TEXAS A&M UNIVERSITY
DEPARTMENT OF ENGLISH

PROGRAM REVIEW
SELF-STUDY DOCUMENT, 2010-2015

JANUARY 21, 2016
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EXECUTIVE SUMMARY


“The single most important prerequisite to gaining consensus top ten status is the establishing of a superb Letters, Arts, and Science (LAS) faculty at the center of Texas A&M University.” Vision 20/20, 1999.

The Department of English at Texas A&M University remains “a department in transition” within a profession—and academy—in transition. Our administrative leadership is in flux; our faculty demographics are rapidly shifting; debate about the purpose and value of humanities degrees within and outside the discipline has prompted efforts to defend our work as well as efforts to reconceive it; economic and material changes in the realm of academic publishing require us to continually adapt our practices of hiring, evaluating, and rewarding faculty—all while various external forces combine to make the entire academic enterprise seem simultaneously more and less creative, stable, productive, and relevant than ever before.

Despite this backdrop of change and uncertainty, this self-study shows the Department of English at Texas A&M to be a resilient and innovative community of scholars, students, and staff. Since our last program review, we have responded to a number of challenges (including several devastating budget cuts) by restructuring our curriculum and redoubling our efforts to serve our students, to engage our local and academic community, and to produce research that invigorates and reshapes English studies. We are proud of what we have accomplished, we view our success as a strong indicator of our potential for continued achievement, and we are eager to seize the Academic Program Review process as an opportunity for growth and change.

While we are confident in our ability to manage change, the sustainability of our department is endangered by the prospect of continuing faculty losses due to retirements and normal attrition. Key research and teaching areas, including Rhetoric, Creative Writing and American Literature, are (or will soon be) seriously understaffed. In addition, as this study will demonstrate, the loss of faculty is at the root of, or a strong contributing factor, to recent difficulties in recruiting and retaining faculty, staff and students, and in maintaining course offerings in graduate and undergraduate students.

Our strategy going forward is shaped by three imperatives:

1) Resolve staffing concerns. Should resources become available for faculty hiring, we need to construct a hiring plan that revitalizes our research and teaching profile, is mindful of
diversity concerns, and acknowledges our long-term teaching needs and curricular goals. Such a plan might include

- Postdoctoral faculty to secure immediate help in meeting teaching needs, to foster research in key areas, to attract graduate students with the possibility of a postdoctoral year, and possibly to develop a diverse pool of potential junior faculty via postdoctoral exchanges with other institutions.
- Shifting from one-year lecturers to instructional track faculty, a change that will strengthen the role of non-tenure track faculty in the department and insure stable, high-quality service and teaching.
- In tenure-stream hiring, reinforcing areas in which we have sustained significant faculty losses, while developing plans to supplement current areas of strength with emerging research areas within the department and the profession as a whole.

2) **Respond effectively to diversity and climate issues within the department.** A plan to accomplish this must include

- Improving recruiting and retention of tenure-track faculty by strengthening our commitment to diversity, enhancing communication and transparency within the department, supporting faculty research, and fostering collaboration and community.
- Strengthening recruitment and retention of a diverse pool of graduate students by actively seeking to increase fellowships, raise stipends, reduce the graduate student teaching load, and pursue 6th year funding and postdoctoral funding.
- Developing outreach plans and materials to attract a diverse pool of talented undergraduate and graduate students, including improving the design and content of our department website and reframing promotional materials to emphasize our strengths.

3) **Adapt and improve the English major, M.A., and Ph.D. programs.** A plan to accomplish this must include

- Continuing to reshape our undergraduate curriculum to draw additional majors and minors through certificate and concentration programs, university studies degrees, and similar means.
- Adapting our M.A. and Ph.D. programs in light of shifts in the profession as whole, trends in graduate education, and with the goal of discovering and developing opportunities to attract and retain new students.
INTRODUCTION TO THE DEPARTMENT

The Academic Program Review (APR) process for the Department of English was initiated in Fall 2014, with the external review team chosen in early 2015 by then Head Nancy Warren in consultation with the Executive Committee. In Spring 2015, the department finished work on its new Strategic Plan; in June, the current Interim Department Head took office, with additional new department administrators taking office in July and August. Work on this self-study was initiated in Fall 2015. Interim Head Maura Ives worked with the Executive Committee,1 the Directors of Graduate and Undergraduate studies (Sally Robinson and Apostolos Vasilakis), and the Strategic Planning Committee2 to create a timeline for researching and drafting the study, and to set up a timeline for the draft to be completed. Responsibility for drafting the study was divided among the Interim Head (Ives), Interim Associate Head (Britt Mize), and program directors. Plans for the self-study were announced via email, at the first faculty meeting (September 11), and through the distribution of Executive Committee minutes throughout the semester. Department-wide discussions were initiated via meetings by rank or role, open meetings of the graduate and undergraduate committees, and a series of full faculty meetings (October 26 and November 20) at which progress on the self-study, and drafts of work in progress, were discussed. In a further effort to make the self-study process as open and transparent as possible, drafts and data were posted via eCampus, TAMU’s version of Blackboard.

MISSION AND GOALS

The mission of the Department of English is to perform and foster scholarly and creative inquiry into texts in various forms (written, oral, digital, and multi-media). Recognizing that English studies are historical and contemporary, local and global, we focus on the flow of English-speaking people and cultural production in English across both time and space, combining historical, linguistic and cultural analysis with creative work in literature, film, and emerging media. Through this work, we enhance the critical thinking skills and enrich the cultural and aesthetic experience of our students, our colleagues, and the people of Texas.

The Department of English’s overall goal is to align its teaching and research emphases with those of our strongest Vision 2020 and AAU aspirational peers while honoring Texas A&M’s land grant tradition of outreach and service. Specifically, we strive to achieve the following:

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1 Maura Ives, Ira Dworkin, Marian Eide, Cecelia Hawkins, Krista May, Britt Mize (ex officio), Claudia Nelson, Kate Ozment, Sally Robinson, and Apostolos Vasilakis.
2 Terence Hoagwood, Jessica Howell, David McWhirter, Britt Mize (ex officio), Anne Morey, and Susan Stabile.
• Prepare our undergraduate students for success in the workforce as problem solvers and communicators through mastery of the key disciplinary skills: thinking critically, analyzing complex texts and contexts, and communicating persuasively.
• Prepare all of our students for productive citizenship and lifelong learning through appreciation of the aesthetic and cultural value of literature, film, and multimedia art.
• Strengthen our graduate program by providing exceptional opportunities for intellectual and professional development through instruction, research and teaching assistantships, internships, and support for other professional activities.
• Enhance the national and international visibility of our department by hiring, retaining, and supporting faculty who perform outstanding scholarly and creative work.

Analysis and further discussion of these goals is provided throughout this document and summarized in the Conclusion.

BRIEF HISTORY (THROUGH 2014)

Through 2007

Since 1876, when “Languages and Literature” appeared among the initial courses of study at what was then called the Agricultural and Mechanical College of Texas, the study of languages and literatures in English has been part of Texas A&M’s history. Our 2007 self-study documents this history, revealing that the department’s efforts to develop and maintain multiple strengths in research and instruction have been part of its story from its very beginning: The Department of Modern Languages and English offered instruction in grammar, language, and literary works. Over time, the Department’s areas of emphasis continued to shift. Some areas—Speech Communication, Theater Arts, and Folklore—split off permanently in the 1980s, either to form or to join other departments (primarily Speech Communication and Theater Arts, founded in 1985). In 2001, the department’s writing center was superseded by (and served as the foundation for) the University Writing Center. A department working group, the Interdisciplinary Group for Historical Literary Studies, eventually was transformed into the Glasscock Center for Humanities Research, and the College’s Women’s Studies program emerged from English to become a separate program in 1994. Film, Africana Studies, and Digital Humanities have also traditionally had strong support and leadership from English.

From 2000 through 2007, the Department of English enjoyed significant growth, both in faculty and in students. In the year before our last program review, the Department boasted 87.5 faculty FTEs, including 63 faculty in the tenure stream or holding the rank of Senior Lecturer.

Since 2007

While the department continues to hire tenure-track faculty (a total of 13 assistant professors have been hired since 2007-2008), since 2007, the department has lost a total of 25 tenure-track or tenured faculty (seven assistant professors, six associate professors, and twelve full professors). Fifteen of these losses have occurred since 2010-11. The faculty’s demographics are the single greatest contributing factor to our shrinking numbers: although we have lost faculty at all ranks, the majority of
these losses have been retirements (11 total since 2007), a trend that is likely to accelerate. The department currently consists of 53.5 faculty FTEs, including several tenured faculty in administrative or research positions who are not currently teaching (Valerie Balester, Pamela Matthews, Charles Rowell) and one half-time faculty member (Elizabeth Tebeaux). This number includes 10 lecturers and Instructional faculty (one of whom, Nancy Small, teaches at TAMU-Qatar and is not on our payroll).

Budget concerns have had a significant impact on the department, especially the graduate program. In FY11, our graduate program budget was $1,152,021. Cuts of $175,000 in FY12 and $302,021 in FY13 left us with $675,000—a total reduction of 41.41%. Our current graduate budget is 58.59% of our FY11 graduate budget.

The impact of these cuts was heightened by a concurrent policy change in the College of Liberal Arts’ treatment of vacant salary lines. Faculty salaries that once remained in the department are now retrieved by the College (a policy that has now been extended to include not only tenure-track but instructional and lecturer salaries). From 2011 through 2016, a total of $2,126,907 in faculty salary lines has been returned to the college; of that sum, $760,441 has been returned to us for new hires. The net loss of $1,366,466 in faculty lines has resulted in a significant loss of teaching power. In the short term, we absorbed some of these losses by raising the teaching load of graduate students from 1-1 to 2-1; in addition, as of fall 2015, the standard load for lecturers in the College is 4/4—a change from our former practice of hiring Ph.D.s at a 3/3 load and M.A. lecturers at 4/4. However, even with the heightened teaching load, accelerating faculty losses (see Appendix A) have made it increasingly difficult to meet the department’s teaching responsibilities.

Still, the department has both strengthened and expanded its research and teaching profile, maintaining its leadership in existing interdisciplinary programs (English faculty have served as Directors of the College’s Film, Africana Studies, and Womens’ and Gender Studies programs), leading the University Writing Center and the development of TAMU’s digital humanities Initiative for Digital Humanities, Media and Culture (the only humanities-based “landmark research area” funded through a University-wide competition), and engaging in working groups and seminars through the Melbern G. Glasscock Center for the Humanities. The department has also demonstrated its resilience by revising the graduate and undergraduate curriculum to reflect disciplinary changes as well as shifts in staffing and curricular needs. Staffing concerns have also prompted the department to explore innovative course delivery options such as flipped, hybrid, and online instruction.

**ADMINISTRATION AND GOVERNANCE**

The Department’s administrative structure includes the Department Head and Associate Head, and Directors of Undergraduate Studies and Graduate Studies. Recent Department Heads include M. Jimmie Killingsworth (2007-2011), Nancy Bradley Warren (2011-2015), and Interim Head Maura Ives (2015-). Staff support for the Interim Head is provided by Lisa Carouth, Assistant to the Department Head, and Dalaiah Eiland, Academic Business Administrator, Office Manager and budget officer.

The by-laws under which the Department operates are included in Appendix B. These are updated periodically, the most recent revision having been ratified by the faculty in 2012. In addition to these by-laws, other documents guide departmental actions under specific circumstances. These include the Department of English Promotion and Tenure Policy Guidelines (revised 2015), Guidelines for Progress towards Tenure for Assistant Professors (implemented 2007), the Annual Review of Tenured Faculty document (revised 2011), the annual Faculty Checklist (revised 2015), and guidelines for Post-Tenure Review (pending revision). Additional revisions to the Bylaws and to the Mentoring Plan are
anticipated in the near future. This further work on updating and revising department policies promises to strengthen the department’s overall climate and to help us continue to develop the next generation of academic leaders, productive scholars, and innovative teachers.

The Standing Committees of the Department, identified in the by-laws, are the Executive Committee, the Graduate Studies Committee, the Undergraduate Studies Committee, the Evaluation Advisory Committee, the Strategic Planning Committee, the Review Committee for First-Year Ph.D. Students, the Technology Committee (inactive following the College’s decision to centralize information technology staffing), and the Diversity Committee. Various Ad Hoc committees, such as the Ad Hoc Awards Committee, are formed as circumstances require. The Executive Committee meets bi-weekly during the fall and spring semesters and as needed during the summer. Other committees meet on a regular schedule or as their obligations require.

The by-laws require that the full Department meet at least once each semester. In practice, departmental meetings are set up on a monthly basis, with some meetings being dedicated to a particular responsibility (e.g., promotion and tenure or hiring matters).

**DEPARTMENT STAFF**

The Department has 13 full-time staff members, including an Academic Business Administrator who serves as Office Manager, an Assistant to the Department Head, a Business Coordinator, two Administrative Coordinators (in the Graduate and Undergraduate offices), an Office Associate, and an Academic advisor. A Senior Office Associate in the Undergraduate Office also serves as the department’s webmaster. In addition, the World Shakespeare Bibliography employs an Associate Editor, and the Initiative for Digital Humanities, Media and Culture (IDHMC) employs a Program Coordinator, a Lead Software Applications Developer, a Postdoctoral Research Associate, and a Research Associate.

The Department is committed to hiring, supporting, and retaining well-qualified staff, and we believe that our staff is remarkably capable and resourceful. We devote department resources and take advantage of university resources to provide employee training, flexible work schedules, administrative leave with pay, and promotions that follow the university career ladder for staff positions. Many department staff have been rewarded for outstanding work. Since 2007, three staff (Paulette Lesher, Dalaiah Eiland and retired staff member Teri Czajkowski) have received the President’s Meritorious Service Award, and four (Barbara Newsom, Dalaiah Eiland, Paulette Lesher, and Krista May) have won College of Liberal Arts Superior Service (CLASS) Awards. Jaclyn Upshaw-Brown has won two College of Liberal Arts Staff Scholarships; Paulette Lesher has won the CLASS Organizational Support award, and Krista May won the Aggie Allies Rainbow Award, an annual diversity award coordinated by the department of Multicultural Services.

Staff salaries in the English department range from 83% to 123% of the University’s median salary for equivalent positions. The majority of staff salaries fall either above 100% or between 90 and 99% of the median.
**DEPARTMENT AND PROGRAM RESOURCES**

Physical space

The move to the current LAAH building provided upgraded classrooms, the convenience of physical proximity to Evans Library and the Glasscock Center, and a much-needed boost to departmental morale. The LAAH building highlights the role of arts and humanities both by housing them in an attractive new facility and by placing that facility in a highly visible location on the central campus. English occupies floors 3-5 of the LAAH building, which provides ample space for faculty and graduate student offices, three seminar rooms and eight dedicated classrooms, two computer classrooms, four conference rooms (several of which support videoconferencing), a technology lab, and a faculty printer room, as well as a multipurpose room suitable for special events, a faculty and graduate student lounge, and dedicated break rooms. The Initiative for Digital Humanities, Media and Culture’s space within LAAH includes a lounge/conference room as well as a large screen visualization space. Faculty and students enjoy working in the new building, and appreciate the ample space available for colloquia, symposia, and similar events.

Department budget

The base budget of the Department of English for the 2015-16 fiscal year is $5,602,347, of which $3,923,790 is committed to tenured and tenure track faculty salaries, with substantial additional amounts dedicated to non-tenure track faculty and staff salaries. Although our instructional faculty salaries are part of our base budget, we only have permanent funding for one continuing lecturer. A graduate studies allocation of $675,000 supports stipends for graduate students. The department’s operating budget of $250,000 covers copying expenses, phone, equipment, maintenance and repair, search committee and prospective faculty expenses, speaker fees, computer and office supplies, and faculty travel. The Department supports faculty participation at two conferences annually, with the level of support varying slightly each year depending on that year’s budget (in recent years, we have reimbursed up to $1200 per trip). Participation at international conferences is supported on a competitive basis via the Dean’s office, which provides up to $1500.

Research support

In addition to travel funding, the department has offered various forms of research support. Beginning in FY05, faculty were able to apply for research support of up to $750 from a research fund in the Department. The research fund was inactive for some years following the budget cuts of the late 2000s, but has been reinstated and reconceived. The research funds now support research travel, and in order to qualify for department awards, faculty must also apply for funding from outside the department. Research travel award requests are funded based on the quality of the project and demonstrated need for travel, regardless of the outcome of other grant applications. Although the demand for graduate student teaching has made it difficult to provide faculty with research assistants, in Summer 2015 the graduate program offered a small summer research incentive for graduate students to work on faculty projects, and undergraduate research assistants are available on a competitive basis through the department’s UPREP (Undergraduate Professional and Research Experience) program. UPREP students receive $750 for their participation, and often complete an independent study in connection with their research duties.
Beyond the department, tenure-track faculty may apply for Faculty Development Leave for one or two semesters. Faculty Development Leaves have become increasingly competitive in recent years, requiring outside letters of support; in addition, the number of leaves that can be granted is limited by state law, making it difficult for us to compete with Vision 20/20 and disciplinary peers that offer sabbatical funding (see Appendix C, Peer Institution Research Support). The Glasscock Center offers some research funds including fellowships. Two large internal grants, the Program to Enhance Scholarly and Creative Activities and a new Arts & Humanities Fellows Program, are available through the Office of the Vice President for Research. The College offers advice on securing external grants.

The department supports indexing costs, and assists with other publication costs case-by-case. Limited funding sources for publication costs are available beyond the department. The Glasscock Center offers up to 6 $1500 Publication Support Grants per year that assist with “the costs of publishing a manuscript of humanities-related scholarship,” excluding indexing. Unlike many of our AAU peer institutions, TAMU offers no other formal mechanism to assist faculty with subventions.

All new faculty are provided with a computer and printer, and all faculty (as approved by the Head) may participate in the College’s Faculty Workstation Program, which provides a new computer every 4 years.

**ANALYSIS: IMPROVEMENTS SINCE THE PREVIOUS EXTERNAL REVIEW**

The department’s last Academic Program Review took place in 2007. The Report of the 2007 review team is available in Appendix D. Improvements that the department has made since the 2007 APR include those in the following areas:

**Curriculum**

Our 2007 review urged us to update the curriculum to better align it with current and emerging areas of scholarly inquiry and to offer students more flexibility to design a concentration according to the student’s professional and academic interests. A new graduate curriculum was implemented in 2011-2010, and in 2012-2013, the department redesigned the Undergraduate degree plan. The Undergraduate plan created English 303, a gateway course that introduces English Studies, emphasizing both the range of methodologies used by scholars in the field, and the relevance of English Studies to the wider world. The new plan includes 33 hours of major coursework distributed among four “literary histories” categories (designed to emphasize geographical and cultural diversity), while allowing students to design their own 15 hour concentration.

**Research strengths**

The 2007 review prompted the department to develop more carefully constructed areas of excellence, suggesting that we might focus on “cross-cutting analytic categories such as gender studies” or “emergent areas” such as “digital humanities.” In response to this advice, our 2011 strategic plan identified Transatlantic Nineteenth Century Studies and Gender and Sexuality Studies as existing areas of strength, along with two emerging research areas, Childhood Studies and Digital Humanities, Media, and Culture. Our faculty hiring from 2011-2014 targeted these areas. In addition, the department has
hired several junior faculty who specialize in the related cross-cutting areas of transnational and diasporic studies, making them an increasingly strong area of research and teaching in the department.

We have more recently responded again to this aspect of the 2007 external review. In 2015 we took the creation of a new Strategic Plan document as an opportunity to update our declared areas of strength. The 2015 Strategic Plan (Appendix E) identifies the following as variously intersecting lines of strength in the department’s contributions to scholarship: Women’s Writing, Gender, and Sexuality; Digital Humanities, Media, and Book History; Literatures in English, Pre-1800; and Literatures in English, Post-1800.

**Tenure and promotion guidelines**

The Department’s recently revised guidelines for tenure and promotion respond to the APR’s recommendation that the department adopt policies that recognize and reward the full range of faculty scholarship and creative work. This change is in accordance with recommendations from the Modern Language Association, the primary national scholarly organization for faculty in literature and language.
FACULTY PROFILE

GENERAL INFORMATION AND DEMOGRAPHICS

Faculty appointments

For the academic year 2015-16, the faculty of the Department includes 43.5 tenure stream faculty and 10 non-tenure track faculty (five lecturers and five instructional faculty, one of whom is in Qatar). This total also includes one tenure-stream faculty member who retired in December.

After our 2007 APR, the University added a new category of non-tenure track appointment designated “Instructional [rank] professor” to the existing categories of Lecturer and Senior Lecturer. Lecturers are normally hired for one-year appointments which carry no expectation of renewal, but may be renewed based on performance and available funding. Prior to 2015, lecturers in the department taught either three courses per semester (for Ph.Ds.) or four courses per semester (for M.A.s). Faculty in the Instructional ranks are expected to engage in teaching and significant service, which the College’s guidelines define as “student advising and pedagogically-related activities outside the classroom” (the guidelines are provided in Appendix F). The standard teaching load for Instructional track faculty is three courses per semester, with reductions possible for major administrative service.

Core and non-core faculty numbers

For the purposes of this self-study, this section focuses on academic year 2014-2015, within which the majority (53.5) of our faculty were defined as “core faculty,” including all tenure-track faculty and four instructional assistant professors. Eight faculty were defined as “non-core,” including four lecturers, one assistant lecturer, and three instructional faculty. A list of core and non-core faculty, a publication list (since 2007) for all faculty, and short CVs of all current faculty are in Appendix G.

Teaching load

The usual teaching load of full-time tenured and tenure-track faculty is two courses per semester; non-tenure-track faculty have higher teaching loads, as indicated above.

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3 The list of “core” faculty is provided by the Office of Graduate and Professional Studies (OGAPS). For purposes of the program review, core faculty are “defined as full-time, tenured and tenure-track, 50% or more doctoral instruction” (APR Guidelines, APR.TAMU.EDU). In practice, the list of core faculty includes all tenure-stream faculty plus those instructional faculty who have contact with graduate students.
Tenure and promotion

Assistant Professors are considered for tenure and promotion to Associate in the fall of their 6th calendar year of service; Associate Professors may be considered for promotion at any time. Non-tenure track faculty may also seek promotion. After five years of service, a full-time Lecturer may be promoted to Senior Lecturer based on meritorious teaching. Instructional Assistant Professors may be promoted to Instructional Associate Professor and to Instructional Full Professor based on their performance in teaching and service.

Age

As of fall 2014, 42.5% of the core faculty in English were over 60 years of age. Of these, 25.5% are over 65. We do not have this data for non-core faculty.

Gender

Our 2014-15 core faculty included 25 (47%) men and 28.5 (53%) women. These numbers are in keeping with the gender distribution of English faculty nationally, which shows that 55% of English faculty are female (www.humanitiesindicators.org, 2012 data).

Among the 2014-15 core faculty, men outnumbered women in instructional faculty (3 men, 1 woman) and among full professors (14 men, 11.5 women), but women were more numerous among the other ranks (assistant: 1 man, 5 women; associate: 6 men, 11 women). The current ratio of men to women in core faculty is almost even among full professors (12 men, 10.5 women), with disparities continuing to exist among assistant professors (2 men, 5 women) and associates (6 men, 11 women). The current non-core faculty include 3 men and 5 women.

