
- Worked with community groups on legislation meant to benefit the immediate district as well as the state.
Curriculum Vitae

Personal
Name: Julianne Zvolensky
Institutional Affiliation: Florida Atlantic University
Email address: jcurran3@fau.edu
Current academic rank: Instructor
Department: English

Education
Florida Atlantic University; M. A. in English; August 2010
University of Florida; B. A. in English, Minor in Communication Studies; May 2007

Experience
Florida Atlantic University
Instructor, Department of English, Spring 2012-present
Assistant Director, Writing Across the Curriculum, Spring 2012-present
Rater, Writing Across Curriculum assessment, Summer 2012 & 2016
Coordinator, Introduction to College Writing, Summer 2010
Graduate Teaching Assistant, 2007-2010

Saint Gregory the Great Catholic School
Language Arts teacher, Fall 2011
Grammar teacher, Fall 2011
Summer Skills teacher, Summer 2011

Chaminade-Madonna College Preparatory
English 1 Instructor, 2010-2011
English 2 Instructor, 2010-2011
English 2 Honors Instructor, 2010-2011

Publications in Print
Stephanie M. Webster, Julianne Curran, Lacey Greathead & Kyla Lemieux (2006)
Spirituality in Mainstream Academia: Three Transformative Activities, Journal of
College and Character, 7:6, DOI: 10.2202/1940-1639.1210
Non-Refereed Publications, Presentations and Proceedings

Presentations

2006 “Spirituality in Mainstream Academia” panel, The Florida State University Jon C. Dalton Institute on College Student Values; Tallahassee, FL

2005 “Non-verbal Communication at Work,” Florida Communication Association convention; Kissimmee, FL

Courses Taught at FAU

ENC 1101 College Writing 1
ENC 1102 College Writing 2
ENC 1130 Introduction to College Writing
LIT 2010 Interpretation of Fiction
LIT 2040 Interpretation of Drama

Service and Professional Development

Professional Development
Spring 2012 (January): Writing Across Curriculum Faculty Training Seminar
Spring 2012 (February): Anti-Discrimination and Anti-Harassment Training
Spring 2012 (April): Collaborative Institutional Training Initiative (CITI): Responsible Conduct of Research
Summer 2012 (semester): enrolled in FAU course: RED 4335 Content Reading: Middle and Secondary Schools
Spring 2013 (semester): enrolled in FAU course: EDG 4343 Classroom Instructional and Assessment Strategies
Fall 2014 (November): Lawroom Inspired Employer Solutions: Eliminate Campus Sexual Violence training
Spring 2017 (May): Security Awareness for End Users: Promoting Campus Network Security training
Fall 2017 (October): Kognito Interactive: At-risk for University College Faculty and Staff: Responding to Students At-Risk training

Honors and Awards

Outstanding Communication Pre-Professional, May 2007
University of Florida,
Dial Center for Written and Oral Communication