Race/ethnicity/nationality

Data gathered by Texas A&M in 2014 shows that the majority (41) of our tenure-track (core) faculty are white non-Hispanics. Five faculty were listed in other categories, including Asian or Pacific Islander, Black non-Hispanic, and two Hispanic faculty members. The tenure-stream faculty also includes two international faculty members. The 2007 self-study reported that the department’s 59 tenure-track faculty included four Hispanic faculty, five Black non-Hispanic faculty, two Asian-American faculty, and the first deaf faculty member hired at Texas A&M.

The majority of our non-core faculty are white non-Hispanics.

Although there is not recent, discipline-specific national data available for race and ethnicity of faculty in English, in 2004, 16% of humanities faculty was "nonwhite or Hispanic" (www.humanitiesindicators.org). At about 12% non-white or Hispanic, our current core faculty remains within reach of this number, but had exceeded it (18.7% in 2007) before recent losses. These losses are of concern for many reasons, but we note in particular that a disproportionate number of the English faculty who have left TAMU belong to recognized minority groups.

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4 https://accountability.tamu.edu/content/university-metrics-faculty-demographics
QUALIFICATIONS AND EVALUATION OF FACULTY

Qualifications

All faculty (core and non-core) are expected to hold graduate degrees in English, Creative Writing, or closely related fields such as Rhetoric, and nearly 100% of core and non-core faculty hold terminal degrees (M.F.A. or Ph.D.). Tenure-stream faculty are expected to perform and disseminate high-quality research and creative work; instructional faculty and lecturers are also often engaged in research and creative work in addition to their primary responsibilities in service and teaching.

Evaluation

All faculty (core and non-core) are required to participate in the annual review of teaching, research/publications, and service. In the Department of English, this process begins with the submission of an annual self-report (a “checklist”) that accounts for activities in research, teaching and service over the preceding five years (see Appendix H; the checklists for pre-tenure and Instructional faculty are slightly modified versions of the same form). The department’s checklist reflects the benchmarks articulated in the relevant departmental documents (“Annual Evaluation of Tenured Faculty,” Appendix I, and “Annual Evaluation of Non-Tenure-Track Faculty,” in development). Tenure-stream checklists (and, beginning in 2016, those of Academic Professional Track faculty) are reviewed by the Evaluation Advisory Committee (EAC); Assistant Professors are also reviewed by the faculty as a whole. The EAC provides its recommendations to the Head, who may, in turn, make selective adjustments to ratings. The annual review takes place in the spring for tenure-stream and Instructional track faculty. After the spring evaluation cycle, the Head distributes annual review letters to all faculty, who are invited to meet and discuss the results. The annual reviews are the basis for the distribution of merit raises prior to the beginning of the next academic year. If a faculty member’s overall evaluation is unsatisfactory, the Head, in consultation with the faculty member and the EAC, provides a plan for near-term improvement.

Faculty who hold non-recurring Lecturer positions are reviewed by the Associate Head. Beginning in Fall 2015, this process takes place each semester, on the rationale that because funding for their positions cannot be assumed to continue, these colleagues need to be provided with ever-current feedback and materials for their ongoing job searches.

More formal and comprehensive reviews of tenure-track faculty occur at their mid-term point, their tenure year, and at the time of promotion to full professor; instructional faculty who seek promotion undergo a similar review process. These reviews follow the guidelines provided by the College of Liberal Arts and the University administration. Consistent with those guidelines, the Department has produced its own documents outlining a path toward a successful bid for promotion and tenure for junior faculty (see “Guidelines for Progress Towards Tenure for Assistant Professors,” Appendix J). During Spring 2014 and Fall 2015, the Promotion and Tenure Policy Guidelines were extensively discussed and revised (see “Departmental Guidelines for Promotion and Tenure,” Appendix K).

Because the Department recognizes the importance of providing clear and consistent information and advice to tenure-track assistant professors, it has developed formal mentoring guidelines. A Mentoring Plan for assistant professors was formalized in 2006-07, and a document providing Guidelines for Progress towards Tenure for Assistant Professors was adopted in 2013. We
continue to review our documents and processes to assure that faculty are evaluated appropriately and that they have access to consistent and reliable guidance.

**PERFORMANCE METRICS AND ANALYSIS**

Research: metrics from Academic Analytics

*Peer institutions.* For the purposes of the self-study, the department’s Strategic Planning Committee selected eight peer and aspirational peer institutions with which we might most meaningfully compare ourselves. After consideration of several rankings or ratings of comprehensive universities and their English programs, and limiting the field to AAU-member public institutions, especially those with a significant historical commitment to agricultural, technical, and industrial education, the committee produced the list below. After each institution’s name, its *U.S. News and World Report* graduate program ranking is provided (Texas A&M is #59). *Vision 20/20* peers are marked with an asterisk.

- Pennsylvania State University* (#26; no ranked subspecialties)
- University of Texas* (#17; no ranked subspecialties)
- University of Maryland (#32: #8 in African-American literature and in American Literature before 1865))
- Ohio State University* (#32)
- University of Florida* (#52)
- University of Missouri (#63)
- Michigan State University (#63)
- Purdue University* (#63)

The last four we consider near-peer institutions, and the top four we consider notably stronger in English than we are. Penn State is included as a “gold standard” among public land-grant universities. The University of Texas is not as close an institutional match as some others, but is included as a state of Texas “gold standard,” comparison with which is relevant because of the shared region, student pool, and legislative environment. Maryland and Ohio State are straightforward aspirational peers.

*Academic Analytics overview.* Texas A&M has chosen to use Academic Analytics as a way to evaluate faculty and departmental strengths, both internally and in comparison to other institutions. The version of Academic Analytics consulted for this self-study incorporates citations to journal articles from 2010 through 2015, and to books published between 2005 and 2014. Since humanities work tends to gain influence over time, the elimination of material published before 2005 or 2010 is a disadvantage, especially to scholars who have published foundational works that continue to gather citations for many years after their initial publication. In this respect (and others we discuss later on), we are mindful of Academic Analytics’ limitations as an overall measure of an English department’s standing. However, Academic Analytics’ metrics nearly always show our department to be very competitive nationally and in comparison to our peers, and we find in these numbers confirmation of positive trends demonstrated by our own data and metrics, which acknowledge disciplinary norms as well as the particular circumstances of our department.

*Department and program strengths and weaknesses.* Overall, Academic Analytics data (release AAD2014.00.497) shows that our department fares extremely well when measured against other
departments with doctoral programs. In eleven of the AA measures, we rank in the top quartile of departments (from 75.7 to 93.1 percentile); in an additional six, we rank in the second quartile (56.9 to 68.8 percentiles); in two, we rank near the top of the third quartile (48.6 and 45.1 percentiles). For three measures—Number of faculty with an article, Percentage of faculty with an article, total articles, and number of faculty who have published a book—we rank among the top twenty English programs nationwide. Please take note that in all Academic Analytics data presented here, “book” means “book published between 2005 and 2014”; “article” means “article published between 2010 and 2015”; and “citation” means “citation to books published between 2004 and 2015 or to articles published between 2010 and 2015.”

Compared to all programs in English language and literature (143 programs), we are strongest in these eleven categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Rank</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty With an Article</td>
<td>11</td>
<td>93.1</td>
</tr>
<tr>
<td>Percentage of Faculty with an Article</td>
<td>11</td>
<td>93.1</td>
</tr>
<tr>
<td>Total Articles</td>
<td>16</td>
<td>89.6</td>
</tr>
<tr>
<td>Number of Faculty Who Have Published a Book</td>
<td>18</td>
<td>88.2</td>
</tr>
<tr>
<td>Percentage of Faculty with a Book Publication</td>
<td>23</td>
<td>84.7</td>
</tr>
<tr>
<td>Number of faculty Members With a Citation</td>
<td>24</td>
<td>84</td>
</tr>
<tr>
<td>Articles per Faculty Member</td>
<td>24</td>
<td>83.3</td>
</tr>
<tr>
<td>Total Citations</td>
<td>33</td>
<td>77.8</td>
</tr>
<tr>
<td>Total Awards</td>
<td>34</td>
<td>77.1</td>
</tr>
<tr>
<td>Number of Faculty Members with an Award</td>
<td>35</td>
<td>76.4</td>
</tr>
<tr>
<td>Total Number of Books</td>
<td>36</td>
<td>75.7</td>
</tr>
</tbody>
</table>

Compared to the same 143 programs, our department is weakest in these eight categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Rank</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Faculty with a Citation</td>
<td>49</td>
<td>66.7</td>
</tr>
<tr>
<td>Awards Per Faculty Member</td>
<td>51</td>
<td>65.3</td>
</tr>
<tr>
<td>Articles Per Author</td>
<td>56</td>
<td>61.8</td>
</tr>
<tr>
<td>Percentage of Faculty with an Award</td>
<td>59</td>
<td>59.7</td>
</tr>
<tr>
<td>Book Publications Per Faculty</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Citations Per Faculty Member</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Percentage of authors with a citation</td>
<td>75</td>
<td>48.6</td>
</tr>
<tr>
<td>Citations per publication</td>
<td>80</td>
<td>45.1</td>
</tr>
</tbody>
</table>

In more focused comparison with our selected eight peers and aspirational peers, Academic Analytics data shows that our department ranks within the first or second quartile on most measures. We fall just within the top quartile in two measures; we are within the second quartile for thirteen measures (rank 4-6, percentile 72.7 to 54.6) and drop to the third quartile in five measures (rank 7-8, percentile 45.5 to 36.4).

Compared to our eight selected peers and aspirational peers, we are strongest in the percentage of faculty with an article (rank 2, 90.9 percentile) and percentage of faculty with a book publication (rank 3, 81.8 percentile), and in several other measures we are just below the top quartile:

<table>
<thead>
<tr>
<th>Category</th>
<th>Rank</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of faculty with article</td>
<td>2</td>
<td>90.9</td>
</tr>
<tr>
<td>Percentage of faculty with book</td>
<td>3</td>
<td>81.8</td>
</tr>
</tbody>
</table>
Quantity and quality of faculty publications: Our core faculty are productive scholars and authors, publishing 51 books (including monographs, edited collections, special issues of journals, and book-length creative works) and 213 articles, book chapters, and short creative works in the last five years (2010-2014). Our faculty are expected to publish in peer-reviewed or (for creative works) juried venues. Recent faculty books have been published by university presses including Delaware, Georgia, Kent State, Louisiana State, Michigan, Minnesota, Notre Dame, SUNY, Toronto, Edinburgh, Oxford, and

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5 According to the English department website at [www.cla.purdue.edu/english](http://www.cla.purdue.edu/english). Purdue’s 52 tenure-stream faculty include 11 who specialize in rhetoric, composition, and professional writing (21% of the total faculty) and 10 who work in linguistics or ESL (19% of the total faculty). UT-Austin currently has 84 tenure-stream faculty, including 15 in rhetoric and 7 in linguistics (25% of the total faculty).
Cambridge, and by well-regarded academic trade presses such as Ashgate, Palgrave-Macmillan, and Pickering and Chatto. Our faculty also publish in selective journals, including top-quartile venues such as American Literary History, Novel, Style, and PMLA (http://www.scimagojr.com).

Research strengths and highlights. Publication rates alone do not adequately characterize the nature and quality of our research and creative work. As discussed earlier in the self-study, our 2007 external review recommended that the Department evaluate and state its areas of excellence, which we did in our 2011 Strategic Plan and revised in our 2015 Strategic Plan. The 2015 document recognizes two areas that cut across traditional historical periods—Women’s Writing, Gender, and Sexuality (absorbing the 2011 category of Gender and Sexuality Studies), and Digital Humanities, Media, and Book History (absorbing the 2011 category of Digital Humanities, Media, and Culture)—along with particular strengths in Literature in English, Pre-1800, and Literature in English, Post-1800 (absorbing the 2011 category of Transatlantic 19th Century). In all of these areas the department continues to embrace transnational approaches to literature and culture. In the one 2011 category no longer explicitly included, Childhood Studies, we are equally proud of accomplishments between 2011 and 2015 and note that the work of faculty in that area fits multiple 2015 categories.

Selected recent activity in formerly and currently identified areas of strength includes the following:

Children’s Literature and Childhood Studies

• Recent publications include Claudia Nelson’s Precocious Children and Childish Adults: Age Inversion in Victorian Literature (2012), Anne Morey’s “Twilight”: Essays on Genre, Reception, and Adaptation (2012), and Lucia Hodgson’s “Childhood of the Race: Towards a Critical Childhood Studies” (2013).
• The department houses the Children’s Literature Association Quarterly, edited by Nelson.
• The Child and Citizenship Symposium (2015) was organized by Lucia Hodgson and Claudia Nelson.

Women’s Writing, Gender, and Sexuality

• Bodies, Inc.: A Symposium on Embodiment, Gender, and Sexuality was organized by Nandini Bhattacharya, Susan Egenolf, and Margaret Ezell (2012).
• The Queer Studies Working Group is convened by Krista May.
• The Women’s and Gender Studies Working Group is convened by Marian Eide, who is also Director of the College’s program in Women’s and Gender Studies.
• Laura Mandell is general editor of The Poetess Archive (idhmc.tamu.edu/poetess) and editor of the Poetess Archive Journal.

Digital Humanities, Media, and Book History

• The department houses the IDHMC, directed by Laura Mandell. Funding for this unit was obtained after our last program review through the participation of Maura Ives and Amy
In addition to these selected highlights, our faculty produce significant, peer-reviewed scholarship in many other subfields, as well as highly regarded creative work. Appendix M is a near-comprehensive list of faculty publications since 2007.

**Departmental impact metrics:** As is the case with most humanities research, impact is best determined not only by how quickly or frequently recent work is cited, but by the longevity of citations (in the humanities, important scholarship tends to be cited for many years after publication). In addition, the significance of scholarly and creative work in the humanities can be gauged by citations
that show it to have been widely influential both within the discipline and across national and disciplinary boundaries. To begin to gauge these forms of impact for this self-study, the department sponsored a workshop in Fall 2015 to help faculty locate and track their citations, and asked faculty to provide citations that demonstrate these four forms of impact. The 35 faculty who responded to that request demonstrated strong impact, especially in the areas of international and interdisciplinary citations of their work.

<table>
<thead>
<tr>
<th>Impact Metric</th>
<th>Number (out of 35 Respondents)</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longevity</td>
<td>31</td>
<td>88</td>
</tr>
<tr>
<td>Outside the United States</td>
<td>32</td>
<td>94</td>
</tr>
<tr>
<td>Cited by leaders in the field and/or foundational works</td>
<td>29</td>
<td>85</td>
</tr>
<tr>
<td>Cited in disciplines other than English</td>
<td>31</td>
<td>91</td>
</tr>
</tbody>
</table>

The impact of our faculty’s scholarly and creative work is also demonstrated by their interdisciplinary research activity, invited and international presentations, and external grants, summarized below.

**Interdisciplinary research activity:** As might be expected given the high number of faculty cited in disciplines outside of English, our core faculty frequently engage in teaching and research programs and groups within and outside the department, such as college-level interdisciplinary programs in Africana Studies, Film Studies, Religious Studies, and Women’s and Gender Studies, and working groups supported within the Department and/or through the Glasscock Center for Humanities Research. In addition to the Glasscock Center working groups listed above, English faculty are involved in groups focused on Indigenous Studies, Medical Humanities, Science Fiction Studies, and Religion and Culture.

**Invited and international presentations:** Invitations to speak at highly-regarded institutions or at international venues constitute another measure of the impact of our faculty’s scholarly and creative work. In the last five years, English faculty have delivered invited lectures at AAU institutions including University of California at Berkeley, the University of California at Santa Barbara, Case Western Reserve University, Emory University, Harvard University, New York University, Ohio State University, the University of Colorado-Boulder, the University of Missouri, the University of Rochester, and the University of Texas at Austin. Our faculty have also presented invited lectures or keynotes in Belgium, Canada, China, Ireland, Italy, Finland, Germany, Iceland, the Netherlands, Spain, and the United Kingdom.

**External grants:** This is a category in which the entirety of our department’s strength is not reflected in Academic Analytics, which only records grants from two humanities agencies (National Endowment for the Humanities and National Endowment for the Arts). Our core faculty have secured over 1 million dollars in grant and prize funding from NEH and other sources, including funded awards such as residential fellowships and prizes. Although the dollar amounts of many humanities awards are small, all such awards document and contribute to the visibility, impact and quality of our scholarly and creative work.

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Organization</th>
<th>Year Awarded</th>
<th>Amount (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Boenig</td>
<td>Mythopoeic Society Award for Inklings Scholarship.</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>W. B. Clark</td>
<td>Noel Foundation</td>
<td>2013</td>
<td>$1000</td>
</tr>
<tr>
<td>Name</td>
<td>Funding Details</td>
<td>Year</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Michael Collins</td>
<td>Visiting Scholar, Institute for the Medical Humanities, University of Texas Medical Branch</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Donald Dickson</td>
<td>Alexander von Humboldt Foundation, Research Fellowship</td>
<td>2015</td>
<td>~$20,000</td>
</tr>
<tr>
<td>Ira Dworkin</td>
<td>John Hope Franklin Research Center for African American History and Culture, Duke</td>
<td>2012</td>
<td>$1000</td>
</tr>
<tr>
<td>Ira Dworkin</td>
<td>Yasuo Sakakibara Prize of the American Studies Association</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Amy Earhart and Laura Mandell</td>
<td>Participant and primary workshop leader, NEH Institute for Advanced Topics in the Digital Humanities. NEH.</td>
<td>2010-12</td>
<td>$4000</td>
</tr>
<tr>
<td>Amy Earhart</td>
<td>Young Scholars Award, VolkswagenStiftung. 2013</td>
<td>2013</td>
<td>No direct funds</td>
</tr>
<tr>
<td>Laura Estill</td>
<td>Folger Shakespeare Library</td>
<td>2015</td>
<td>$50,000</td>
</tr>
<tr>
<td>Laura Estill</td>
<td>American Library Association, Folger Shakespeare Library, Cincinnati Museum Center, National Endowment for the Humanities</td>
<td>2015</td>
<td>$38,000</td>
</tr>
<tr>
<td>Laura Estill</td>
<td>Banting Postdoctoral Fellow, SSHRC</td>
<td>2011-13</td>
<td>$140,000</td>
</tr>
<tr>
<td>Jessica Howell</td>
<td>Researcher Development Open Competition, King’s College London</td>
<td>2011</td>
<td>$800</td>
</tr>
<tr>
<td>Jessica Howell</td>
<td>Centre for the Humanities and Health Internal Research and Development Award, King’s College London.</td>
<td>2012</td>
<td>$48,000</td>
</tr>
<tr>
<td>Maura Ives</td>
<td>Bibliographical Society of the UK</td>
<td>2012</td>
<td>$1500</td>
</tr>
<tr>
<td>Maura Ives</td>
<td>Elmer L. Anderson Research Scholar, University of Minnesota Libraries</td>
<td>2012</td>
<td>$700</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Participant and project leader, NEH Institute for Advanced Topics in the Digital Humanities</td>
<td>2010-12</td>
<td>$4000</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Mellon Foundation Grant (“OCR’ing Early Modern Text”)</td>
<td>2012-14</td>
<td>$734,000</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Mellon Officer’s Grant (“18thConnect and Open-Access Full-Text”)</td>
<td>2010</td>
<td>$41,000</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>SSHRC Partnership Grant (“Text Mining the Novel: Establishing the Foundations of a New Discipline”)</td>
<td>2014</td>
<td>$120,000</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>NEH Office of Digital Humanities Implementation Grant</td>
<td>2015</td>
<td>$215,830</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Teagle Foundation</td>
<td>2010</td>
<td>$9000</td>
</tr>
<tr>
<td>Janet McCann</td>
<td>Quinton Duval Chapbook Competition, Sacramento Poetry Center</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Britt Mize</td>
<td>Sewanee Medieval Colloquium (best paper)</td>
<td>2015</td>
<td>$500</td>
</tr>
<tr>
<td>Anne Morey</td>
<td>Robert Penn Warren Center for the Humanities, Vanderbilt University</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>Mary Ann O’Farrell</td>
<td>Chawton House fellowship</td>
<td>2012</td>
<td>No direct funds</td>
</tr>
<tr>
<td>Vanita Reddy</td>
<td>Asian American Studies Association East of California/Penn State University Faculty Development Workshop Grant</td>
<td>2011</td>
<td>No direct funds</td>
</tr>
<tr>
<td>Vanita Reddy</td>
<td>Postdoctoral Fellowship, Indiana University, Bloomington, Department of Gender Studies</td>
<td>2013-14</td>
<td></td>
</tr>
<tr>
<td>Nancy Warren</td>
<td>Leverhulme International Network Grant</td>
<td>2015-17</td>
<td>£64401</td>
</tr>
</tbody>
</table>

The department’s cumulative record of national awards, fellowships, and prizes includes three Guggenheim awards (see “External Grants and Awards,” Appendix N).

Our success in external funding is mirrored by a strong record of internal grants and awards for research from Texas A&M. Since 2007, three English faculty have won three Association of Former Students (AFS) University-level research awards (Jerry Loving, 2007; Craig Kallendorf, 2010; and Larry Reynolds, 2014). Three of our faculty have also been named University Distinguished Professors (Larry
Reynolds, 2011; Margaret Ezell, 2007; and Jerry Loving, 2003), a coveted title that is awarded in perpetuity to faculty who are preeminent international authorities in their fields.

Leadership, engagement, and service

**Leadership in the discipline (2010-2015).** In 2014, 33% of our faculty held national offices, editorial board memberships, or other leadership positions in disciplinary organizations. From 2010-2015, 20 core faculty held leadership positions in national organizations including the Modern Language Association, and 10 faculty reviewed 18 proposals for national and international funding agencies. In addition, our faculty served on over 504 editorial boards, held 19 editorships of book series or journals, and reviewed manuscripts for over 40 book publishers and over 100 scholarly or creative journals (see “Faculty Professional Service and Leadership,” Appendix O). In 2014, our department also sponsored the annual meeting of the Association of Departments of English, a Modern Languages Association affiliate organization focused upon department administration, and in 2015, former Head Nancy Warren was elected to the ADE Executive Committee.

**Leadership positions at TAMU (2007-2015).** Faculty in the department maintain a strong record of service beyond the department. Since 2007, English faculty have served as Associate Dean (Oliver); and as Interim Head in several departments, including Economics (Oliver), Modern and Classical Languages (Kallendorf), and Performance Studies (Nelson); Director of Cushing Library (Mitchell); and as Interim Directors or Directors of the College’s interdisciplinary programs in Africana Studies (Oliver), American Studies (Stabile), the Initiative for Digital Humanities, Media and Culture (Mandell), Women’s and Gender Studies (Eide), and Film Studies (Alonzo). English professors currently serving in leadership roles outside the department also include Pamela Matthews, Dean of the College of Liberal Arts, and Valerie Balester, Assistant Provost for Undergraduate Studies and Executive Director of the University Writing Center.

In addition, over the last five years English faculty have served on 100 college and university committees.

**Outreach and Public Engagement (2007-2015).** Recognizing its role as a land grant University, the Department’s faculty is committed to activities and relationships that underscore its connection to other institutions, to the broader field of education, and to the community. Faculty in the department maintain ongoing communication and interaction, both formal and informal, with their counterparts at other institutions in the Texas A&M System. For several years, Janet McCann has led the creative writing faculty in regular exchanges of poetry readings with Prairie View A&M University, alternating between this campus and Prairie View. In 2014, Maura Ives, in her role as Associate Director of the IDHMC, organized a digital humanities event, THATCamp DHCollaborate, which was intended to foster regional as well as interdisciplinary collaboration on digital projects. Additional English faculty (Amy Earhart) and graduate students (Nigel Lepianka and Kathy Torabi) were on the organizing committee, along with library faculty and staff and a faculty member from Prairie View A&M. Faculty and students from several Texas institutions attended the event. Texas A&M, via the IDHMC, is one of the founding members of the Texas Digital Humanities Consortium. Britt Mize is currently President of the Texas Medieval Association (TEMA), which will hold its annual conference at Texas A&M in 2016. Clinton Machann is Chair of the Czech Educational Foundation of Texas, which established the William J. Hlavinka Fellowship to bring graduate students from the Czech Republic to study in our department.

Since 2005, the Department has sponsored Brazos Valley Reads, a community-wide reading project that invites citizens of the Brazos Valley, especially K-12 teachers and students, to read a selected book, discuss it in informal settings and organized groups, and attend a reading by the author. Brazos Valley Reads, organized by Susan Egenolf along with a departmental committee, has brought
authors such as Ernest Gaines, Sandra Cisneros, Gish Jen, and most recently, Gwendolyn Brooks to Texas A&M. Each visit culminates with the guest author speaking to the public at events that average about 1000 audience members.

Looking forward, faculty members Laura Estill and Margaret Ezell were instrumental in securing a grant that will support an exhibit of Shakespeare’s First Folio at Texas A&M in spring 2016. This represents a significant and highly visible opportunity for outreach and public engagement.

Teaching

Because Texas A&M’s DARS student-faculty ratio data count graduate teaching assistants as faculty, and because they do not distinguish between core and non-core faculty as required for the self-study, we have recalculated the Fall 2014 ratios. By our count, 3045 of the 16,223 student credit hours (SCHs) in Fall 2014 were in courses taught by graduate students, leaving 13,178 faculty-taught SCHs (including 632 SCHs at the graduate level). Of the 13,178 SCHs accounted for by faculty, 10,205 (including all of the 632 graduate SCHs) were taught by core faculty and 2973 were taught by faculty not on the core list (including 657 ENGL SCHs taught by non-ENGL faculty). Ratios derived from these numbers follow:

<table>
<thead>
<tr>
<th>Ratio Description</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student FTEs to total faculty FTEs</td>
<td>19.6:1</td>
</tr>
<tr>
<td>Total student FTEs to core faculty FTEs</td>
<td>22.3:1</td>
</tr>
<tr>
<td>Student FTEs taught by all faculty to core faculty FTEs</td>
<td>18.2:1</td>
</tr>
<tr>
<td>Student FTEs taught by core faculty to core faculty FTEs</td>
<td>14.2:1</td>
</tr>
<tr>
<td>Student FTEs taught by non-core faculty to non-core ENGL faculty FTEs</td>
<td>28.3:1</td>
</tr>
<tr>
<td>Student FTEs taught by non-core ENGL faculty to non-core ENGL faculty FTEs</td>
<td>22.1:1</td>
</tr>
</tbody>
</table>

A fuller discussion of the ratios appears in Appendix P.

In addition to their normal teaching duties, department faculty have sought additional opportunities to work with students. Several English faculty (Marian Eide, Jennifer Wollock, Nandra Perry, Britt Mize and, in 2016, Jessica Howell) are participants in the Glasscock Undergraduate Research Scholar Seminars, which provide an intensive summer research experience in which students are introduced to important humanities research methodologies, and following which they produce senior theses. Our faculty have also sponsored nearly 150 independent studies and other high-impact, close undergraduate mentoring experiences in the last five years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>ENGL 485</th>
<th>LING 485</th>
<th>ENGL 491</th>
<th>ENGL 497</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>22</td>
<td>26</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2011-2012</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>18</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2013-2014</td>
<td>20</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>20</td>
<td>16</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>37</td>
<td>13</td>
<td>5</td>
</tr>
</tbody>
</table>

Further evidence of successful teaching among our core and non-core faculty is provided by our record of teaching awards and funding for curriculum development. Since 2007, ten faculty have won Association of Former Students teaching awards, six in the last five years.
<table>
<thead>
<tr>
<th>Faculty Member(s)</th>
<th>Award</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ann O’Farrell</td>
<td>Student-Led Award for Teaching Excellence</td>
<td>2010</td>
</tr>
<tr>
<td>Britt Mize</td>
<td>Student-Led Award for Teaching Excellence</td>
<td>2010</td>
</tr>
<tr>
<td>C. Jan Swearingen</td>
<td>Association of Former Students Teaching Award (College)</td>
<td>2010</td>
</tr>
<tr>
<td>Joanna Gibson</td>
<td>Association of Former Students Teaching Award (College)</td>
<td>2011</td>
</tr>
<tr>
<td>Elizabeth Tebeaux</td>
<td>Betty M. Unterberger Award for Outstanding Contribution to Honors Education</td>
<td>2011</td>
</tr>
<tr>
<td>Susan Egenolf, Cecelia Hawkins, and Apostolos Vasilakis</td>
<td>TAMU Honors Program Grant</td>
<td>2011</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Tier One Program Grant for Humanities Visualization Space (grant required 50 graduate or 100 undergraduates engaged in research activity)</td>
<td>2012-2014</td>
</tr>
<tr>
<td>Anne Morey</td>
<td>Association of Former Students Teaching Award (College)</td>
<td>2013</td>
</tr>
<tr>
<td>Susan Egenolf, Juan Alonzo, and Esther Quintana (HISP)</td>
<td>TAMU Academy of Visual and Performing Arts Co-Curricular Arts Grant for a Focus on Dominican Arts</td>
<td>2013</td>
</tr>
<tr>
<td>Amy Earhart</td>
<td>Center for Teaching Excellence-Montague Teaching Award</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Amy Earhart (with Shweta Kailani, College of Liberal Arts)</td>
<td>Exemplary Course Repository Award, Teaching with Technology Conference</td>
<td>2015</td>
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<tr>
<td>Laura Estill</td>
<td>TAMU Academy for Visual and Performing Arts Curriculum Development Grant</td>
<td>2014</td>
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<tr>
<td>Nandra Perry</td>
<td>Association of Former Students Teaching Award (College)</td>
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<tr>
<td>Alfred Bendixen</td>
<td>Association of Former Students Teaching Award (University)</td>
<td>2014</td>
</tr>
<tr>
<td>Elizabeth Robinson</td>
<td>Association of Former Students Teaching Award (College)</td>
<td>2015</td>
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</tbody>
</table>

The department has offered web-based courses for many years, primarily in technical writing, but also in 200-level literature surveys. In summer 2014, the department sponsored a series of summer workshops to faculty who agreed to develop and offer new online courses at the 200- and 300-levels. Although most of our faculty do not teach online, many make syllabi and other materials available electronically via eCampus (Texas A&M’s iteration of Blackboard).

**ANALYSIS**

Texas A&M’s research profile is competitive with peer and aspirational peer institutions in measures of productivity and quality. Most of those institutions can offer sabbaticals and stronger support for publication subventions, but Texas A&M’s generous internal research support and travel funding have contributed significantly to our success. While some aspects of research impact and visibility (specifically, citations of our very recently published work) could be stronger, we maintain high visibility within the discipline, university, and community through publication in prestigious venues, successful pursuit of grants and awards, leadership within Texas A&M and the profession, and public outreach. Although the number of faculty has diminished, our faculty are teaching more students, and the loss of undergraduate students in general and of ENGL majors has been significantly less than the loss of faculty in proportional terms, as indicated in Appendix Q. Despite the increasing class sizes also documented there, maintaining quality remains a priority, as our record of teaching awards suggests. Our history of leadership in online instruction has positioned us to develop multiple modes of instruction, including hybrid and web-based courses, to meet the varying needs of our students.
UNDERGRADUATE PROGRAM

ADMINISTRATION

The Undergraduate Studies Program is an important component of the English Department. The office is administered by the program’s Director (currently Apostolos Vasilakis), who oversees two advisors and two administrators. Primary responsibilities of the office include undergraduate advising, registration, new student conferences, and other academic and administrative issues such as scholarships, internships, study abroad initiatives, awards, grade appeals, maintenance of student files, and course scheduling. The Undergraduate Program also includes the Undergraduate Studies Committee, composed of five faculty, one graduate student and one undergraduate student, who assist the Director in reviewing and approving curricular proposals and changes, as well as new and special topics courses for the academic year. In addition, the Committee is responsible for determining the recipients of various scholarships, undergraduate research opportunities, and annual contest awards that the department offers every year.

At the time of our last program review, the department’s administrative structure included a Writing Programs Office, staffed by a Director, an Associate Director, a senior office associate, and a graduate assistant. In 2012, the department relocated writing course administration to the Undergraduate program, thus bringing all undergraduate instruction into a single administrative office. The coordinator for multi-section writing classes oversees the training of writing instructors and oversees the many online sections of ENGL 210 (Technical and Business Writing).

HISTORY AND DEVELOPMENT WITHIN THE LAST FIVE YEARS

Since 2010, the undergraduate degree in English has undergone a major transformation. This transformation reflects, on the one hand, the evolution of the field of English Studies, the growth of the undergraduate population and its diversification, and the reality of the market and labor forces. On the other hand, revisions to the undergraduate degree reflect recent budgetary constraints that have changed our ability to sustain tracks, minors and courses. Up until 2013, students who majored in English could follow one of three tracks: Literature, Rhetoric, or Creative Writing. Students also had the option of two teaching certifications: Secondary Teaching Certification and Middle-School Teaching Certification. The department also offered non-English majors the choice of an English Literature, Creative Writing, or Linguistics Minor (which was later turned into a certificate).
A review of the structure of the tracks by two undergraduate committees in 2011-2012 proposed the creation of a more flexible degree plan that is composed of 33 total hours of English courses, 15 of which are selected by students to create their own concentration. The rationale behind the decision to move from a three track degree plan to a single degree plan was to create a more flexible plan that would allow students to take a variety of different courses (instead of being locked into one specific track) and to create their own area of concentration. But, it must be said, this decision was in part dictated by the increased difficulty of the Undergraduate program, as a result of recent faculty changes, to sustain these multiple tracks or the courses that satisfied them. This was also the reason that the Undergraduate program dropped minors like Creative Writing and Linguistics. The recent curricular revision, while foregrounding contemporary definitions of the English major, nonetheless emphasizes the continuities within the experience of English as a discipline, and its increased flexibility includes a wide spectrum of opportunities for student-directed areas of concentration.

In 2011 and 2012 the Undergraduate Committee, with the help of the faculty, also undertook the task to rewrite and change the English course descriptions that appear in the University Course Catalogue. The reasons behind these curricular revisions were twofold: one, to reflect the way that these courses are taught today by the faculty, and two, to make them more clear and appealing to the undergraduate population. These curricular developments coincided with the introduction of a new Core Curriculum for the entire University. The Undergraduate program submitted syllabi and paperwork for 27 courses that satisfy the new Core Curriculum requirements.

THE UNDERGRADUATE MAJOR AND MINOR

The English undergraduate degree consists of 120 total hours, including 33 hours in the major. Students must meet a minimum 2.0 GPA overall and make a C or better in all coursework within the major. Students must complete 36 hours of upper-division courses in residence, 12 of which must be in major coursework. Two of the ENGL courses must be formally designated as writing intensive. In the first semester, all English majors are required to take ENGL 303 “Approaches to English Studies” (3 hours), which is an introduction to English studies and to different disciplinary perspectives and approaches. Students select from courses that satisfy requirements in four areas of Literary Histories and Traditions (12 hours): pre-modern, 18th-19th centuries, 20th-21st centuries, and other traditions. In addition, students choose from electives in designing a concentration (15 hours). Examples of concentrations include Rhetoric, Creative Writing, and Literature and Film. Finally, students take a capstone course, ENGL 481 “Senior Seminar” (3 hours), in their senior year. Because ENGL 303 and ENGL 481 serve as “bookends” to the degree, these courses allow the department to monitor and assess student’s progress and development in areas like research, writing, and critical thinking.

The remaining hours of the degree plan are reserved for University Core Curriculum and College of Liberal Arts requirements, as well as General Electives (25 hours). University and College requirements include coursework in the areas of Communication; Foreign Language; Mathematics; Life and Physical Science; Creative Arts; Language, Philosophy and Culture; Social and Behavioral Science; American History; and Government and Political Science.

Students pursuing an English minor are required to complete 18 hours of English courses, at least 9 of which must be upper level courses. The two Teaching Certifications are based on the general degree plan and they require specific, education-related courses in English and the General Electives area.
We also offer a Professional Writing Certification that focuses on Professional Writing and requires 18 hours of mostly English courses.

**STUDENT ENROLLMENTS AND DEMOGRAPHICS**

We have seen the number of English majors drop significantly in the last two years, after staying near 700 from Fall 2007 through Spring 2013:

As of Fall 2015, there are 574 English majors, 273 English minors, 23 Professional Writing Certification students, and 8 Middle School Certification students. After a rising trend from 2007 to 2012, the number of minors, too, has fallen back to its 2007 level. Although it is difficult to determine precisely the reason for the decline of majors and minors, we believe that the significant loss of faculty (leading to a reduced number of classes offered) and the weakening of the department’s Creative Writing and Rhetoric areas have played a role.

The Fall 2015 demographic data list 73.24% of our students as female and 26.76% as male. The ethnicity breakdown is as follows: White 64.93%, Hispanic 22.27%, Black 4.27%, International 3.95%, Asian 1.90%, Multiracial (excluding Black) 1.90%.

The average GPA for the major is around 3.0 or higher (Spring 2015).

**ENHANCING THE UNDERGRADUATE EXPERIENCE**

The role of the Undergraduate program is to enhance the undergraduate experience and to provide students with information about courses, degree requirements, scholarships, and other items of
importance to our students. We have perfected the art of advising and we are very proud of the job our advisors are doing. Advising for us begins with the new student conference during which we explain to students what it means to be an English major and help them register for the following semester. Advising continues through the final degree audit for graduation. The majority of our students were either admitted as freshman English majors, or they transferred their major to English from another program at Texas A&M.

We encourage our incoming and our first-year students to apply to the English Honors Program. This is a recently restructured program whose core values are scholarship, community, creativity, and service. The Honors Program highlights the value of research with a curriculum that offers the opportunity to study with distinguished faculty. Our most recent survey has indicated that only a small percentage of our students have participated in an undergraduate research experience. The restructuring of the Honors Program is an attempt to grow this number. We currently have 30 undergraduate students who are part of the Honors Program. English Honors students must take at least 18 hours of honors courses in the English Department. These include:

- Discussion-based honors seminar (ENGL 303) taken in the first semester as an English Honors student.
- Minimum of 3 additional Honors-designated courses in English.
- Directed study (ENGL 485) focusing on theory and research methods. This course is typically taken the semester prior to the final semester, and results in a capstone project prospectus.
- Thesis hours (ENGL 491) under the guidance of the capstone chair. Students produce an original creative or scholarly thesis.

Student funding is a particular strength of our department. The English Department offers six scholarships to English majors. The recipients of these scholarships are selected by the Undergraduate Studies Committee. Recently, a long-time donor to the department left us an endowment of over three million dollars to the Undergraduate Program. In 2015-16, that endowment provided over $172,000 in scholarships to our majors. Overall, we are awarding a total of $194,460 in undergraduate scholarships for fiscal year 2016.

The Undergraduate program also offers five awards and contests, including the Dr. Stanley L. Archer Memorial Award for the best paper in an Early Modern, Renaissance or Shakespeare class, the English Faculty Graduating Senior Award, and the Gordone Awards for creative writing, the Rhetoric & Discourse Studies Essay Contest, and the English Research Essay Contest.

English has long maintained an Undergraduate Professional Research Experience Program (UPREP) to involve 5-9 undergraduates per semester in faculty research. Students also have access to a variety of internship opportunities. These programs, coupled with embedded honors courses, expose undergraduates to increasingly sophisticated research, argumentation, and writing, and reveal the department’s commitment to high-impact learning practices in a variety of forms. UPREPs and other research experiences in capstone courses make our students unusually competitive in graduate and professional school applications.

The Undergraduate program actively participates in University-wide efforts to increase undergraduate study abroad participation. In 2014-2015, 72 English majors studied abroad. We have an exchange relationship with Nottingham University in England and we are in the process of establishing a study abroad exchange relationship with Aberystwyth University in Wales. In the last five years we have tried to offer a class every year that takes students to England during the spring break week. Next Spring we are sending one of our Senior Seminar sections, which will focus on the work of James Joyce, to Dublin, Ireland. We have used part of our recent endowment, along with other recent gifts to the
department, to fund nearly 100% of the costs of this trip for our English majors. We are very pleased to be able to offer this opportunity to our students.

Throughout the year the Undergraduate program organizes informational events for English majors on how to apply to graduate school, how to search and apply for an internship, how to prepare for a job interview, and the like.

**ACADEMIC ASSESSMENT**

Since 2011, the Undergraduate Program has undertaken continuous assessment developing rubrics to measure writing and research outcomes and to identify strengths and weaknesses. More specifically the Undergraduate Studies Committee identified low performance scores, from the ENGL 481 rubric, in creative writing, research, and critical thinking. As a result we identified specific 300-level courses where those low performance issues might be addressed and be improved through specific assignments. After an extensive discussion and debate the department accepted the following recommendations:

- Create a 300-level Gateway writing-intensive course (ENGL 303) required for all majors in their first year. One of the course’s purposes is to identify incoming students’ weaknesses and strengths in writing, research, and critical thinking.
- All writing intensive courses (except Creative Writing) should provide instruction in alignment with the seven-item rubric recommended by the subcommittee to address the department’s assessment plan, which requires instruction to improve students’ writing, research, and critical-thinking skills. The seven rubric items (which are similar to those currently tied to assessment of ENGL 481 classes) are as follows:
  1. The student has demonstrated the ability to evaluate the suitability of academic books, articles, and websites for research on the chosen topic. (Research)
  2. The student has effectively integrated quotations, paraphrased material, and other evidence from sources into the student’s own argument. (Research)
  3. The student has developed a coherent and well-constructed argument in support of the thesis. (Writing)
  4. The student demonstrates a general command of correct and effective prose style, including diction, syntax, and punctuation. (Writing)
  5. The student shows the ability to interpret and analyze literary and other cultural texts. (Critical Thinking)
  6. The student has demonstrated the ability to formulate a worthwhile research topic that ultimately led to a clear thesis. (Research and Critical Thinking)
  7. The student has demonstrated the ability to integrate multiple sources into a coherent and persuasive argument that is substantially more than a survey of the opinions of others. (Research and Critical Thinking)
- Faculty who teach Honors classes and 300-level courses with enrollments of 35 or fewer students should be expected to provide writing instruction addressing at least one (preferably more) of the above rubric items. The instruction could focus on short writing assignments designed to teach the particular rubric skill(s) in question.
• Each semester the department should sponsor a workshop during which faculty share specific assignments and strategies for teaching the skills embedded in the rubric. The department’s website should post the sample assignments and strategies.
• Creative Writing classes designated as writing-intensive require writing but do not teach the research, writing, and critical-thinking skills identified in the department’s assessment plan. Thus, while Creative Writing faculty are encouraged to find ways to offer instruction in some, if not all, parts of the rubric, they are not required to do so. The Undergraduate Studies Committee will address the issue of whether all writing-intensive courses should address the rubric.

The AY 2014-2015 academic assessment (although based on a 3-item rubric) indicates an improvement in all three areas of Critical Thinking, Research and Writing. Our Action plan for this year is for the director of the Undergraduate program to work with members of the Undergraduate Committee to propose a plan to coordinate assignments across all sections of ENGL 303 that emphasize developing a well-constructed argument.

Based on the results from this year’s assessment we will re-evaluate our assessment plan to make it more specific and detailed so that we can better evaluate and assess our objectives and goals. Rubric forms will be used to better evaluate the research and writing components for writing-intensive courses.

ANALYSIS AND GOALS

The Department’s commitment to undergraduate education is strong. In the last 5 years we have offered a large number of university-designated high impact courses, including writing intensive courses, honors courses, and first year seminars. Despite the general increase in class size, we also remain committed to providing English majors with as many small-format, face-to-face classroom experiences as possible. Our writing-intensive courses (including creative writing courses), our lower-level introduction to literature courses, the required introduction to the major (ENGL 303), and the required senior seminar (ENGL 481) are all limited to 25 students, and our Honors courses are capped at 22 students. Heavy demand has required us to set larger caps on courses in Technical and Business Writing, which are currently set at 35; we are working on lowering those limits given that research on writing classes shows that small class size is an important factor in student success (including higher pass rates, better retention, and fewer students dropping or withdrawing from the class).6

Our recent undergraduate survey has indicated that we still have work to do in order to increase the number of undergraduates who are involved in undergraduate research, who take Critical Thinking Seminars (LBAR 181) offered by the College of Liberal Arts, or who are engaged in a learning community.

Our chief goal for the coming years is to do a better job promoting the major and increasing our major numbers. (A good sign has just appeared: brand new numbers, released by the Office of Admissions in January 2016, show a 12.9% increase in applicants to Texas A&M who seek to major in English.) We have already started the development of a multi-media writing and editing concentration, which will allow students to pursue a concentration that combines training in traditional approaches to writing with studies in newer fields, such as book history and textual studies, approached through tools

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derived from Digital Humanities and Media Studies. This concentration combines several of our areas of strength while speaking to students’ desire for options within the major with visible connections to possible internship and employment opportunities. The Undergraduate Studies Committee is also working with the Director to identify and create other concentration areas (such as Literary Theory and Practice) that will prepare students for graduate school or allow them to pursue different areas of interest.

Although the English department offers more than 20 courses that satisfy the International and Cultural Diversity Area of the University Core Curriculum, and most of our majors have taken courses that significantly address diversity, we are working with faculty to develop more diverse courses that reflect the global and multi-cultural experience of the field of English studies. Our goal is to create more courses, but also internships and study abroad opportunities that will prepare our students for entry into a diverse, increasingly globalized world.

We plan to create more internship opportunities by working with the Career Center. The Director of Undergraduate Studies is also working with the Undergraduate Committee to propose a plan for submission to the Development Office, in an effort to identify donors who may be interested in funding such high-impact experiences as: undergraduate research, special honors programs, and creative writer in residence, since our undergraduate survey has shown us that we need to do more to engage our students with undergraduate research, critical thinking seminars, and other learning community initiatives.
GRADUATE PROGRAM

OVERVIEW

We have both a Ph.D. and a terminal M.A. program, and we also offer M.A. degrees to Philosophy Ph.D. students, who are required to have an M.A. in another discipline. On admission, 100% of our M.A. and Ph.D. students are offered assistantship funding (with the exception of the Philosophy students, who are funded through their home department). We currently have seventy-three Ph.D. students enrolled: 68% (fifty students) are registered full time and are funded by assistantships; 32% (twenty-three students) are registered part-time because they have exhausted their funding and/or are registered “in absentia.” We have nineteen students enrolled in the M.A. program, all enrolled full-time. Thirteen are funded by assistantships, and six are either earning an M.A. in English as part of their Ph.D. program in Philosophy, or registered “in absentia.” The vast majority of our students teach, either as instructors of record or as graders working for large faculty-taught sections of either online or face-to-face courses. We have a robust program for professional development, which includes foci on teaching, research, and service.

Much about the graduate programs has changed since our last Academic Program Review (in 2007). We have faced some budgetary challenges and we have come up with innovative ways to meet those challenges and to continually work to improve our graduate programs. We continue to attract very good students who are able to take advantage of generous fellowship, research, and travel opportunities offered by the Department, the College, and the University. Since our last academic program review, and in deliberate response to the findings of the external review team, we have made a large number of curricular and programmatic changes that have made us stronger, more stream-lined, and more like peers and aspirational peers. In line with institutional initiatives, we have also developed an assessment program that is beginning to bear some fruit in showing us how to improve both student learning outcomes and programmatic outcomes.

INTRODUCTION

The Graduate Program is one of two departmental sections led by a director who reports to and advises the Department Head, the other being Undergraduate Programs. The current Director of Graduate Studies, Associate Professor Sally Robinson, is in her second year of a 3-year term, following a term of two years by Professor Nandini Bhattacharya, an interim term of one year by Professor Claudia
Nelson, and Dr. Robinson’s previous term of seven years (from 2004-2011). Associate Professor Nandra Perry is Associate Director, and she was preceded by Associate Professor Shona Jackson (one year) and Associate Professor Britt Mize (three years). Ms. Paulette Hoelscher, Administrative Coordinator, has been with the Graduate Office since 1998.

The Director and Associate Director advise all students until they select an advisory committee. For Master’s students, this is typically in the fall semester of the second year; for doctoral students, in the spring semester of the second year. The Associate Director serves as the department’s Placement Coordinator. The Director chairs the Graduate Studies Committee (GSC) and the First Year Review Committee, and also serves as a member of the College of Liberal Arts Graduate Instruction Committee. The Director is also the assessment liaison and is responsible for entering assessment plans and findings in the WEAVE online system. In addition, the Director approves all preliminary examination lists, dissertation proposals, proposals for Directed Studies, degree plans, dissertations and M.A. theses. The graduate program administration works closely with the department’s Coordinator for multi-section writing courses in training and mentoring teachers.

We take pride in the many ways our department works to help all graduate students develop as scholars and teachers, and we have in place a large number of formal and informal programs for professional development. All first-year doctoral students take ENGL 602, which introduces them to the doctoral program and the profession, engages them in current debates about the fields of English studies, and offers the opportunity to practice different forms of academic writing (the CV, the conference abstract, the grant proposal, the paper proposal, the professional statement). We also offer a course in Publication and Professionalization (ENGL 695), in which students learn about the process of submitting an article for publication while also revising an article for submission to a journal. This class is run as a workshop, with detailed attention devoted to the students’ writing. Finally, all doctoral students who plan to enter the academic job market take a Placement Seminar (ENGL 681) the spring before they enter the market. This class is also run as a workshop, with detailed attention given to job application materials the students write. The placement coordinator then works individually with students for the entire period during which they seek jobs. We encourage our recently graduated students who are trying to change jobs (either from non-tenure track to tenure-track, or from a less desirable to a more desirable tenure-track position) to consult again with the placement coordinator. In addition to working with the students on their job materials, the placement coordinator also organizes mock interviews and mock job talks.

More informally, faculty teaching graduate courses often develop assignments that enhance the professional development of graduate students in the areas of research and publication and teaching. In the area of research and publication, assignments include writing conference-length papers and delivering them to the class; writing book reviews; developing grant proposals; doing archival research assignments; thinking of seminar papers as potential articles. Faculty also include teaching-related assignments and activities in their graduate classes, such as facilitating discussion, preparing and delivering a teaching session, developing undergraduate syllabi.

The English Department is home to several projects and/or journals that offer professional development to graduate students. The World Shakespeare Bibliography has, for many years, offered two students per year the opportunity to be assistant editors by preparing abstracts for articles included in the Bibliography. Starting this year, we are offering incoming students the opportunity to apply for special fellowships at the WSB, something that we believe will help us recruit students who want to work in Early Modern and/or Digital Humanities. The Institute for Digital Humanities, Media, and Culture is an excellent resource for graduate student research, offering research assistantships to graduate students, scholarships for attendance at various DH workshops and other programs, and a yearly course in Programming4Humanists. The editorship of The Children’s Literature Association Quarterly is housed
in the English Department, and a graduate student holds a research assistantship at the journal each year.

Finally, the Department is an affiliate of the Folger Shakespeare Library, and a number of our graduate students have attended seminars and held fellowships through this program. The visit of Shakespeare’s First Folio to Texas A&M in Spring 2016 will afford all of our graduate students opportunities, and we have three graduate courses that will involve students in that visit (ENGL 603: Bibliography and Research Methods; ENGL 611: Topics in Early Modern Literature; and ENGL 666: Topics in Textual Studies and Book History). The Cushing Memorial Library and Archives offers many research opportunities for graduate students, including the Kelsey Fellowship (a research assistantship held by an English graduate student every year), the Cushing-Glasscock Fellowship (to work in the archives during the summer), and a History of the Book workshop each May.

In the area of teaching, all graduate students attend a multi-day teacher-training workshop prior to teaching independent sections of writing courses as instructors of record. We also require a class in Pedagogy (ENGL 697) for first-time teachers. Students who come to us with teaching experience can have this requirement waived, although many choose not to do so. Last year, we revised our formal mentoring program for GATs: first-time instructors are assigned a teaching mentor; after the first year of teaching, the GAT selects a faculty mentor for the remainder of that student’s time in the program. Faculty mentors observe at least one class a year, and write a report to be shared with the GAT and the DGS. It is our belief that long-term relationships between mentors and mentees will put faculty members in an excellent position to write detailed, specific letters of recommendation that focus on teaching.

Students who are assigned as graders to faculty teaching large sections of undergrad courses (usually master's students or doctoral students who have not yet earned 18 hours of graduate credit) benefit from the mentoring of our faculty, who often will give graders the opportunity to lecture to the class. Graders also attend the Center for Teaching Excellence TA Academy before their first semester of grading.

GATs are also encouraged to participate in the professional development opportunities offered by the Center for Teaching Excellence. The CTE offers an Academy for Future Faculty, and graduate students can earn three different levels of certificates through that program. At any one time, a number of our graduate students will also work as writing tutors at the University Writing Center, and of this number, several have risen to administrative positions at the UWC. The director of the UWC, Dr. Valerie Balester, offers mentoring to these students, as well.

We strive to offer our graduate students the opportunity to gain a wide range of teaching experience. In recent years, the burden on the department to teach many sections of ENGL 210 (Technical and Business Writing) has made it difficult for us to fulfill this goal. However, this year we are beginning to reinstate the practice of assigning advanced doctoral students to literature or upper-division rhetoric courses. This fall, we have graduate students teaching sections of ENGL 231 (Survey of English Lit I), ENGL 232 (Survey of English Lit II), and ENGL 350 (Twentieth Century Lit before 1945), and, in the Spring, we will have a graduate student teaching ENGL 355 (The Rhetoric of Style).

The Department is also committed to the professional development of graduate students in the areas of service and governance. The English Graduate Student Association (EGSA) is an officially recognized student organization which raises money, puts on programs, and runs yearly elections for its officers. Each year, the graduate student body elects a graduate student to serve on each departmental committee (the Executive Committee, the Graduate Studies Committee, the Undergraduate Studies Committee, the Diversity Committee, and, this year, the Ad Hoc Committee on Writing Programs); as well as the Graduate Student Council (a University Committee). We also have an English graduate student currently serving on the College of Liberal Arts Graduate Instruction Committee.
The department also appoints a graduate student representative to every faculty search committee, as a full member of equal standing with the faculty members.

**CURRICULUM AND PROGRAM REQUIREMENTS**

**Courses**

Since our last program review, we have completely revised our graduate curriculum to better reflect the teaching and research expertise of faculty, to give students more flexibility, and to streamline the scheduling process. We have six Readings courses, offered on a three-semester rotation, which are meant to ground students in the traditional periods of literary history:

- ENGL 608: Readings in Medieval Literature and Culture
- ENGL 613: Readings in Early Modern Literature and Culture
- ENGL 618: Readings in Eighteenth-Century British Literature and Culture
- ENGL 634: Readings in Nineteenth-Century British Literature and Culture
- ENGL 671: Readings in American Literature before 1900
- ENGL 653: Readings in Twentieth- and Twenty-First-Century Literature and Culture

We have twenty-two Topics courses listed in the Graduate Catalog, and each semester these are scheduled in such a way as to produce a well-rounded set of choices for our graduate students. Topics courses are proposed by faculty and approved by the Graduate Studies Committee. Topics courses can be repeated up to three times. Recent Topics courses include: Black Transnationalisms (ENGL 673: Topics in Transnational Literature and Culture), Queer of Color Critique (ENGL 683: Topics in Theory), American Writers and the Civil War (ENGL 672: Topics in American Literature and Culture to 1900), Constructing the Female Citizen (ENGL 640: Topics in Children’s Literature and Culture), Women’s Travel Writing (ENGL 642: Topics in Genre), Gender and Cold War Narrative (ENGL 645: Topics in Gender, Literature, and Culture), Representations of Violence (ENGL 653: Topics in Twentieth and Twenty-First Century Literature and Culture), and Early Modern Musical Theater (ENGL 611: Topics in Early Modern Literature and Culture).

We have three courses that are permanently cross-listed with other programs or departments, and so are neither Readings nor Topics courses: ENGL/COMM 654 History and Theory of Rhetoric to 1800; ENGL/COMM 655 History and Theory of Rhetoric since 1800; ENGL/WGST 680: Theories of Gender. We also have two Creative Writing courses that are neither Readings nor Topics courses: ENGL 622 Elements of Creative Writing and ENGL 624 Advanced Creative Writing Workshop.

A full list of course offerings can be found in Appendix R.

We offer between twelve and fifteen graduate courses each semester; enrollment ranges from five students to fifteen, but the typical graduate class enrolls eight to ten students. M.A. and Ph.D. students take courses together.

The following courses are required:

- ENGL 602: First Year Seminar (Ph.D. students only)
- ENGL 603: Bibliography and Research Methods (can be waived for Ph.D. students entering with an M.A.)
- ENGL 697: Pedagogy (can be waived for Ph.D. students entering with an M.A.)
The following courses are strongly recommended for Ph.D. students:

- ENGL 695: Publication and Professionalization
- ENGL 681: Placement Seminar

We have changed our distribution requirements, moving away from the model of national literatures and a strict model of literary history. All students must take one course in each of the following areas (courses can fulfill more than one requirement):

- Any course in Literature pre-1660
- Any course in Literature, 1660-1900
- A course organized around concepts, themes or issues
- A course in English without Borders (transnational literature, interdisciplinary study, new media)
- A course in theory

Students who enter with an M.A. can count M.A. coursework toward distribution requirements by permission of the Director of Graduate Studies.

**M.A. program requirements**

M.A. students must take either 36 hours of coursework (12 courses) for the non-thesis option, or 24 hours (8 courses) plus 6 hours of research for the thesis option.

**Ph.D. program requirements**

Students who enter without an M.A. degree must complete 54 hours of coursework (18 courses); up to 6 hours of post-BA courses can be transferred in. Students who enter with an M.A. degree must complete 36 hours of coursework (12 courses); up to 6 hours of post-M.A. courses can be transferred in.

**Interdisciplinarity and graduate certificates**

The Department of English encourages our graduate students to complete one (and sometimes more) of the graduate certificates offered by Interdisciplinary Programs. Since 2009, over twenty students have earned the long-standing graduate certificate in Women’s and Gender Studies, and multiple students have earned the newer certificates in Africana Studies and Film Studies. Interest in the graduate certificate in Digital Humanities has grown rapidly over the past few years, and we currently have six students working on completing it. Certificates typically require that students complete 12 hours of their required coursework in courses in the area of the certificate. For example, the WGST certificate requires 3 hours of Gender theory, 3 hours of a Humanities course on a gender topic, 3 hours of a science or social science course on a gender topic, and 3 hours of an elective course on a gender topic. These hours are counted toward the student’s degree (M.A. or Ph.D. in English), and we work closely with students to enable them to fulfill English Department requirements while also fulfilling the requirements for one or more of the certificates.
Many of our faculty design graduate courses that teach students interdisciplinary methods and many of the topics courses take an interdisciplinary approach to studying literature and culture. For this reason, we attract students from other departments, particularly Communications, History, Philosophy, Education, and Hispanic Studies. The doctoral program in Philosophy requires that students earn an M.A. in another department, and we currently have six PHIL students completing the M.A. in English. Texas A&M University fosters interdisciplinary mentorship of graduate students by requiring that all master’s and doctoral committees include a member from outside the department. A large number of our faculty have served, or are currently serving, on master’s and doctoral committees in History, Philosophy, Education, Computer Science, Visualization, and Recreation, Parks and Tourism.

**Graduate Student Demographics and Statistics**

Our M.A. and Ph.D. programs attract applications from and admit more women than men. We also award more graduate degrees to woman than men, though by a narrower margin:

![Gender Distribution Chart](chart)

We have had only moderate success in attracting students from underrepresented U.S. groups, although the University’s Graduate Diversity Fellowship has aided us in this recruiting effort. Since our last self-study, we have had thirteen doctoral students and one master’s student on Diversity Fellowships.
As the table above suggests, the greatest contribution to the diversity of our graduate student community comes from international students. Our graduate students come to us from all regions of the United States and from a number of other countries: currently Albania, Brazil, the Czech Republic, Germany, Ghana, India, South Korea, and Switzerland, with Indonesia, Japan, Serbia, and Syria also represented within the past several years. We have longstanding ties to all the major universities in South Korea, and we currently have a number of doctoral students from that country whose mentors earned their degrees in our department. Our former doctoral students who work in the United States have likewise encouraged their own undergraduate and master’s students to apply to our program, and we have thus established some strong ties to institutions such as Virginia Commonwealth University, Western Illinois University, and schools in the California State University system.

Both our doctoral and master’s programs have decreased in size, in part by design and in part by economic necessity. Over the past 6 years this is particularly apparent in our doctoral program:
Nevertheless, the data indicates that we continue to attract students internationally and from across the United States—indeed, at the Ph.D. level, we have fewer applicants, admits, and enrolling new students from Texas than from either other regions of the U.S. or other parts of the world:

**M.A. Applicant Pool and Results by Geographic Distribution, 2010–2015**

- **International**: 16
- **From Other States**: 63
- **From Texas**: 75

- **Applied**: 8
- **Accepted**: 37
- **Enrolled**: 13

**Graduate Degrees Awarded by Year, Fall 2009–Summer 2015**

- **M.A. degrees awarded**
- **Ph.D. degrees awarded**
TIME TO DEGREE AND ATTRITION

The average time to degree for Ph.D. students is 6.14 years, a number that is affected by a relatively large number of students registering "in absentia" after completing coursework and preliminary examinations. The median time to degree is slightly lower, and takes into account the relative size of the cohorts finishing while still full-time (and funded) and those who have chosen to register in absentia or have exhausted their funding.

The vast majority of our M.A. students graduate within the 2-year window, although a significant proportion of them graduate in August, rather than May, of the second year.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Median Time to Degree (Years)</th>
<th>Average Time to Degree (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>6</td>
<td>6.33</td>
</tr>
<tr>
<td>2011</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>2012</td>
<td>5</td>
<td>5.56</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>6.57</td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td>6.5</td>
</tr>
</tbody>
</table>

The attrition rate for doctoral students within the five-year window of students graduating during the past five years (who began the program in 2005-2010) ranges from 0% to 27%. In recent years, the rate is slightly higher, with a particularly dramatic spike in the cohort entering in 2013. The chart below includes data on students who left with a master’s degree, the majority of whom were admitted to the Ph.D. program without a master’s degree (direct admits).
Attrition Data by Year of Entry

<table>
<thead>
<tr>
<th>Entered Program</th>
<th>Projected graduation (5–6 yrs.)</th>
<th>Total</th>
<th>Direct Admit</th>
<th>Graduated</th>
<th>Still Enrolled</th>
<th>Left with M.A.</th>
<th>Left without M.A.</th>
<th>Attrition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>2010/11</td>
<td>12</td>
<td>7 (58%)</td>
<td>1 (8%)</td>
<td>1 (8%)</td>
<td>3</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2011/12</td>
<td>16</td>
<td>3 (12%)</td>
<td>1 (12%)</td>
<td>1 (12%)</td>
<td>1</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2012/13</td>
<td>13</td>
<td>2 (15%)</td>
<td>10 (77%)</td>
<td>3 (23%)</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2013/14</td>
<td>15</td>
<td>1 (6%)</td>
<td>9 (60%)</td>
<td>4 (26%)</td>
<td>1</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2014/15</td>
<td>11</td>
<td>1 (9%)</td>
<td>4 (29%)</td>
<td>4 (29%)</td>
<td>3</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2015/16</td>
<td>10</td>
<td>3 (30%)</td>
<td>5 (50%)</td>
<td>2 (20%)</td>
<td>2</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2016</td>
<td>12</td>
<td>1 (8%)</td>
<td>10 (92%)</td>
<td>11 (92%)</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2017</td>
<td>11</td>
<td>1 (9%)</td>
<td>8 (73%)</td>
<td>3 (27%)</td>
<td>3</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>2018</td>
<td>12</td>
<td>4 (33%)</td>
<td>7 (58%)</td>
<td>4 (33%)</td>
<td>1</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

Of the doctoral students who left the program with an M.A. during this period, two were asked to leave at the First-Year Review, and five were direct admit students. We have not had a great record with direct admit students finishing the Ph.D. This may be because we require a year more of coursework than for students who enter with an M.A. Before 2012, we were able to offer six years of funding to direct admit students; but, starting in Fall 2012, we have been limited by OGAPS to only five years of funding. As a department, we need to discuss revisiting requirements for the direct admit students and to consider lowering the number of coursework hours required.

ASSESSMENT OF STUDENT LEARNING

M.A. program

Student learning and success in the Ph.D. program are measured by academic probation, an annual checklist submitted by each student, and fulfillment of the requirements for either the thesis or the non-thesis degree option.

M.A. students are subject to the same minimum GPR requirements as Ph.D. students. It is relatively rare for M.A. students to be placed on academic probation.

M.A. students submit an annual checklist, but we do not do a formal yearly review of M.A. students because they are enrolled for only two years.

Both thesis and non-thesis students work with an advisory committee of two faculty members in English, and one from another department. About half of our students opt to write a thesis, which is a major scholarly or creative project of roughly 50 pages. M.A. students who choose to write a thesis must submit a research proposal, approved by the advisory committee and the DGS, early in the semester in which they will defend the thesis. The defense is a ninety-minute meeting, in which committee members discuss the work with the student. The defense tends to be more like a collegial conversation than a rigorous examination. At the thesis defense, each committee member fills out an evaluation of the thesis, based on the program's student learning outcomes. These are collected and treated like the evaluation forms for the preliminary examinations and dissertation, as described above. This data is compiled and interpreted, with the findings entered into WEAVE online.
Non-thesis students prepare a portfolio which includes a paper written for a course, and revised under the guidance of the advisory committee chair, a list of five topics emerging from their M.A. coursework, a list of texts under each of those topics, a statement describing the process of revising the paper, and a statement explaining the choice of the topics and texts. The committee reads the portfolio prior to a ninety-minute oral examination, in which the student and the faculty members discuss the portfolio. This is typically a collegial meeting, which allows the student to reflect on the M.A. work and what he or she has learned through the process of preparing the portfolio. A similar assessment of the portfolio helps us collect information about student learning outcomes for the M.A. program.

Ph.D. program

Student learning and success in the Ph.D. program are measured by

- Academic probation
- Annual review of progress toward the degree
- The First-Year Review
- The preliminary examination
- The prospectus defense
- The dissertation defense

Ph.D. students must maintain a 3.25 GPR to remain on assistantship, and a 3.0 GPR to remain in good standing with the University. If a student falls below the either of these GPRs, he or she receives a probation letter. The terms of the probation are that the student meet the minimum GPR requirement in the probation semester. It is extremely rare for Ph.D. students to be placed on probation.

Ph.D. students submit an annual checklist at the beginning of each Spring semester, which includes information on progress toward the degree, teaching evaluation and mentoring, papers presented, awards won, articles and other writing published, and participation in other kinds of professional development activities. By the end of the spring semester, students must meet with the chair of the advisory committee to discuss the checklist and the student’s progress and professional development. The chair reports back to the Director of Graduate Studies after this meeting has been held, and summarizes what was discussed at it. The DGS takes the checklist, the advisor’s report, the teaching mentor's report, and the student's CV, and composes a memo evaluating the student’s progress. This memo measures progress toward the degree (is the student on track for prelims, e.g.) but also evaluates the student’s progress toward professionalization: conference presentation, publications, etc. This is done every year but the first year; the first year review takes the place of the annual review for first-year students.

The first year review occurs at the beginning of the second year of Ph.D. coursework. This is a review by the full graduate faculty of the student’s work up until that point. Each student submits a portfolio, which contains a writing sample (revised from a seminar paper) and a professional statement. A committee of six faculty members, plus the Director of Graduate Studies, reads the student portfolios, evaluates them based on a rubric, writes a summary of each portfolio and committee discussion of it, and takes a vote on whether each student should continue in the program. This vote is advisory, and is reported prior to a full graduate faculty meeting in which each portfolio and each student is discussed. At the end of that meeting, faculty members vote on whether the student should continue in the program or be advised to leave it.

The portfolios also contain evaluations from each faculty member who taught the students in the first year (and second year, in the case of students who enter without an M.A.).
After the vote, the Director and Associate Director meet with each student individually, summarize the faculty discussion, and discuss with the student how to best proceed to preliminary exams and the dissertation. This is also a moment in which perceived insufficiencies in the student’s record are addressed. Students are occasionally counseled to leave the program at this point, but the Department does not consider the First Year Review a “weeding out” process.

Based on faculty assessment of the writing samples for students undergoing first year review in Fall 2014, the DGS organized a summer writing sample workshop for all students to be reviewed in Fall 2015 (this assessment and its aftermath are reported in WEAVE online).

Once done with coursework, students prepare for the preliminary exam by selecting an advisory committee (three members from English and one from another department), identifying a primary field and two supporting fields, and compiling reading lists for each area. Students typically identify a primary teaching field (the field in which he or she plans to seek a job), a methodological or theoretical field, and a third area which is often topic-centered and points toward the dissertation. Students are expected to take the preliminary examination in the semester after they finish coursework. The preliminary exam consists of a four-hour written (composed on a computer in the graduate office testing room, with no notes and no books), and two-hour oral, in which the advisory committee discusses the written exam, asks questions about the works on the list, and invites the student to fill in any gaps that might have appeared on the written exam.

The DGS, in consultation with the Graduate Studies committee, created a rubric for evaluating the student’s performance in the preliminary examination, keyed to the student learning outcomes we have defined for the Ph.D. program. Each committee member evaluates the student’s performance on a checklist, and these are collected by the Administrative Coordinator. Because this process is designed to assess the degree to which our students are fulfilling the student learning outcomes—rather than to assess the quality of any individual student’s work—these checklists are collected as a batch for each student, but neither the student nor the committee members is identified on them.

In the semester following successful completion of the preliminary examination (the Spring of the student’s third year in the program), the committee reconvenes to hold a prospectus defense, after which the student submits the prospectus to the Office of Graduate and Professional Studies (OGAPS) and gets to work on the dissertation.

The dissertation defense is held once the chair of the committee deems the dissertation to be ready. The Graduate Studies committee also developed a rubric for the dissertation which is used exactly like the rubric for the preliminary examination. The results of these assessments are reported in the WEAVE online material.

**Analysis of Student Learning Outcomes**

Based on the feedback we received from the previous program review, the graduate faculty completely revised the graduate curriculum. Our new structure offers graduate students clearly defined and regularly offered Readings courses along with a wider variety of Topics courses geared toward specialization.

Since the previous program review, TAMU has implemented a robust assessment program that began with assessment of undergraduate programs, and has since been expanded to include graduate programs. It has been difficult for graduate faculty to think in terms of student learning outcomes because, in Humanities graduate programs, we tend to think more in terms of program outcomes—that is, how many of our students present papers at conferences, how many publish papers, and how many
doctoral students find tenure-track jobs. It was not until the 2014-15 academic year that the assessment liaison for graduate programs, in consultation with the Office of Institutional Assessment, put in place a clear plan for measuring student outcomes. That plan is now in fully in place. So, while we were slow to implement assessment at the graduate level, we are now committed to it.

We have a rubric we use in evaluating the M.A. capstone project (either the thesis or the portfolio), but we have not used it fully before the 2014-15 year. Our findings suggest that we need to communicate more clearly to faculty and graduate students what constitutes an excellent thesis or portfolio, and how the thesis and portfolio should be evaluated based on identified learning outcomes. In the 2014-15 academic year, we developed rubrics to evaluate student learning at three key points in the doctoral program: at the point of the first year review; at the preliminary examination stage; at the dissertation defense. Findings for the preliminary examination and dissertation are tentative at this point because we need another year of assessment to draw any clear conclusions. But, for the findings at the first year review stage, we created an action plan which was implemented in Summer 2015 (as described above). For this cycle, we will evaluate what our 2015-16 findings tell us about the success of that action plan.

We also have plans to implement an assessment of learning outcomes for ENGL 603: Bibliography and Research Methods, a required course (but one that can be waived for students entering the Ph.D. program with an M.A.).

We have also put into place clearer guidelines for mentoring graduate student teachers, and instituted a policy of requiring all graduate student teachers to organize a class observation by a faculty mentor each year. This plan is in response to the Office of Graduate and Professional Studies’ continuing commitment to TA training, evaluation, and mentoring.

**Assessment of Program Outcomes**

The success of a graduate program is measured by the success of its students, including time to degree and attrition; evidence of professional development (conference presentations, grants and awards, publications, participation in seminars or certificate programs); and placement.

**Student accomplishments**

As detailed in the Introductory section, above, we have a robust professional development program for our graduate students, as well as a very generous budget to support graduate student research. Our students present papers at national and international conferences, including the Modern Language Association Convention, the American Literature Association, the International Congress on Medieval Studies, the American Association for Eighteenth-Century Studies, the Modernist Studies Association, the American Comparative Literature Association, the Conference on College Composition and Communication, the Society for Cinema Studies, the Children’s Literature Association, and many more.

Our students have also applied for, and received, funding (on a competitive basis) to participate in numerous workshops, courses, and trainings, including the Digital Humanities Summer Institute, Rare Book School, the Harvard Institute for World Literature, the Futures of American Studies, the School of Criticism and Theory, the Dickens Universe, and a number of creative writing summer programs. Students have been awarded external grants, including fellowships at Chawton House and the Newberry Library. Our affiliation with the Folger Library has also facilitated student research; to date, we have had
five doctoral students and one master’s student accepted into various seminars and dissertation programs, and we have heard that they are impressing Folger faculty and staff with the quality of their work and their professionalism.

Our students have published a large number of articles, book chapters, reviews, encyclopedia entries, poems, and short stories. Two of our current doctoral students published articles in their first year (in The Victorian and in The Children’s Literature Association Quarterly). Another of our doctoral students entered the program with an article published in Callaloo and then published another article in ARIEL. Students have had articles published in The Journal of American Culture, Chaucer Review, Research in African Literatures, English Studies, Interdisciplinary Studies in Literature and the Environment, Cinema Journal, and others. A full list of recent graduate student publications is included in Appendix S.

Several faculty members have fostered collaborative research projects for graduate students, including a project on Alex Haley and Malcolm X, published by ten of our students and appearing in Scholarly Editing. A group of students working on the Early Modern OCR Project (eMOP) published their results online. Other students have worked one-on-one with a faculty member, co-writing and co-editing completed or in-progress projects on Children’s Literature in China and the United States, on medieval dramaturgy, and on metrical features of Old English texts. Recent graduates have published books (revisions of their dissertations) with Palgrave Macmillan, Ashgate, and Routledge.

Placement

Our M.A. graduates go on to Ph.D. programs (here and elsewhere), teach in secondary school and in colleges and universities, and pursue various other professional opportunities. In recent years, our M.A. graduates have entered Ph.D. programs at Stanford University, University of Wisconsin-Madison, SUNY Stonybrook, University of Illinois, and Michigan State University. We have had graduates go to University of Virginia Law School, Indiana School of Library Science, and Duke Divinity school. Master’s graduates teach at branch campuses of the University of Texas and Texas A&M, Weatherford College, Louisiana State University, and Blinn College. One of our M.A. students, Roger Reeves, went on to the doctoral program at UT, and has become a well-known poet, with residencies at Princeton and other universities. He is currently a tenure-track assistant professor at University of Illinois, Chicago. Master’s graduates have found alternative academic work in digital humanities, university public relations and communications, and libraries.

Our placement of doctoral students in tenure-track has been uneven, which is perhaps to be expected in a market that has weathered many recent shifts:

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Total Graduates</th>
<th>Tenure-Track</th>
<th>Non-Tenure-Track</th>
<th>External Post-doc</th>
<th>TAMU Post-doc</th>
<th>Other</th>
<th>Unknown</th>
<th>Eventual Tenure-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>17</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td></td>
<td>1</td>
<td>1</td>
<td>11/17</td>
</tr>
<tr>
<td>2010-11</td>
<td>10</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>4/10</td>
</tr>
<tr>
<td>2011-12</td>
<td>15</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td></td>
<td>2</td>
<td>2</td>
<td>9/15</td>
</tr>
<tr>
<td>2012-13</td>
<td>13</td>
<td>1</td>
<td>8</td>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1/13</td>
</tr>
<tr>
<td>2013-14</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>5/10</td>
</tr>
<tr>
<td>2014-15</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Graduation Year</td>
<td>Total Graduates</td>
<td>Tenure-Track</td>
<td>Non-Tenure-Track</td>
<td>Post-doc</td>
<td>Other</td>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>17</td>
<td>65%</td>
<td>24%</td>
<td>6%</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>10</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>15</td>
<td>60%</td>
<td>27%</td>
<td></td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>13</td>
<td>8%</td>
<td>62%</td>
<td></td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>10</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>9</td>
<td>33%</td>
<td>33%</td>
<td>23%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prior to the budget cuts that began in FY12, the Department for many years was able to hire our own newly graduated doctoral students as post-doctoral lecturers. This gave students an additional year (or, sometimes, two) to find a job, work on publications, and gain more varied teaching experience. In the last year of offering multiple post-doctoral positions, 11 of 17 (or 65%) of all students eventually found tenure-track positions. In the years since, the numbers have been as low as 1 of 13 (2012-13), and as high as 9 of 15 (2011-12). The students who graduated in 2012-13 may still be seeking tenure-track employment; a large number of the students who graduated in 2011-12 were specialists in Rhetoric and Composition, a field that currently has more tenure-track jobs than literary fields. One factor in these fluctuations is variability from year to year in the number of graduating students who commit to a full academic job search (e.g., unrestricted by region or institution type). We note that our Korean graduates do unusually well on the job market; of the 17 Korean students who graduated during the years 2009-2015, 9 currently hold tenure-track positions (and we lack information on many of the others).

Recent tenure-track placements include: Seoul National University, University of Southern Indiana, Agnes Scott College, University of New Hampshire, Bridgewater State University, Illinois State University, University of South Florida, University of Houston-Downtown, and Bemidji State University. A complete list of current placements can be found in Appendix T.

**FUNDING**

We currently offer 5 years of funding to Ph.D. students (entering with or without an M.A.), and 2 years to M.A. students. All students who are accepted into our programs are offered assistantships (100%). The average yearly support for doctoral students is $20,000 (which includes a stipend, tuition, some fee monies, and some summer support); for M.A. students, it is $9990.

Doctoral students earn $1330 per month until passing the first year review; $1440 per month after passing the review; and $1550 per month after passing preliminary examinations. Starting in FY 2017, all first and second year doctoral students will earn $1400 per month; third year students will earn $1500 per month; and students who have advanced to candidacy will earn $1600 per month. M.A. students earn $1110 per month.

In 2011-12, the University changed how it funded tuition for graduate students, putting the majority of its funding toward supporting students who work as GATs, but also limiting the number of years GATs qualify for tuition payment. Ph.D. students on a 64-hour degree plan are eligible for four years of tuition payment; students on a 96-hour degree plan are eligible for five years. The English
Department made the decision to place all Ph.D. students on a 96-hour degree plan, regardless of whether they enter with an M.A. or not, in order to qualify them for five years of tuition support. This has alleviated some of the pressure experienced by students who enter with an M.A., but it has not helped the students who enter without an M.A. The College of Liberal Arts determined that its allocation of tuition funding would go only to Ph.D. students (with the exception of two departments whose terminal M.A. students still get their tuition paid).

Starting in FY13, the Dean also prohibited us from funding M.A. students out of our graduate budget, and suggested that we eliminate our terminal M.A. program altogether. We made the choice to keep our M.A. program because we believed then, as we believe now, that it is a vital part of our graduate programs and that it serves Texas A&M University and the state of Texas. A significant number of our M.A. students are continuing their studies after earning a BA here. These and other M.A. students (primarily from the state of Texas) are often highly motivated, invested in Texas A&M, and a real asset to our program. We have been able to fund M.A. students as graders (because they could be paid out of student fee monies), and it was at this time that the department pioneered the large section of ENGL 210 (Technical and Business Writing, formerly ENGL 301) staffed by a faculty member as instructor of record with multiple sections assigned to graders, who were overseen and supervised by that instructor of record. Unfortunately, M.A. students are currently responsible for paying their own tuition and fees, at a cost of approximately $3500 per semester. M.A. stipends are also considerably lower than Ph.D. stipends: $9,990 per year (for a nine month appointment). M.A. students work as graders for one class per semester.

Although the University does pay the tuition of Ph.D. students, students are responsible for paying their fees, which are quite high in comparison to peer and aspirational peer institutions (see the comparative data in Appendix U). OGAPS does make some money available to offset fees for Ph.D. students, and we receive a generous allocation for the College of Liberal Arts for this purpose ($9200 in Fall 2015). We allocate these fee funds on a competitive basis, awarding students for publication, major conference presentation, and other forms of professional development activity.

Types and numbers of graduate assistantships

The table below indicates the change to the types of assistantship funding we have been able to offer, and details the loss of research-based assistantships (GAR positions) since the previous self-study.

<table>
<thead>
<tr>
<th>Year</th>
<th>GATs</th>
<th>Graders</th>
<th>GARs</th>
<th>Total # of students funded</th>
<th>Sections taught by GATs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>52</td>
<td>8</td>
<td>35</td>
<td>105</td>
<td>52</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>68</td>
<td>10</td>
<td>25</td>
<td>103</td>
<td>68</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>60</td>
<td>6</td>
<td>22</td>
<td>88</td>
<td>60</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>62</td>
<td>11</td>
<td>6</td>
<td>79</td>
<td>62</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>55</td>
<td>11</td>
<td>5</td>
<td>71</td>
<td>55</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>36</td>
<td>19</td>
<td>10^*</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>28</td>
<td>18</td>
<td>6^*</td>
<td>52</td>
<td>44</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>37</td>
<td>14</td>
<td>5^*</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>35</td>
<td>15</td>
<td>6^*</td>
<td>56</td>
<td>55</td>
</tr>
</tbody>
</table>

^7 Began large section of 301 (now 210), staffed by faculty instructor of record with multiple graders.

^8 Includes students funded through IDHMC.
These losses can be explained by budget cuts, changes in the way the University allocates tuition (primarily to GATs, not GARs), and the need to keep stable or increase the number of seats available in undergraduate writing courses (which are staffed primarily by GATs). As indicated in the table, the number of sections taught by graduate student teachers has ranged from a low of 44 to a high of 68. While the number of funded students has shrunk, the increased teaching load has made it possible to cover roughly the same number of sections every year.

Two factors have converged to increase the number of undergraduate students taught by GATs in writing course by 110%, from an average of 42.2 per academic year (2009-10) to an average of 88.6 per academic year (2015-16): the move to a 1-2 teaching load, and the increase in the size of these courses due to increased demands for seats.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Average Number of Students Taught per Year by GATs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>42.2</td>
</tr>
<tr>
<td>2010-11</td>
<td>46.4</td>
</tr>
<tr>
<td>2011-12</td>
<td>72.3</td>
</tr>
<tr>
<td>2012-13</td>
<td>77.1</td>
</tr>
<tr>
<td>2013-14</td>
<td>75</td>
</tr>
<tr>
<td>2014-15</td>
<td>84.6</td>
</tr>
<tr>
<td>2015-16</td>
<td>88.6</td>
</tr>
</tbody>
</table>

A particularly intense demand for seats in ENGL 210 (Technical and Business Writing) is brought about by rapidly increasing admissions numbers in the College of Engineering. In our attempt to meet the very large demand for ENGL 210, in recent years sections of this course have been capped at 35 students rather than the 25 that is usual, and pedagogically more sound, in writing courses. We are currently working hard in scheduling to bring this class size down in order to better serve the students and the GATs who teach them.

**Funding for research, travel, and professional development activities**

The health of our programs has also been nurtured by increasingly generous support for graduate student research and professional development, over the last few years, from the College of Liberal Arts. The establishment of the Institute for Digital Humanities, Media and Culture has also enlivened our graduate programs, both in terms of research opportunities and funding opportunities.

Beginning in the current fiscal year, the College of Liberal Arts has given graduate programs control over how they spend Graduate Enhancement Funds and has transferred authority for making awards entirely to the departments. For this fiscal year, we have been allocated a very generous $84,000, to be used for travel, professional development, other research activities, recruitment, and any other ways to enhance the graduate program. In addition to supporting travel and professional development, we will use some of this money as summer dissertation fellowships that will allow students to get paid while not teaching.
Graduate Student Travel Funding by Year and Source

<table>
<thead>
<tr>
<th>Year</th>
<th>Source: College</th>
<th>Source: Department</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>$21,000</td>
<td>$3,000</td>
<td>$24,000</td>
</tr>
<tr>
<td>2011-12</td>
<td>$18,000</td>
<td>$5,000</td>
<td>$23,000</td>
</tr>
<tr>
<td>2012-13</td>
<td>$18,000</td>
<td></td>
<td>$18,000</td>
</tr>
<tr>
<td>2013-14</td>
<td>$19,000</td>
<td>$5,000</td>
<td>$24,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>$24,600</td>
<td>$5000 (donor)</td>
<td>$29,600</td>
</tr>
</tbody>
</table>

Graduate Student Professional Development Funding

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Students funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>$5925</td>
<td>4</td>
</tr>
<tr>
<td>2013</td>
<td>$19,369</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
<td>$17,843</td>
<td>5</td>
</tr>
<tr>
<td>2015</td>
<td>$11,320</td>
<td>5</td>
</tr>
</tbody>
</table>

**Recruitment and Admissions**

Students applying to our programs submit an ApplyTexas online application, GRE scores (and TOEFL scores for international students), a statement of purpose, a CV, three letters of recommendation, and a substantial sample of their writing. The Graduate Studies Committee serves as the admissions committee, but each writing sample is sent out for evaluation to a faculty member who works in the area represented in the paper. The GSC rates each applicant on a scale of 1-3, the numbers are averaged, and a meeting is held during which the committee decides which students to accept into the program, which to place on a waiting list, and which to deny admission. While the committee considers each part of the application, the student's own writing (in both the statement of purpose and the writing sample) weighs most heavily in the decision to accept.

**M.A. program**

Because of changes in the rules governing how graduate budgets can be spent, and which graduate students qualify for tuition payments, we were forced to cut our M.A. program significantly (down to 5 or 6 new students funded each year). That decrease, combined with the fact that our M.A. students no longer qualified for tuition payments, is the major factor, we believe, in our plummeting M.A. numbers.

The department has begun to have some conversations about the future of the M.A. program. Among the ideas we are investigating is the creation of three different tracks: 1) A literature track, which would prepare M.A. students for Ph.D. programs; 2) A pedagogy track, which would prepare M.A. students for community college teaching; and 3) A writing and technology track, which would prepare students for careers in digital media, editing, technical communication, and various kinds of publishing.
We have had some initial discussions with the Dean on this topic, and the Graduate Studies Committee will take this up in the spring of 2016.

Once the GSC has made its admissions decisions on M.A. applicants, letters are sent to all applicants (accepted, rejected, waitlisted). We are committed to funding our M.A. students, so each year the number of applicants accepted will fluctuate (depending on the number of funded Ph.D. students we have).

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>53</td>
<td>20 (38%)</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>2011</td>
<td>35</td>
<td>17 (49%)</td>
<td>7</td>
<td>41%</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>11 (55%)</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>2013</td>
<td>14</td>
<td>9 (64%)</td>
<td>5</td>
<td>55%</td>
</tr>
<tr>
<td>2014</td>
<td>8</td>
<td>7 (87%)</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>2015</td>
<td>24</td>
<td>13 (54%)</td>
<td>9</td>
<td>69%</td>
</tr>
</tbody>
</table>

Ph.D. program

We are in the process of implementing a stipend increase plan that depends on us having no more than fifty funded Ph.D. students in the program. This means that the number of Ph.D. students we can accept each year will fluctuate, depending on attrition and the decisions of some students to complete their degrees part-time or in absentia. Entering Ph.D. classes will vary from 10-12 because of these factors.

Once the GSC has made its admissions decisions on Ph.D. applicants, emails are sent immediately to the successful students, with details of the offer. A more detailed packet of information is sent by mail. The department hosts a recruitment visit for all successful Ph.D. applicants, and last year, we even had one student travel all the way from South Korea for this event. During the visit, students meet as a group, have the opportunity to meet individually with faculty members, visit a graduate class, and hear presentations from faculty and graduate students. We also host a department-wide reception during the visit. The department covers the cost of the students' travel, hotel, and meals.

The number of applications to the Ph.D. program has fluctuated over the years, but during the period since our previous self-study, we have seen a steady rise, and then a steady drop, in the number of applications.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>52</td>
<td>25 (48%)</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>2008</td>
<td>70</td>
<td>25 (36%)</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>2009</td>
<td>95</td>
<td>20 (21%)</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>2010</td>
<td>85</td>
<td>23 (27%)</td>
<td>10</td>
<td>43%</td>
</tr>
<tr>
<td>2011</td>
<td>70</td>
<td>21 (30%)</td>
<td>12</td>
<td>57%</td>
</tr>
<tr>
<td>2012</td>
<td>47</td>
<td>25 (53%)</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>2013</td>
<td>37</td>
<td>23 (62%)</td>
<td>12 (1 unfunded)</td>
<td>52%</td>
</tr>
<tr>
<td>2014</td>
<td>33</td>
<td>25 (75%)</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>2015</td>
<td>44</td>
<td>21 (47%)</td>
<td>14 (2 unfunded)</td>
<td>67%</td>
</tr>
</tbody>
</table>
While there are many factors that might contribute to this pattern, it seems reasonable to conclude that the decrease can be explained, at least partially, by the effects of relatively steep budget cuts. Since the time of our previous self-study in 2007, the Department’s graduate budget has shrunk from $1,152,021 to $675,000—a net loss of $477,021, or 41%. Among the effects of these budget cuts is the rapid loss of many of the perquisites which made us an attractive program and garnered us 95 applications for Fall 2009 and 85 applications for Fall 2010: six years of funding (seven for direct admit students), including tuition; a 1-1 teaching load; ample opportunities for research, as well as teaching, assistantships; and a strong likelihood of a year (and sometimes more) of post-doctoral funding.

When the College prohibited us from funding post-doctoral lectureships for our own students, this hurt our recruiting, and it also has had a negative effect on the placement of our Ph.D.s. Among our peers and aspirational peers, only Michigan State and the University of Florida report that they do not fund post-doctoral lectureships. The following programs offer some form of post-doctoral funding:

- University of Maryland
- Ohio State University (6-10 per year)
- University of Missouri (not formally, but in practice, 2-3 per year)
- University of Texas (9 this year)
- Pennsylvania State University (available to all)
- Purdue University (occasionally)

Nevertheless, the applicant pool remains highly qualified, and we have had good success in matriculating the students we accept into our program. Although we are still in the middle of our admissions cycle for Fall 2016, the number of Ph.D. applications is up significantly (we have 60 applications, where last year we had 44). As the data reported in the section on demographics indicates, we continue to attract large numbers of students from other regions of the United States and from an increasing number of other countries. While we are often a top choice of students from Texas, and we have had many fine Ph.D. students from Texas, we are proud that we can attract students from other locations. Our strong faculty and excellent resources for graduate research are the key points that work in our favor.

Our efforts to recruit the best graduate students are aided by key recruitment fellowships offered by OGAPS and the College of Liberal Arts. But we still cannot offer the low teaching load and high stipends of some of our peers and aspirational peers (for comparative data, see Appendix V).
CONCLUSION

ALIGNMENT WITH INSTITUTIONAL GOALS AND PRIORITIES

Texas A&M’s *Vision 20/20: Creating a Culture of Excellence* (1999) outlined the University’s goal of, and strategies for, becoming a top ten public university by 2020. In that document, the University recognized that “The single most important prerequisite to gaining consensus top ten status is the establishing of a superb Letters, Arts, and Science (LAS) faculty at the center of Texas A&M University.” The University’s current strategic planning document, “Texas A&M University: the Ideal 21st Century University” (referred to from here on as “21st Century”) is still in draft, but reframes the *Vision 20/20* goals to focus more closely on our service mission as a land grant university and on our research mission as an AAU research university.9 The 2010-2015 Strategic Plan of the College of Liberal arts also places emphasis on service and outreach, on preparing undergraduate students to succeed as problem solvers in the workplace and community, on and on national leadership in research and scholarship.

As demonstrated in this self-study, the English Department already plays an important role in Texas A&M’s commitment to become a leading land grant university:

- We provide an undergraduate curriculum that strengthens interdisciplinary knowledge and skills, and appreciation for our cultural and aesthetic heritage (both areas where Texas A&M lags behind our Vision 2020 peers).10
- In alignment with the College’s mission to “prepare informed graduates able to apply their knowledge of the liberal arts to solve ... complex problems,” we prepare our students for productive, democratic citizenship by engaging them with the “big questions” of the human experience through immersion in literature, art, and related cultural documents and artifacts.
- We offer formal opportunities for undergraduate research through our UPREP program, funding for undergraduate study abroad, and incorporate other high-impact practices consistent not only with the draft strategic plan but with Texas A&M’s Quality Enhancement Plan, *Aggies Commit to Learning for a Lifetime*, which values high-impact learning experiences that insure our students graduate with “the habits and skills for integrative and lifelong learning.”11

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9 The draft is available at http://provost.tamu.edu/initiatives/SPDraftMar29revised1117Tuesday.pdf.
10 According to the draft strategic plan, “Among our graduating students, only 69% believe we have helped them to effectively integrate knowledge from other fields into their efforts in their own field, only 40% believe we have helped them appreciate history, art and literature and their effect on society.”
We also contribute to Texas A&M’s mission to becoming a leading AAU public research university:

- We have expanded our research strengths to include cutting-edge interdisciplinary fields such as digital humanities and transnational and transnational and diasporic studies.
- We continue to strengthen our doctoral program by using existing resources strategically to recruit and retain the best graduate students, to provide a strong academic curriculum, and to enhance job placement through strong mentoring and support for conference travel and other professional activities, including publication.
- We are actively helping our faculty to attain “high citation, utilization, and display of scholarly outputs” (21st Century) though efforts to identify and gather data on metrics relevant to our discipline, to encourage faculty to publish in peer-reviewed open access venues and/or venues that are otherwise highly visible (journals included in full text databases such as JSTOR), and to utilize social media such as Academia.edu to develop stronger networks for collaboration and interaction with academic peers.
- We are providing departmental incentives to support faculty who apply for internal and external grant funding.

While we consider ourselves to be strongly aligned with the University’s and College’s goals, we share the University’s commitment to “do even better” (21st Century). The remainder of this document examines what we wish to improve, and how we plan to do it.

**Overall Assessment and Future Plans**

**Strengths and weaknesses**

*Strength: our people.* Our faculty, staff and students are our greatest strength. At group discussions held in Fall 2015, the quality of our faculty and students was a constant theme. Faculty view their students as bright and engaged; graduate students are enthusiastic about the quality of instruction and the opportunities for mentoring that faculty provide.

*Strength: resiliency and institutional support.* Our department’s determination and resiliency in the face of severe budget constraints is a source of pride. We have used difficult circumstances as an opportunity to make positive changes in our curriculum and to strengthen graduate student recruiting. Our losses also make us thankful for Texas A&M’s commitment to support research and teaching through conference funding, internal grants, and a strong library collection.

*Strength: governance.* Our department is reviewing policies and procedures to insure transparency and efficacy. More important, we are attentive to the implications of disciplinary and economic shifts, especially those that have a bearing on the hiring and evaluation of faculty. To ensure that our faculty will be evaluated fairly and rewarded appropriately, we have rewritten our tenure and promotion guidelines to acknowledge the diverse range of interests, methods, and outcomes that characterize the best scholarly and creative work in the field. In that document, we resist the notion that scholarship should be measured in terms of its physical forms and reaffirm that the overriding metric for evaluating faculty work is quality and impact, which must be measured in different ways for different modes of work. These principles align with best practices in the discipline, as indicated in several recent Modern Language Association reports.
**Strength: research.** Despite faculty losses, we have led the way, locally and nationally, in the emerging field of digital humanities, and we have added transnational and diasporic studies to our longstanding strength in transatlantic studies. We have also maintained a strong national research profile: as measured by Academic Analytics and demonstrated through our own metrics, we are national leaders in the rate of publication of books and articles. We recognize that some changes in the scholarly landscape, including the tendency to evaluate research via metrics that are not designed to account for disciplinary differences, have the potential to place our department—and humanities departments in general—at a disadvantage. But here, too, we have engaged constructively with change, and we are thinking carefully about how such tools can work to our advantage and how we can develop alternative metrics that take disciplinary distinctions into account.

**Weakness: recruiting and retaining diverse faculty, staff and students.** Our department has struggled to maintain its commitment to diversity in the wake of budget cuts and (not unrelated) climate issues. We have not been able to retain outstanding faculty from underrepresented groups (especially faculty of color), and while our graduate students are diverse in terms of nationality, it has been difficult to attract and retain African-American and Latino/a students.

**Weakness: staffing and instruction.** Recent and foreseeable faculty losses hamper our ability to support undergraduate and graduate programs in several areas, especially creative writing, rhetoric, and technical communication. These losses also make it difficult to maintain our longstanding strengths in literary studies.

The loss of lecturers in particular, along with the loss or imminent retirement of tenure-line faculty, has made it difficult to maintain our commitment to writing instruction and to integrate this aspect of our curriculum into larger conversations about, and plans for, the department’s course offerings as a whole.

**Weakness: research visibility and impact.** Although the majority of Academic Analytics metrics for our department are very positive, our citation numbers for recently published work are not as strong as the corresponding measures of our peer institutions.

**Opportunities and challenges**

We find that unlike strengths and weaknesses, which form a natural dichotomy, our opportunities and challenges cannot be stated independently. Each goes hand in hand with the other.

**Opportunity and challenge: funding.** In October 2015, the University embarked upon its current Capital Campaign, which provides an opportunity for the department to make progress in securing resources to fund priority areas such as faculty research, outreach activities such as Brazos Valley Reads, graduate student scholarships, and undergraduate and graduate internships. This opportunity brings with it the challenge to identify and prioritize fundable areas, and requires that department administration, as well as faculty, work closely with the Development office.

**Opportunity and challenge: writing instruction.** The demand for writing instruction, especially ENGL 104 and 210, presents an opportunity to work collaboratively with the Colleges of Engineering and Science to reassess our current offerings, to design curricula that represent best practices in writing instruction while addressing specific needs of STEM departments, and to use our common commitment to student learning as a springboard for other collaborative efforts. Past efforts to develop such collaborations have had limited success, and it has at times been difficult to move forward without the guarantee of sufficient instructional staff to maintain our current commitments (which have been made manageable only through increases in class size that are pedagogically unwise). This is not an area that we can, or wish to, ignore. The challenge, then, consists of 1) clearly and effectively communicating the constraints under which we are now working, 2) finding ways not only to maintain but to develop what
we now offer, and 3) pursuing funding, including external partnerships, that would support efforts to improve and expand this part of our curriculum.

**Opportunity and challenge: strategic hiring.** The loss of senior faculty is an opportunity to transform the department through strategic hiring. In December 2015, the *Report on the MLA Job Information List, 2014-15* stated that the number of jobs advertised in the MLA Job Information List had fallen beneath the previous low points in 2007-08 and 2009-10. While this is not good news, it does point to an opportunity: departments hiring in the near future are likely to pull in an especially strong pool of candidates. Should we be able to take advantage of this opportunity to hire, we will face the challenge of balancing competing priorities.

**Goals and plans**

**Goal: increase the visibility of the department as a whole.**

**Plan:** The Head, Executive Committee, and Directors will lead efforts to redesign the department website to improve navigation, to enable users to quickly find relevant content, and to offer a more accurate and compelling vision of who we are and what we have to offer current and prospective students, faculty, and staff.

**Goal: improve diversity and enhance the workplace climate.**

**Plans:** The Executive Committee and Diversity Committee will gather and provide mentoring resources for incoming faculty and graduate students, especially minority/women; along with this, a “guide to the department” that helps orient new members to administrative structures, governance documents, committees, etc.

The Head, Associate Head, and Executive Committee will continue to evaluate department policies and procedures so that they are clear, transparent, and responsive to the particular concerns of our department and the requirements of the University.

The Head, Executive Committee, and Diversity Committee will pursue ways to recognize and reward the unacknowledged service and mentoring burdens on minority/women faculty.

The Head, Executive Committee, Diversity Committee, and Strategic Planning Committee will continue to incorporate diversity as part of our hiring plans.

We will commit, as a department, to recognizing the accomplishments of faculty, students, and staff, both formally and informally.

**Goal: enhance national leadership in research through strategic hiring.**

**Plan:** The Head, in consultation with the Executive Committee and the faculty as a whole, will work with the College to create a long-term plan for hiring that will offset existing and potential losses, improve diversity, and strengthen our research and teaching profile.

**Goal: strengthen visibility, impact, and support for research.**

**Plan:** The Head and Executive Committee will follow up on the departmental metrics incorporated in the Strategic Plan and continue our efforts to develop metrics that are relevant to our discipline and to our department.

The Head, Associate Head, and Executive Committee will continue to elevate faculty research by offering workshops and mentoring to support faculty who pursue external and internal grant funding, and by providing funding for publication costs.
The Department will provide workshops and other support to assist faculty with changes in the research and publishing environment, such as open-access publishing and alternative means of scholarly communication and dissemination such as blogs and social media.

Recognizing their key roles in supporting faculty work, we will to seek opportunities to improve compensation for staff.

**Goal: Improve Recruitment and Retention of Ph.D. Students.**

*Plan:* Continue to pursue ways to reduce the graduate student teaching load so as to benefit existing students and strengthen recruiting.

Pursue budget strategies and new funding sources that would allow us to reinstate 6th year assistantships.

Pursue budget strategies and new funding sources that would allow us to reinstate postdoctoral fellowships to support new Ph.D.s as they seek academic jobs.

**Goal: Improve Recruitment of M.A. Students.**

*Plan:* Rethink the terminal M.A. to support a variety of career goals, including, but ranging beyond, preparation for the Ph.D.

Reinstate resident tuition payment for M.A. students who are GATs; increase graduate stipends overall.

**Goal: Improve Recruitment of Undergraduate Majors.**

*Plan:* Pursue opportunities to revitalize the major and to increase student enrollments overall through innovative undergraduate concentrations, University Studies degree plans.

Publicize the Department’s funding opportunities for research, travel, and scholarships.
<table>
<thead>
<tr>
<th>Appendices</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Net Loss of Faculty, FY 2007–FY 2015</td>
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## APPENDIX A

### NET LOSS OF FACULTY, FY 2007–FY 2016

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**FTE Faculty**

84.08 85.29 87.37 83.58 77.17 66.5 59.5 55.5 56.75 52.5

Source: Department of English payroll data.
APPENDIX B

BY-LAWS FOR THE DEPARTMENT OF ENGLISH, TAMU

Introduction

These by-laws describe the method of governance for the Department of English at Texas A&M University. They are limited by the regulations and requirements of the College of Liberal Arts and of the University.

A clearly delineated body of rules and procedures is often helpful to the governance of a large university department. However, a department is primarily an academic community for whom common goals and a spirit of cooperation are ultimately more significant than written by-laws. This document is not meant to cover every detail of governance that might arise, but it provides basic definitions and an outline of rules and procedures designed to encourage effective and responsible leadership by both faculty members and the Head.

Part I: The Faculty of the Department

A. Membership

All persons holding full-time, part-time and visiting academic appointments in the Department with the rank of Professor, Associate Professor, Assistant Professor; Instructional Professor, Instructional Associate Professor, Instructional Assistant Professor; or Lecturer of any grade are members of the faculty of the Department. (Instructional ranks, Visiting Professors, and Lecturers of any grade are considered non-tenure-track faculty).

B. Voting Faculty

1. Unless otherwise specified in this document, the voting faculty includes all members of the Department holding tenured or tenure-track positions, all non-tenure-track faculty (NTTF), and all visiting and adjunct faculty.

2. The Executive Committee will decide cases of questioned status under this
C. **Responsibilities**

Faculty responsibilities in departmental governance include:

- Election of representatives to the Executive Committee and standing committees.
- Service on committees
- Participation in faculty meetings.
- Submission of items to be included on committee agendas.
- Petition to return unfavorable decisions on policy and personnel to the appropriate committees or Head for reconsideration.
- Review of tenure and promotion decisions by appropriate ranks.

**Part II: Officers of the Department**

A. **Head**

1. The Head is the administrative and executive officer of the Department and its spokesperson to the University administration and communities outside the University.

2. The Head, in consultation with the Executive Committee, appoints the directors, associate directors, coordinators, and the Associate Head. The Head makes other appointments to fill unexpired terms on committees and to assist in the daily operation of the Department.

3. At least every two years, the Head seeks the written opinion of the Department regarding the performance of the departmental administrators.

4. In some matters, the Head is granted a separate opinion or recommendation (e.g., tenure). It is nonetheless assumed that the Head normally supports the decisions of the appropriate committees or the faculty as a whole or both. In cases of disagreement, the Head will explain his/her position to the faculty or appropriate committee and include relevant votes of committees or the Department as a whole when reporting to the College and the University.

B. **Associate Head**

The Associate Head is appointed by the Head in consultation with the Executive Committee to a renewable term of three years.

C. **Directors**

The Directors of Graduate Studies and Undergraduate Studies are appointed by the Head in consultation with the Executive Committee, normally to no more than two consecutive terms.
of three years each. Appointments are to be ratified by majority vote of the faculty.

**D. Associate Directors**

Associate Directors are appointed by the Head, in consultation with the relevant Director(s) and with the Executive Committee, to renewable terms of three years.

**E. Coordinators**

Coordinators of programs are appointed by the Head in consultation with the Executive Committee to renewable terms of three years.

**Part III: Committees of the Department**

**A. The Executive Committee**

1. **Membership**

   a. The Executive Committee consists of seven voting members: the Directors of the Department (appointed by the Head), one professor, one associate professor, one assistant professor, one non-tenure-track faculty member elected by the department (one-year term). There is one non-voting graduate student (elected by the graduate students; one-year term); there may be one non-voting staff member (selected by the staff; one-year term). The Associate Head is a non-voting member ex officio.

   b. Voting members in the professorial ranks serve staggered two-year terms. The non-tenure-track faculty member and the graduate student each serve a one-year term. No one may serve more than two consecutive terms.

2. **Meetings**

   a. The Executive Committee meets as often as necessary to conduct its business, but in any case it must meet at least once every two months during the academic year.

   b. The Executive Committee's meetings are open, except when closed by a minimum two-thirds vote of the Committee. The Chair is responsible for posting a notice of agenda items before the meeting and for the distribution of minutes of each meeting within 72 hours to all department faculty and to EGSA.

3. **Duties**

   a. The Executive Committee advises the Department Head on the day-
to-day administration of the business of the Department.

b. The Executive Committee serves as the Department's budget advisory committee, advising the Head on the allocation of the Department's resources.

c. The Executive Committee serves as the Department's advisory committee on all personnel matters, including those which arise on an ad hoc basis. The Executive Committee serves as the Head's advisory committee on departmental appointments to ad hoc committees which do not fall within the purview of the standing committees.

d. The Executive Committee has the primary responsibility of assessing, in consultation with the faculty, the staffing needs of the Department; it coordinates the search for candidates for new positions.

i. The Executive Committee recommends to the Head appointments to the search committee. In cases of appointment to senior ranks, a second search committee may be convened. A search committee submits advertisements, reviews dossiers, consults with appropriate faculty, and submits recommendations to the full faculty.

ii. The Head in consultation with the Executive Committee calls a faculty meeting to consider the final recommendations of the search committee for all positions other than lecturers. The recommendations of the search committee will then be forwarded to the Head with the advice and consent of the tenured and tenure-track faculty.

iii. The tenured and tenure-track faculty may recommend that the Head make provisional offers to tenure-track candidates at MLA.

e. The Executive Committee reviews the actions of the Department's standing committees.

i. The Executive Committee may not reverse a decision of a standing committee, nor may it rewrite standing committee documents. However, it may upon a simple majority of those voting, refer the actions or documents of any standing committee back to the committee for reconsideration.

ii. If a matter has been referred back to the standing committee and that committee's response is still unacceptable to a simple majority of the Executive Committee, the Head convenes a meeting of the full faculty to resolve the matter.

iii. The actions of the ad hoc committees are reviewed either by the Executive Committee or the full faculty depending upon the charge given to that particular committee.

f. The Executive Committee rules on questions of interpretation of these by-laws.
g. The Executive Committee operates with the advice and consent of the full faculty.

i. As part of its consideration of any matters which significantly affect the professional lives of the faculty, or matters clearly controversial, the Executive Committee calls for a meeting of the full faculty to discuss and if necessary vote upon the matter at hand.

ii. The Executive Committee may, upon a simple majority vote of those members present, call for a department meeting.

iii. Decisions of the committee are subject to review by the full faculty upon formal petition by 20% of the voting faculty.

B. **Graduate Studies Committee**

1. **Membership**

   a. The Graduate Studies Committee consists of five voting members: three faculty members elected at-large by the graduate faculty, two members appointed by the Head in consultation with the Director of Graduate Studies and the Executive Committee. Any Associate Graduate Directors are non-voting members ex officio. There is one non-voting graduate student (elected by the graduate students; one-year term).

   b. Faculty members serve staggered three-year renewable terms; graduate student members serve one-year renewable terms.

2. **Meetings**

   The Director of Graduate Studies chairs the Committee and votes in the case of a tie. The Director is responsible for posting minutes after its meeting and for reporting in writing its decisions and recommendations to the Head as chair of the Executive Committee.

C. **Undergraduate Studies Committee**

1. **Membership**

   a. The Undergraduate Studies Committee consists of five voting members: three members of the faculty elected at-large and two members of the faculty appointed by the Head in consultation with the Director of Undergraduate Studies and the Executive Committee. Program Coordinators (if any) serve as voting members ex officio. Any Associate Undergraduate Directors are non-voting members ex officio. There is one non-voting graduate student (elected by the graduate students; one-year term).
There may be one non-voting undergraduate student appointed by the Director of Undergraduate Studies (one-year term).

b. Voting members serve staggered three-year renewable terms. The Associate Directors (if any) serve as a non-voting member

2. Meetings
The Director of Undergraduate Studies chairs the committee and votes in the case of a tie. The Director is responsible for posting minutes and reporting in writing its decisions and recommendations to the Head as chair of the Executive Committee.

D. Evaluation Advisory Committee

1. Membership
   a. The Committee consists of five members selected from the tenured faculty on a rotating basis. The Head, Associate Head, and Directors of Graduate Studies and Undergraduate Studies are not eligible to serve.

   b. The Head appoints the Chair of the Committee.

   c. Members serve staggered two-year terms.

2. Duties
   a. The Committee will review the Annual Checklists of all tenured and tenure-track faculty, evaluating each faculty member’s performance in scholarship (or creative writing), teaching, and service.

   b. The Head evaluates the members of the Evaluation Advisory Committee.

   c. The Committee will provide its recommendations to the Head, who will inform individual faculty members of their evaluations. The Head also will provide individual faculty members the opportunity to discuss the evaluation prior to forwarding the final recommendations to the Dean.

   d. The Head will allocate the Departmental salary increments on the basis of the Committee guidelines and whatever additional factors are pertinent to faculty raises.

   e. The Committee also provides recommendations for faculty to be nominated for college and university research and teaching awards.

E. Strategic Planning Committee

1. Membership
a. The Committee consists of six members: the Associate Head, three members of the faculty (a full professor, an associate, and an assistant professor) elected by the tenured and tenure-track faculty, and two members appointed by the Head in consultation with the Executive Committee.
b. The Head appoints the Chair of the committee.
c. Members serve staggered 2-year terms.

2. Meetings

   The Committee will meet as often as necessary to conduct its work, but in any case will meet once in the fall and spring semesters.

3. Duties

   a. The Committee will assess progress on goals outlined in the department’s strategic planning document.
   b. The Committee in consultation with the Head and the Executive Committee will develop revised or new strategic planning documents as required and present them to the faculty.
   c. The Committee will inform faculty of staffing issues and changes; gather information and consult faculty and graduate students about hiring needs with reference to goals outlined in the department’s strategic planning document; and prepare an annual report concerning progress toward strategic planning goals and hiring priorities in the Spring semester.
   d. The Head in consultation with the Executive Committee and the Strategic Planning Committee will call a faculty meeting to discuss the recommendations in the Strategic Planning Committee report.

F. Review Committee for First-Year Ph.D. Students

1. Membership

   a. The Committee consists of six members who are appointed by the Head of Department, in consultation with the Director of Graduate Studies.
   b. Faculty members serve staggered two-year terms

2. Meetings

   Either the Director or Associate Director of Graduate Studies chairs the Committee and votes in the case of a tie. The Chair is responsible for reporting in writing its decisions and recommendations to the Graduate Faculty, who will then vote on each candidate, and the Head of the Department.

3. Duties

   The Chair, along with the Director of Graduate Studies, will meet with each First-
Year Review candidate upon the conclusion of the review to discuss the Faculty feedback and vote.

G. Technology Committee

1. Membership

a. The committee consists of six members: the Associate Head (ex officio), the senior Instructional Technology staff person, one graduate student elected by the graduate students, and two members appointed by the Head in consultation with the Executive Committee.

b. The Head appoints the Chair of the Committee.

c. Appointed members serve staggered 2-year terms.

2. Duties

a. The Committee will meet as often as necessary to conduct its work, but in any case will meet at least once in the fall and spring semesters.

b. The Committee will be responsible for overseeing and responding to the technology needs of the department and will make recommendations, as appropriate, to the Head, the Executive Committee and the faculty.

H. Tenure and Promotion and Review Sub-committees

1. The Head consults with candidates for tenure and promotion and, in consultation with the subcommittee of the Executive Committee (consisting of tenured members of the Executive Committee or, when candidates for promotion are NTTF, consisting also of Instructional full and associate professors serving on the Executive Committee), establishes an evaluation committee for each candidate. The subcommittee of the Executive Committee reviews and approves assignments to evaluations committees. The evaluation committee consists of a Chair, who produces the candidate’s summary, and two committee members: one member handles the candidate’s research and one committee member handles the candidates teaching and service components. For promotion within the non-tenure track instructional professor ranks, the evaluation committee consists of a Chair, who produces the candidate’s summary, and two committee members: one member handles the candidate’s teaching (and research if applicable) and one committee member handles the candidate’s service component.

2. The evaluation committee for individual candidates makes available the reports and full dossiers to eligible faculty. Eligibility is determined as follows: tenured faculty members vote on tenure decisions; full professors vote on promotion to the rank of full, associate, and assistant professor; associate professors vote on promotion to the rank of associate and assistant professor. When the candidates are in the non-tenure track instructional professor
ranks, eligibility is determined as follows: full professors and instructional full professors vote on promotion to the rank of instruction full, associate and assistant professor; associate professors and instructional associate professors vote on promotion to the rank of instructional associate professors and instructional assistant professors.

3. The Department Head convenes eligible faculty as a Personnel Committee, to discuss each candidate. At this meeting, the candidate’s individual committee puts forward its report and answers faculty questions. Only faculty eligible to vote for a candidate may attend the part of the meeting concerning that candidate. Voting is by signed confidential ballot. Voting faculty must affirm that they have reviewed the candidate’s files and must provide a written explanation of their vote. Eligible faculty members who cannot attend the meeting because of professional commitments may vote absentee by completing the evaluation form and ballot during the week before the formal meeting. The votes are counted by the Elections Sub-committee and summarized by the chair of the candidate’s Tenure and Promotion Committee.

4. Within 48 hours of the Personnel Committee meeting, the Election Subcommittee tabulates votes, including absentee ballots, and informs the faculty of the results. The number of invalid ballots, if any, will be noted.

5. The chair of the candidate’s Tenure and Promotion Committee summarizes the written explanations attached to the votes and forwards the result of the vote to the Department Head.

I. The Diversity Committee

1. Membership

   a. The committee consists of 7 members: Five members are elected by the department: three at the tenured level; one assistant professor; one non-tenure track faculty (one-year appointment); one graduate student elected by the graduate students (one-year appointment); one staff member selected by the staff (one-year appointment).

   b. From among the elected members, the department Head appoints the Chair and also the Department’s representative on the College of Liberal Arts Diversity Committee.

   c. All elected and appointed members will serve two-year terms, except where noted.

2. Meetings

   The Committee will meet as often as necessary to conduct its work but not less than twice in the fall and twice in the spring semester.

3. Duties

   a. The Committee is responsible for supporting the College’s goals of diversity and collegiality within programs and departments by working to
address issues of climate with regard to racial, ethnic, gender, sexuality, religion, disability and other differences in the Department.

b. The Committee will draft action plans in response to problems raised in climate surveys executed by the dean’s office, as well as climate concerns not expressed in those surveys. It will monitor the implementation of approved plans.

c. The Department Head in consultation with the Executive Committee and the Diversity Committee will call a faculty meeting to discuss the recommendations of the Diversity Committee with regard to climate.

d. The committee will provide annual reports to the Head and department about measures adopted to improve climate and about continuing problems.

Part IV: Procedures of the Department

A. Department Meetings

1. The full Department meets as often as necessary to conduct its business. It must meet at least once each semester during the academic year. Graduate students have the privilege of the floor in Department meetings but do not vote.

2. Normally, the Head calls departmental meetings. Meetings may also be called by the Executive Committee or by a petition endorsed by at least 20% of the voting faculty.

3. The Head provides timely written notice of each Department meeting and, in consultation with the Executive Committee, an agenda of specific items to be considered.

4. The Head or a designated substitute chairs the Department meetings.

5. The Associate Head will provide a written summary of department meetings when appropriate.


7. No substantive matter may be voted upon at a departmental meeting unless it appears on the agenda for that meeting.

8. A quorum consists of a simple majority of resident eligible voting faculty members.
9. The Department normally votes by show of hands. However, any voting member present may call for a written ballot.

B. Elections

1. Regular Elections to Standing Committees
   a. Elections to fill committee vacancies are by secret ballot of the voting faculty, unless otherwise specified.
   b. Election to a standing committee requires that the candidate receive the greatest number of votes cast for the position and at least 40% of the total number of ballots cast for the position. Where two positions on a committee are to be filled, the two candidates receiving the greatest number of votes and at least 40% of the total number of ballots cast will be elected. Where three positions on a committee are to be filled, the three candidates receiving the greatest number of votes and receiving at least 40% of the total number of ballots cast for the position will be elected. As necessary, run-off elections will be held with a slate of the candidates receiving the greatest number of votes; the slate will be limited to the number of vacant positions plus one. In order for a ballot to be valid, all places under consideration must be marked.
   c. In the case of a tied vote, a revote will be held. If there is a second tie, candidates will draw straws.
   d. A standing subcommittee of the Executive Committee consisting of the voting members from the professorial ranks serving the first year of their two-year terms will serve as the Elections Committee. This subcommittee will be responsible for posting vacancies, taking and posting nominations, publishing voting instructions, distributing and collecting the ballots, counting the ballots and announcing results.

2. Regular elections to fill committee vacancies will follow this procedure:
   a. On the last Monday in March, the Elections Committee will post a list of committee vacancies for the following academic year and call for written nominations from the faculty.
   b. The Elections Committee will post nominations as they are received.
   c. The deadline for nominations will be 5:00 p.m. on the first Monday in April.
   d. On the second Monday in April, the Elections Committee will distribute a ballot and voting instructions to the voting faculty. The deadline for voting will be at 5:00 p.m. on the second Friday in April.
   e. The Elections Committee will post a time and location for counting the ballots, count the ballots, and post the results.
   f. The Elections Committee will set the time and procedure for any necessary run-off elections. Run-off election ballots will be counted and the results announced in the same manner as those of the regular election.
3. The Head, in consultation with the Executive Committee and the Chair of the appropriate committee, appoints faculty members to fill any vacancies until the next regularly scheduled election.

C. Terms of Office

Terms of office for regularly appointed and elected positions begin with the academic year following election or appointment. Appointments to fill unexpired terms begin immediately upon appointment. Terms of office expire with the end of the academic year corresponding to the length of the term. If an emergency meeting of the Executive Committee is called in the summer, both outgoing and newly elected members of the Executive Committee will be asked to attend.

D. Petitions

All petitions provided for in this document are received by the Head, as chair of the Executive Committee. The Executive Committee will act on each petition in a timely manner.

Part V: Procedures for the Ratification and Amendment of the By-Laws

A. Ratification

These by-laws will take effect when they have been ratified by a vote of two-thirds of those voting. The vote, by secret ballot, will be organized by the Head.

B. Amendments

1. These by-laws may be amended by the initiative of the Executive Committee or by faculty petition, but each method requires ratification by a faculty vote.

2. Proposals for amendments initiated through faculty petition must be signed by 20% of the voting faculty.

3. The faculty shall vote upon proposed amendments through a mail ballot conducted only during the Fall or Spring semesters. To be adopted, a proposed amendment must be approved by two-thirds of the faculty voting.
APPENDIX C

PEER INSTITUTION RESEARCH SUPPORT

1. SABBATICAL LEAVES

All of our peer institutions except the University of Texas offer sabbatical leaves. Most require six years of full-time service before and between leaves (Maryland requires at least 50% FTE appointment; Ohio State requires seven years of service; Purdue allows one semester of leave at half pay 6 semesters of service, and the usual one or two semester options after 12 semesters of service). Most do not require external documentation as part of the application. Penn State requires letters of support only for projects that involve access to libraries, laboratories, or other facilities outside the university.

2. PUBLICATION SUBVENTIONS

All of our peer institutions offer some form of publication support. Penn State’s program is only available to incoming faculty; the others are open to all faculty. Ohio State offers both a Publication Subvention grant and a Manuscript Preparation grant; the latter covers such things as permissions and other image-related costs. Two of the peer institutions, the University of Florida and Purdue University, have developed pilot programs. At the University of Florida, there is a one year (2015-2016) subvention program administered by the Center for the Humanities and the Public Sphere at the University of Florida in collaboration with the College of Liberal Arts and Sciences and College of the Arts. Purdue’s pilot program began in 2014 and will be reviewed in three years.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Subventions offered</th>
<th>Approval/funding level</th>
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<tbody>
<tr>
<td>Penn State</td>
<td>As part of startup for new faculty</td>
<td>College of the Liberal Arts</td>
</tr>
<tr>
<td>Maryland</td>
<td>yes</td>
<td>College of Arts and Humanities</td>
</tr>
<tr>
<td>Ohio State</td>
<td>Yes; up to $4000; preference to junior faculty publishing single-author monograph</td>
<td>College of Arts and Sciences; 50% of funding from department or school</td>
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<tr>
<td>U Florida</td>
<td>Yes, through a temporary program</td>
<td>Center and College</td>
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<tr>
<td>U Missouri</td>
<td>Yes, up to $10,000 through Research Council Grant Program</td>
<td>Office of Research, Graduate Studies and Development</td>
</tr>
<tr>
<td>Purdue</td>
<td>Yes, pilot program</td>
<td>Department (1/3 costs), Vice President for Research (2/3 cost)</td>
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APPENDIX D

2007 ACADEMIC PROGRAM REVIEW TEAM FINAL REPORT

November 21, 2007

English Department Review Report

Submitted by
Sidonie Smith (University of Michigan), Chair
David Bartholomae (University of Pittsburgh)
Coppelia Kahn (Brown University)
Valerie Lee (The Ohio State University)

The site visit team members wish to use the occasion of this report to thank the administrators, faculty, staff, and students at Texas A&M University for their graciousness in hosting the team of external reviewers: David Bartholomae (University of Pittsburgh), Coppelia Kahn (Brown University), Valerie Lee (The Ohio State University), and Sidonie Smith (University of Michigan). We especially acknowledge the efforts of the Department Head, M. Jimmie Killingsworth, and all members of the Department for the clear, organized, and thorough Self-Study Document and for making available all resources necessary to conduct an extensive and intensive academic review.

The members of the review team spent October 28, 2007 - October 31, 2007 meeting with a wide range of committees and persons, including: the Department Head, Associate Department Head, and all faculty ranks of the Department of English; the Dean, Executive Associate Dean, Associate Deans, and the Assistant Dean of the College of Liberal Arts; the Assistant Provost for Academic Affairs & Assessment; the Interim Vice President for Research; the Dean of Undergraduate Programs & Associate Provost for Academic Services; the Interim Dean of Graduate Studies, and undergraduate and graduate students in English. This report consists of a narrative followed by a bulleted list of recommendations, drawing from the aforementioned interviews, documents supplied by Department of English and University administrators, and the professional experience of the external reviewers. We hope that our suggestions will help this very productive department in the midst of transition meet the challenges of Vision 2020 within the context of English Studies.
The English Department at TAMU is a department in transition in a university in transition. English plays a critical role in setting the standard of excellence for the liberal arts at TAMU. And indeed, there is much to laud in the current state of the department. By any measure, commanding three Guggenheims in five years speaks well to the department's strengths. The senior faculty are active scholars in the discipline, and the junior scholars look forward to promising futures at TAMU. The department is attracting stellar candidates in its searches. The current and past leadership in the department is highly respected; and the new chair can count on the good will of his colleagues over the next several years. The department is impressively collegial: faculty speak with pride of the fact that the department has not been riddled with factionalism. Generally, faculty and graduate students feel well supported in their research. The library is responsive to requests from faculty for purchases. The department has taken a leadership position nationally in the assessment movement. And, most notably, the department can boast of satisfied students at both the undergraduate and graduate levels. These are considerable strengths.

Now the department begins the next phase of its development as part of Vision 2020: Creating a Culture of Excellence. Vision 2020 presented the blueprint for the goals of this transition for the university. In its response to the Vision 2020 strategic plan, the College of Liberal Arts identified the English Department as a "signature" department, one of six humanities and social science departments in the College so designated. The designation as "signature" brought six new lines into the department for a faculty enhancement initiative. The department sought to conceptualize this phase of hiring broadly, to spread the hires over all fields of English literary studies. The Dean of the College pressed the department to plan for targeted hiring and urged the department to complement its strength in American literary studies with faculty in "British Literature." The department spent several years making these hires, defining "British Literary Studies" broadly in order to capture candidates working in emergent and transnational areas of the discipline. That hiring has been accomplished. The department has welcomed a remarkable cohort of assistant professors into the department, as well as one senior professor. Indeed, as hoped for in the strategic planning, these hires have reinvigorated the department.

And yet, while the faculty are clear about what they are transitioning from, they are not clear on what they are transitioning to as a signature department. During this next phase of transition, when hiring will not involve additional lines but lines opened up with retirements and resignations, the department must address "the vision imperative" and work with the College to make "signature" substantive. The department's signature status needs to affect its ability to attract a range of different kinds of resources.

Our observation is that the department has not yet done the hard work of defining its excellences and its signature as an English department in the 21st century. Indeed, there seems to be some resistance to making hard choices about what its emphases will be. We heard different priorities for the next hires from different people. We found no carefully developed 5-8 year plan for hiring. We heard the resistance to change and the legacy of historical disappointments in comments such as "change was not possible because the administration doesn't understand the field or the department." We heard concern about the fate of collegiality in a department that targets areas of excellence. We heard complaints
about the high salaries senior appointments would command. We found vagueness about something called "discourse studies," which could cover all areas and fields of literary studies. We found an unrealistic plan for building Creative Writing by hiring lecturers and visitors. We found undergraduate and graduate curricula governed by a historical period/coverage model. (We will say more below about many of these observations.) A "broad" plan for moving forward will not enable the department to make the transition to a more nationally competitive department. As chairs and members of large research English departments, we find that the resources available to English departments will never be robust enough to develop and/or maintain excellence and depth "across-the-board." The "we do everything" model of planning may have the effect of making people feel their importance and status in their fields acknowledged; it does not help a department to gain real distinction and the flexibility to move with the field itself.

- We recommend that the department find a way to make its signature status substantive, defining its areas of excellence carefully, perhaps in cross-cutting analytic categories such as gender studies, or in emergent areas, which at TAMU might certainly be digital humanities. If one of these areas is discourse studies, faculty must put a finer definition on what is meant at TAMU by discourse studies. An area of excellence cannot be defined so broadly as to be just another term for across-the-board excellence.

- We recommend that the department develop a 5-8 year strategic hiring plan tied to its signature status. This plan should be a realistic plan, one that carefully defines new areas of excellence and prioritizes tenure-stream faculty positions in support of those areas. For instance, if the department plans to develop an undergraduate program (or a graduate program) in creative writing, it will have to make significant hires in the tenure stream. This strengthening cannot be done with lecturers.

- The department must decide whether to hire someone in the tenure stream who brings expertise and degrees in digital humanities and early modern studies or plan to move the World Shakespeare project to another institution.

The Department's Intellectual Life

The full professors already have strong scholarly profiles and need to take on more of the administrative leadership of the Department, allowing the associate professors the time to build those same types of enviable records. As with many places, the associate professors are carrying service loads that can easily cause morale issues. Attention should be paid to those at mid-career so that they can thrive and not languish at associate rank. This is especially important in a unit where a large segment of the full professors will likely retire in the upcoming decade. Because of the faculty reinvestment plan, the department has hired enough assistant professors in the last five years to form a cohort of scholar-teachers who are eager to make their mark in the profession. They bring with them new ideas that should help revitalize the unit's vision.

The faculty and graduate students have formed a hub of activity around areas of interest or "Working Groups," among them: After Empire, Gender Studies, Early Modern, Film Studies, and Africana Studies. The team found these groups to be energetic and
representative of the current contours of the discipline. These groups invite speakers to campus, discuss readings in the field, work on scholarship in progress, and fill gaps not directly addressed by hiring and the curriculum. The Working Groups are aware of the permeability between field boundaries and work in interdisciplinary ways to keep the department's intellectual life robust. Given the growth of English as a discipline and the trajectory of its future, possibilities for new Working Groups might include Disability Studies, Narrative Theory, and Literacy Studies, but the groups should continue to grow out of faculty and student interest and not be superimposed from above.

The team noted that all those who showed up for the Working Groups meeting were women, and with one exception, were at the assistant or associate rank, or were graduate students. The energy of this group greatly contrasted with the inertia of more senior groups.

- It is critical that the department maintain and enhance the support for working groups as centers of intellectual energy, inquiry, and inter-generational collegiality.

**Faculty Professional Development (tenure and tenure-track, non-tenure-track)**

*Full Professors*

The full professor rank includes scholars of distinction whose work continues to command attention in the field and whose reputations are the foundation of this moment of transition to Vision 2020.

- We recommend that attention be given to a legacy of gender inequity in salary at the full professor rank.
- The full professor rank needs to become more diverse, especially in terms of its gender (im)balance.
- For the department to realize its goals in respect to Vision 2020, there will need to be strategic full professor hires, even if these hires challenge the salary structure.
- Given the size of the cohort of full professors and given the appropriate concern that associate professors succeed in moving up in rank, it is necessary for full professors in the department to make a commitment, beginning immediately, to step forward to take on administrative responsibilities.

*Associate Professors*

Associate professors feel well supported in terms of research funds. But as with many departments across the country there is, for a good number of associate professors, an extended period of time to promotion to full professor. Again, this is a national problem. As is true at other institutions, in this department associate professors carry a heavy administration load within and outside the department. And since TAMU is fifteen years behind its peer institutions in developing interdisciplinary programs, associate professors assume a disproportionate responsibility for development, nurturing and growing interdisciplinary programs (Film Studies, Women's Studies, Africana Studies). Moreover, these administrators, disproportionately female, are not provided adequate support staff and the resources necessary to the task.
• It is incumbent on the Dean and the Provost to support interdisciplinary initiatives that are a credit to a Research I institution. Interdisciplinary program directors cannot be expected to build such programs without sufficient administrative and financial support.

• Associate professors with administrative responsibilities should not lose developmental leaves because they are forced to delay them. We recommend an adjustment of policies on the part of the University or College so that leave equity is banked. That is, in the case of a delayed leave, equity toward the next leave should accumulate as if the leave had been taken on time.

• In accord with the recommendations of the MLA report on standards for promotion, the department and College should have a "more capacious" sense of the various forms that scholarship may take, moving beyond the norm of the monograph. Because conventional scholarly publishing is under intense financial pressure, publication should be supplemented by other criteria for promotion. The department should be given the primary responsibility for evaluating faculty work, not the academic marketplace.

• We commend the new program to award one-semester leaves to associate professors for the explicit purpose of completing scholarship that promises to lead to promotion. This program at the departmental level should become standard.

• We are told that there is significant salary compression at the rank of associate professor. (Again, this is a situation not unique to TAMU). The institution should develop opportunities for large-scale equity adjustment of salaries at this rank. And the salary bump for the promotion to full professor should be substantial and set a new bottom for full professor salaries.

**Assistant Professors**

Assistant professors praised the welcoming environment of the department. And they expressed appreciation for the research support they receive. They think there is generous funding for their research, that library acquisitions are ample, pockets of money are available, and that mentors at both the associate and full professor rank help them to present themselves in various contexts.

• Concerns ranged from too many new preparations to concern that there weren't enough options in course assignments. Course assignments should be made with each stage of their professional development in mind.

• The department may want to develop a system of field coordinators to map out course offerings one or two years in advance, so that new faculty have adequate time to prepare new courses.

• Assistant professors praised the mentoring they receive, but noted that mentoring falls on a relatively small number of faculty at both associate and full professor ranks. We recommend that mentoring responsibilities be spread more broadly among associate and full professors.

• The review team worries that the assistant professors who were hired as a result of the signature investment in the department may face excessively high expectations that their presence and productivity will enhance the department's
national reputation. We caution against placing an undue burden of success on these assistant professors.

Lecturers

Like most doctoral granting institutions, TAMU has learned to rely on a dedicated, well-trained, highly-efficient non-tenure-stream teaching faculty to deliver basic instruction in lower division, general education courses. While this is the case, it was our impression that faculty and administration were not aware of the degree to which the institution relied on non-tenure stream faculty members. There are currently 6 Senior Lecturers, 28 Lecturers and 4 visiting faculty members (44% of the total instructional staff in the English department). We received additional data from both the English department and the Office of Graduate Studies, and these data indicate that only 30-32% of all undergraduate course sections in English are taught by tenure-stream faculty, with the remaining courses taught by Lecturers (42-44%), part-time faculty, and GATs. (We don't have figures on the use of part-time faculty).

As surprising as these figures may seem, they are consistent with doctoral-granting institutions nationwide, as confirmed by a recent survey of staffing patterns conducted by the Associated Departments of English (a division of the Modern Language Association), where only 30.8% of all undergraduate course sections were taught by tenure-track faculty. (The survey data will be published Fall 2008.) As is the case nationally, lecturers at TAMU not only provide much of the instruction in the lower division; the data show that this non-tenure-stream faculty plays a role in the upper division as well, and at TAMU, in the development of the new creative writing track. We were surprised, for example, that although the English department planned to develop both undergraduate and graduate tracks in Creative Writing, there were no plans for hiring tenure-track MFA's in the "hiring plan."

The ADE staffing survey also sought data on salaries, and here TAMU seems to be behind its peers. According to the ADE survey, the Fall 2006 average full-time non-tenure-stream salary for Carnegie doctoral institutions was $43,263. (The average part-time salary was $3,826 per course.) We didn't request (and didn't receive) average salary figures from the English department at TAMU, but the 9-month salaries for Assistant Lecturers range from $25,200-28,260 and the average salaries for Senior Lecturers range from $29,205-39,933. These average salaries seem quite low by comparison to the institutions represented by the review team.

Like the profession in general, English departments and the professional organizations that represent them are struggling to come to terms with both the history and the current use of non-tenure-stream faculty. We would urge both the English department and the Dean's Office at TAMU to develop a statement on the appropriate use of non-tenure-stream faculty in the undergraduate curriculum.

We met with Lecturers on more than one occasion and we were very impressed by their sense of commitment to the department and the pride they took in their teaching. They expressed appreciation for the departmental leadership, which they see as concerned about their needs. The department in general is praised across ranks as a welcoming, supportive community. Lecturers commended the support provided them by staff in the Writing Program, including support for travel to conferences. Lecturers did, however, suggest that they would benefit from a broader knowledge of the resources available to them and information necessary for understanding the review process and expectations for success.

Structural recommendations
• The department needs to address what appears to us to be an arbitrary division of course loads into assignments of 4/4 loads to lecturers with an MA and 3/3 loads to lecturers with a PhD. We recommend 3/3 loads for all Lecturers, with the expectation of an appropriate service commitment.

• Salaries for lecturers are very low in comparison to national averages for contingent faculty. A decent salary for full-time employment will discourage lecturers from teaching overloads at other institutions, a practice we believe to be fairly common in the department. It will encourage identification with the institution and the department. We urge a reconsideration of the salary scale.

• Doctoral institutions nationwide have begun to formalize the division of the instructional staff into a Research faculty (in the tenure track) and a Teaching faculty (outside of it). Teaching Faculty should have appropriate security of employment and a living wage with opportunities for merit increments and advancement in rank. They should not be required to seek additional teaching employment elsewhere. They should participate in departmental governance, including service on curriculum committees. We hope that the proposal for the new position of Instructional Professor is approved and will carry the appropriate rights and responsibilities. One of the positive effects of this kind of appointment is that it commands longer contract periods. We recommend a system of appointments that offer more than one-term or one-year contracts.

• The Lecturers expressed confusion over the expectations surrounding their employment. A number of them, for example, thought that publication was an expectation for satisfactory performance. The department needs to make contract and review expectations transparent. In addition, non-tenure-stream faculty (like tenure-stream faculty) should be reviewed annually both as individuals and as a group. Merit increments should be available to individuals. There should be some comparative studies—student evaluations and grade distribution, for example—across faculty ranks and contract categories.

Quality of life issues

• The department should develop a handbook and/or a website dedicated to the Lecturers. This would be a source of information on hiring and review, professional development, and standards of performance. This handbook could also include information on resources available for support of lecturers, including funds for travel, curriculum development, and external grant applications.

• Because lecturers are primarily teaching writing-intensive courses, well-minded people need to think about schedules that balance writing intensive courses with courses that require less constant paper-grading. The department needs to vary assignments for lecturers, enabling them to match their professional interests to course development. If lecturers are teaching section after section of Technical Writing, for instance, they lose an opportunity to stay engaged with the range of their intellectual interests. The danger, as a consequence, is that the teaching becomes routine, mechanical.

• The excellence of instruction by lecturers should be acknowledged with teaching awards.

• Finally, we encourage all faculty members in English to accord the lecturers respect
and recognition. Lecturers choose to stay close to the university because they value the community and the intellectual opportunities it offers. Lecturers bring with them their own interests, writing and research projects. These projects inform their teaching and provide a route to engagement with the field. Although the rewards for research and writing must differ inside and outside the tenure-stream, lecturers should be welcomed into the intellectual life of the institution.

The Teaching of Writing

Texas A&M has long had a well-respected, nationally visible faculty in rhetoric and composition, with exemplary undergraduate programs and a reputation for significant training at the graduate level. We agree with the assessment of "strengths" in the "Self-Study." The administrative staff of the writing program takes its work seriously and, within a substantially constrained environment, creates an "atmosphere" of support. The curriculum is appropriate. The teacher training program is vigorous and useful. There is an active assessment plan, although it seems more geared toward meeting expectations than opening up difficult questions. There are appropriate advanced courses in the undergraduate curriculum, including courses in technical writing. The course objectives and the staff (through a diverse graduate program) demonstrate an effort to raise questions about diversity for undergraduates. There is an impressive use of technology in writing courses. Having said all this, we note that the faculty in rhetoric and composition is currently stretched thin, with Killingsworth as Chair and Valerie Balester assigned to the University Writing Center. The undergraduate Writing Program is currently run by a Senior Lecturer, Joanna Gibson.

The department's goal, as stated in the report, is to have the program led by tenure-stream faculty. It is, in fact, the case that more and more Composition Programs nationally are run by non-tenure stream faculty, because it is seen as too risky a position for an Assistant Professor and too labor intensive for associate and full professors, who see little departmental and institutional rewards for work in this area. With the department, we believe it is important for the undergraduate writing program to be connected to the tenure-stream faculty and to the research mission of the institution.

The most dramatic change in relation to undergraduate writing at TAMU has been the development of the University Writing Center and writing intensive or "writing in the disciplines" courses across the schools. The lessons learned nationally in the last two decades indicate that student writing is best supported by a program of writing in the disciplines, with junior and senior seminars where the writing draws upon students' advanced learning and serves the purposes and expectations of the field. Although we were not charged with reviewing this program, we applaud the university for moving in this direction. From all that we heard, the University Writing Center is well-supported and well-run.

The English Department no longer has the faculty to support a major, research-based initiative in technical writing; nor is this a part of their current hiring plan. This seems to us to be appropriate. As it is, there is much important and necessary work to be done in support of undergraduate writing in the lower division (in English 104 and 203), the "rhetoric" track in the major, and the training of graduate teaching assistants.
English 104. While we did not take a close look at English 203, we did look closely at English 104; and there are significant problems with the course, related not to its design but to the compromises required by its staffing. In its outline, goals and objective, 104 is an exemplary freshman writing course. In practice, however, in a majority of sections (or so we believe) students are writing only four, 3-5 page papers, with revisions in response to peer review (and not too close commentary by the instructor). This does not seem to us to be enough writing experience; and what little there is does not receive enough close faculty attention. This is, however, a necessary or inevitable compromise if you have a staff teaching four sections of English 104, each with 25 students. A teacher cannot read 100 papers with the care they deserve, and so teachers find ways to cut corners. If you add to this the number of teachers who are also, to make ends meet, teaching as many as two additional composition sections at the community college, you have a situation where writing simply cannot be taught responsibly.

- English is burdened with teaching "service courses" that fulfill requirements in writing, technical writing, and humanities, for which it must hire lecturers on temporary contracts, sometimes in large numbers and on short notice. As the size of the freshman class increases, the institution puts pressure on the department to staff these required courses. As we noted above, we recommend that the institution create a statement about the appropriate use of non-tenure stream faculty, including the appropriate proportion of courses taught by instructors out of the tenure stream. Any increase in enrollment should include funding to maintain an appropriate ratio of tenure stream to non-tenure stream sections.

- The size for writing courses should be decreased. The freshman writing courses at TAMU are set at 25. This is too large for effective instruction. The standard set by the professional organizations is 20; the better programs set the limit at 15-18. The third imperative of Vision 2020 is to "provide the optimal undergraduate experience in a research university," and the goals include increasing the number of small classes and bringing the faculty-to-student ratio to 1-to-16. There is no better way to do this than to reduce class size in a course required of thousands of students each year.

- English 203. The two course sequence, a composition course and a course in "writing about literature" alludes to an almost century-old pattern. The department might consider opening up English 203 to permit a wider range of topics for consideration. Since 203 serves general education and a broad audience, this need not necessarily be a course in Literature with a capital L, nor a course in traditions of literary analysis. It is useful to faculty and graduate students to understand that they can bring their own current research or intellectual interests to the undergraduate writing course, with the proviso that the course be a writing course and assignments be written and sequenced to engage a broad range of students. This model has served many leading institutions.

**Undergraduate Studies**

We begin this section with a report on our discussion with undergraduate students. The Department arranged for us to meet with students in a senior seminar taught by Professor Elizabeth Ho. The seminar focused on contemporary literatures in English through the lens of the Mann Booker Prize and the works short-listed for the award over the last decade or so.
There were approximately eighteen students in the course, mostly seniors, with one junior and one sophomore. Our discussion with them was truly delightful. They are avid fans of the English Department. They sang its praises and bemoaned that their peers in other majors seemed to dismiss the major as less than rigorous.

A large percentage of the students were double majors: e.g. English & History, English & Classics, English & German, English & Psychology. They attributed their dual tracks to the ease by which the College makes this possible. The students have a range of plans for the future: from Law School to Graduate School, from careers in "Event Planning" to careers in Business. As evidenced by their comments, all of the students were very pleased with the Department and English as a discipline: "English is where I can make the largest contribution"; "We need to teach people the value of reclaiming words and ideas"; "English was my worst subject in high school, but upon coming to college, I see people in English as the kind of people I want to run with"; "Because of the emphasis on discussion and analysis, in English we learn from our professor and our peers"; "English is so well-organized. I can't get over how much the professors help everyone"; "I have not had a single bad experience in an English course" (a sentiment affirmed by many in the group). The one question that eluded them was a question about their training in "theory." The term itself seemed to throw them off. As the discussion went on, it was obvious that they had been "doing theory" without knowing that the methodologies and ideologies carried specific names.

When prodded to think of some ways that the Department could improve, the students spoke of the lack of respect that other majors have for the English major, not seeing it as rigorous. The students suggested that the department do a better job educating the University about the value of an English major. When asked if there were any other concerns, students noted the shabby classrooms, some with chalkboards falling off the walls. They mentioned that classes were stuck in buildings anywhere on campus. A few felt that given the lack ofajournalism major at TAMU, English should do more with editorial training and grammar review. They suggested that the Department might do a better job of getting information to students about the kinds of careers available to English majors. Overall, this undergraduate group was articulate, enthusiastic, and optimistic about their futures.

The department has a ready and appreciative audience for its undergraduate curriculum and major. And it has become a leader in assessing the quality of the undergraduate program in terms of its stated goals in educating students. We admire the quality of undergraduate advising and the welcoming climate of the department. And we commend the attention given to the teaching of writing and the teaching of "inquiry," including research methods and practices. We note that the department received a Quality Enhancement Plan Grant whose goal is to integrate "inquiry" throughout the undergraduate curriculum. We also commend the advanced stage of the Department's technological support for its courses. The Smart Board classrooms enable faculty and students in English courses to use the latest technologies in their discussions, lectures, and presentations, and changes the kinds of teaching faculty do in the classroom. The team left campus impressed by the resources available for technological support of teaching and learning.

Our observation, however, is that the requirements for the undergraduate major do not reflect the current state of the field or the range of interests of the faculty. Its major requirements are dated, a reflection of literary studies in the 1960s. They reflect a historical period model. And they put emphasis on single author courses such as Chaucer, Shakespeare, and Milton. They reproduce the paradigm of two separate national literatures. And ultimately there is a
disconnect between the department's and university's explicit commitment to diversity and global issues and the requirements for the major.

One track in the English major is listed as "Rhetoric," although the department has been discussing renaming the track as "discourse studies," a course of study that "holds the promise of integrating interests in rhetoric, linguistics and literature." We did not find that either "rhetoric" or "discourse studies" functioned well as working or organizing terms. These rubrics did not seem to inspire or direct faculty thought about initiatives in research or teaching, in comparison (say) to the key terms of other faculty working groups. They did not seem to have the same power to bring people together or to signify a common project. To put it another way, we did not see evidence that the faculty had made much progress in its attempts to "integrate interests in rhetoric, linguistics and literature." This should be a matter of concern given recent hiring in these fields. It would be inappropriate to let the job of conceptual integration reside solely with junior faculty, who are struggling to teach courses that often appear to have no context in relation to the English major.

- The department needs to redesign its major, including requirements and course offerings, to reflect the state of English literary and cultural studies in the early 21st century. Given the kinds of questions and the areas of expertise many of the assistant and associate faculty bring to the department, it might be appropriate for the undergraduate committee to consider emphasizing—in its description of the discipline and the major, and in its requirements—the expansion of literary studies in English to broader global currents, cultures, and literary formations.
- There seems little rationale in course numberings, course sequencing, and course content. The department should also articulate expectations at distinct levels of the curriculum: introductory courses, capstone seminars, short papers, long papers, independent research.
- Among tracks in the major, the one in literature is amorphous: it needs some philosophy of coherence. We note that the undergraduate creative writing program depends on one assistant professor, one visiting professor, and two lecturers. It isn't clear that the faculty available to teach in the creative writing track is adequate to student demand. If he department is serious about developing a track in creative writing, it must do the appropriate tenured or tenure track hiring.
- The rhetoric/composition/discourse studies track lacks definition.
- The department must decide whether and how linguistics, children's literature and digital textual studies might be incorporated into the undergraduate major.

Graduate Studies

The graduate students clearly appreciate the quality of the faculty, the variety of courses that they take and teach, the mentoring they receive, the financial support for travel and research, and the responsiveness of faculty. They note that the faculty are willing to accommodate their personal situations. They appreciate the five-year funding package. Recent developments have strengthened the graduate program. Through its participation in the Carnegie Initiative on the Doctorate, the department has created a coherent sequence of three foundational courses for Ph.D students. The first year course focuses on methods; the second year, on interdisciplinary questions; the third, on professional development and an extensive workshop in turning a paper into a publishable article. A decrease in the teaching
load to 1-1 has enabled graduate students to focus more energy on course work and completion of the Ph.D.

Graduate students were enthusiastic about their teaching assignments and felt well supported by an orientation for beginning teachers, faculty mentors assigned to each student, a course in pedagogy, websites for the courses they teach, course handbooks, and weekly meetings. Furthermore, they appreciate the preparation for the job market included in the third course of the sequence described above, which addresses attending professional conferences, job interviews, etc., in addition to publication.

However, the graduate program, like the rest of the department, is a program in transition. Its curriculum has not kept pace with the development of the field. The schedule of progress toward the degree isn't consistently enforced, and students receive mixed messages about it; some are pushed, some are allowed or even encouraged to delay. The international students (mostly from South Korea and the Czech Republic) aren't fully integrated into the graduate student community. While the students with whom we met expressed a strong desire to find jobs in research institutions outside the region, the program's placement record shows that most students find jobs within it, many of them at small colleges. It was not clear to us that the curriculum prepares students well enough to compete for jobs at research institutions. Finally, the department's continued effort to recruit better-qualified students is commendable, but the requirements of the program (sixty-four credit hours of courses) may work to its disadvantage in recruitment.

- We recommend that the department define and focus its doctoral education in a way that corresponds both to the current state of English studies, to its faculty strengths, to the interests of its students, and to the University's defining mission.
- We recommend a full review of the graduate offerings. While a course may often differ from its title, it is hard to see in the curriculum much indication of the last thirty years of innovation in literary study. For the most part, its courses follow a straight chronological scheme, from Old English to modernism, and are framed in terms of period, genre, and the canon. However, period, genre, and canon are now seen as matters of contestation rather than taken-for-granted categories, and graduate programs commonly offer courses that challenge such categories. In this graduate curriculum, it is rare to see terms such as "theory," "culture," "questions of representation," or "politics" in course descriptions. Literary theory, among other developments, has virtually transformed the study of literature, and courses in literary theory are standard in both undergraduate and graduate curricula, yet the TAMU curriculum offers only one course presented as a course in theory.
- We recommend a review of required courses (603, 683, and the advanced seminars) to bring them in line with current trends.
- We recommend reducing the sixty-four credit hours beyond the MA that are currently required for the PhD. Even students who enter the doctoral program with an MA are required to do an additional two years of course work, without being allowed to transfer any MA credits. The students with whom we met, who were dedicated and enthusiastic, nonetheless commented that this amount of course work "dragged out" their time to degree, and was at times "mind numbing." The department's concern that international students be fully prepared is admirable, but it needn't require sixty-four credit hours of all students.
- We recommend stricter deadlines for completing qualifying exams and submitting
the dissertation proposal. Students are allowed too much latitude in reaching completion. If international students need more time, they could seek an extension through petition.

- We recommend that the requirement for the dissertation proposal be more flexible, perhaps encouraging students to complete the proposal by the end of the semester following completion of the qualifying exams and setting the end of the second semester after the examinations as a firm deadline.

- Students get conflicting advice about policy and procedures from faculty. The department needs to establish clear guidelines on the development of lists and the prospectus, and then move students through these stages.

- The program should continue to pursue its diversity agenda. We recommend the recent ADE article that outlines a number of different strategies for recruitment and retention of a diverse doctoral population. At the same time, it should look for ways to integrate its international students more fully into the graduate student community. We noted the absence of international students from our meeting with grad students. Those present were sensitive to the special position of these students, and they also suggested that the diverse backgrounds of international students could be of value to the graduate community.

**The Department's Climate and Governance**

The faculty seem appreciative of the leadership and collegiality of the past chairs and the current chair. There did not appear to be factionalism or the types of frictions that weaken the ethos of some departments. Rather, faculty at all levels voiced their satisfaction with the Department. Broad consultation seems to be the norm, and the benefits of such consultation manifest themselves in the Self-Study, which clearly is an admirable collaborative effort. Yet, there are areas that need improvement. The Department's Executive Committee, an elected body, should take on a more active role in defining the mission of the unit and presenting that mission to the College. If the Department errs at all, it errs on the side of thinking that certain types of policy changes cannot happen. The unit also needs to walk the balance between collegial citizenship and rigorous decision making. There are areas such as promotion and tenure cases and salary merit deliberations where the unit must be willing to do what is appropriate, given its plan to be locally "signature" and nationally competitive. With its signature status should come a new sense of excellence.

The status as a signature department should be enhanced with the move to a new building. Given the importance of adequate and attractive space to the sense of community and overall climate of a department, we hope the new building provides appropriate space and technological resources to support all the activities of the department and serve all its constituencies.

**The Department's Development Activities**

Departments of English at most public institutions have had to become more active in fundraising and entrepreneurial activities. The department at TAMU has a history of writing letters to alumni and meeting with prospective donors. In order to meet the increasing demands of generating one's own resources, the unit should step up its efforts in this arena. Additional funds can provide in-house graduate fellowships, study abroad ventures, sponsored
symposia, lectures, and conference, support for new initiatives, stronger start-up packages, and so forth. As part of a larger capital campaign, additional funding also can help the department secure an endowed chair. The department needs to work with the College's development officer to articulate a Development Plan: What resources are needed for what purposes? Why might a donor want to make a contribution to the department? Possible sites of development include: the creative writing program, an area that typically attracts donors; an alumni advisory board, whose membership includes those well versed in fundraising. Beyond letter writing, the unit needs to host events that engage alumni, and the relative newness of the department gives it the advantage of building relationships with alumni early on and for a longer span of time. The department should give a Distinguished Alumni Award, sponsor an Alumni Lecture Series, and invite alumni to its creative writing readings, and other such activities. Public land-grant institutions are expected to be active in outreach and engagement activities—activities that meet the twin needs of service to the general public and the marketing of the strengths of the academic unit.

- We recommend that the department establish an English Advisory Board of distinguished and committed alumni who can support the work of the department and advise on development opportunities.
APPENDIX E

2015 DEPARTMENT OF ENGLISH STRATEGIC PLAN

This document is designed to provide a snapshot of the Department of English at Texas A&M University and to lay out a blueprint for the department’s continued development over the next several years. After an introduction that clarifies how we see ourselves, we describe our areas of research strength, offer thoughts about our teaching agenda, present a plan for rebuilding, and present metrics that will allow us to measure our forward progress in teaching, research, and service.

I. WHO WE ARE

**Structure:** English departments throughout the country provide institutional homes for Literary and Cultural Studies, Linguistics, Creative Writing, and Rhetoric/Composition. In nearly all cases, a department’s strength (defined first by numbers) lies in Literary and Cultural Criticism. Literary research has traditionally been organized into fields by time and space, or century and nation; recently, however, the salience of nation as an organizing principle has undergone increasing scrutiny, and specialization by century, while continuing, has been supplemented by a growing number of other ways of organizing teaching and scholarship.

**Distinctiveness:** The Texas A&M English Department has gained distinction over the past twenty years as a pioneer in the development of interdisciplinary research in literature, language, and cultural practices in English. Department faculty have contributed not only by producing major publications and winning major awards but also through their participation in conferences and lecture series. Almost all of this College’s interdisciplinary programs were initiated by English Department faculty, as was the Glasscock Center for Humanities Research. Similarly, many of the Center’s working groups were initiated by English faculty pursuing vibrant multidisciplinary scholarship.

Following a 2007 program review, English without Borders was chosen as a general rubric to indicate the innovative research and teaching that distinguishes the department. The term reflects the multidisciplinarity of the faculty’s methods and the transnationality of our interests. Building upon established strengths in British and American literature and recent hires in ethnic, diasporic, postcolonial, non-western literature and rhetoric, and digital humanities, the department promotes scholarship that features a range of methods and approaches to English-language literature and culture, devoting special attention to contact zones and
contested discourses. We understand, however, that progress in relation to other English departments is measured to an extent through reference to traditional subfields. Our strategic plan recognizes this, while at the same time thinking of these subfields as the foundation on which multidisciplinary work can be built.

II. AREAS OF RESEARCH STRENGTH

Within the larger configuration of English without Borders, department faculty have identified four areas of strength: 1) Women’s Writing, Gender, and Sexuality; 2) Digital Humanities, Media, and Book History; 3) Literatures in English, Pre-1800; and 4) Literatures in English, Post-1800. It is important to note that there is considerable overlap in these areas, in that in many cases the same faculty members participate in two or three areas, with the same project contributing to strength in each. Two of these four areas of research strength (Women’s Writing, Gender, and Sexuality and Literatures in English-Pre-1800) are standard subdisciplines, selected to facilitate comparison with other departments. Digital Humanities is rapidly emerging as a standard subdiscipline of English at peer and aspirant peer institutions. and will likely also enable such comparisons.

Women’s Writing, Gender, and Sexuality: The English Department has a long history of excellent scholarship in women’s writing and conspicuous strengths in gender and sexuality theory that challenge traditionally conceived boundaries in this area. From Ezell’s now classic Writing Women’s Literary History and Robinson’s Marked Men to recent books including Dworkin’s Daughter of the Revolution: The Major Nonfiction Works of Pauline E. Hopkins, Warren’s The Embodied Word: Female Spiritualities, Contested Orthodoxies, and English Religious Cultures, 1350-1700, and Tukhanen’s edited Cambridge History of Gay and Lesbian Literature, TAMU faculty have significantly contributed to the reform of the literary canon in English, having published 26 monographs and 14 edited books in this area. Work in textual recovery is supported by departmental strengths in allied areas of book history, textual studies, and archival method. Beyond this more narrowly defined area, our work as a collective makes notable contributions to emerging articulations of the transnational and the intersectional in gender and sexuality theory.

Particular research in women’s writing joins with faculty research and teaching records in the broad range of gender and sexuality theory. Twenty-four members of the department currently work in the field; these faculty are distributed across ranks and include two distinguished professors. In the aggregate our faculty have published in most of the field’s most important journals (e.g., Signs, Hypatia, GLQ, Women’s Studies Quarterly). Our scholarly books have been published through a wide array of the top academic presses, including Johns Hopkins, Cornell, Chicago, Norton, Duke, and Columbia, and faculty have received ACLS and Guggenheim awards.

Our graduate program supports this area of research with regularly offered courses in women and literature and gender theory. In the last several years, more than a dozen dissertations have been completed in this field. In 2010, the department hosted the 18th- and 19th-Century British Women Writers Conference; approximately 160 scholars attended (this conference has also been housed at Ohio State, Indiana, Wisconsin, and North Carolina). In 2013, our conference on “Bodies, Inc.,” organized by Bhattacharya, Egenolf, and Ezell, also showcased our work in this area.

Digital Humanities, Media, and Book History: Digital Humanities (DH) is a relatively new field of study that has emerged over the past decade; it involves the integration of humanities research
with digital technology that allows for documentation, preservation, distribution, and enhanced interpretation. The 2007 external review, headed by Sidonie Smith, then president of the MLA, suggested that the department focus on Digital Humanities as an area of excellence. As practiced within our department, DH is gaining national prominence due to its unique ability to mesh with traditional editorial and bibliographical projects, such as the World Shakespeare Bibliography (Estill), infrastructure and pedagogy (Ives), gender (Ezell and Mandell), and critical race studies (Earhart) while expanding scholarly inquiry into new areas, such as visualization and data mining (Mandell). Notable books include Earhart’s The American Literature Scholar in the Digital Age (Michigan), Mandell’s Breaking the Book (forthcoming with Blackwell), and Earhart’s Traces of the Old, Uses of the New: The Emergence of Digital Literary Studies (forthcoming with Michigan). Faculty have published in prestigious journals in the field, including DHQ: Digital Humanities Quarterly, Textual Cultures, Scholarly Communication, Journal of the TEI, and Digital Studies / Champ Numérique. Mandell directs organizations for peer-reviewing digital projects and aggregating the best DH scholarship online (AR-C.org and 18thConnect.org), and Earhart is on the executive board of NINES. Ph.D. students in English have completed the DH certificate, received HASTAC fellowships, and attended the Digital Humanities Summer Institute at the University of Victoria. Faculty in this area have received funding from NEH, Mellon, and the National Center for Supercomputing Applications/I-CHASS; the World Shakespeare Bibliography has received several awards, including the Besterman Medal; and English faculty led the creation of the University’s Initiative for Digital Humanities, Media and Culture (IDHMC). Two recent hires (Mandell and Estill), both of whom combine digital humanities with the field of book history, have responded to that suggestion.

As it is practiced in this department, DH has its roots in another relatively new multidisciplinary field called book history, which unites university faculty, librarians, and book dealers in a focus on the book broadly defined as a physical object that also functions as a carrier of cultural meaning; from this perspective, DH is simply the last medium to emerge in a chain that goes back through the printed book to manuscripts, papyri, and clay tablets. Faculty in book history have received funding from NEH, ACLS, and the Guggenheim Foundation as well as the Bibliographical Society of America and similar specialist groups, and their work has been published in many of the field’s major journals (PBSA, The Book Collector, Scriptorium) and presses (Oxford University Press, The Johns Hopkins University Press, Oak Knoll Books). Our faculty have been active for many years as textual editors, with Clark’s long involvement with the Warren letters, Dickson’s work with the Donne Variorum, and Mize’s work on medieval drama being especially noteworthy. Works like Ives’s Christina Rossetti: A Descriptive Bibliography have become the definitive treatments of their subject, and Kallendorf’s The Protean Virgil: Material Form and the Reception of the Classics links this area to literary studies in general. Regular course offerings in book history at both the undergraduate and graduate levels regularly fill early, and faculty in this area have also been asked to teach at the Folger Shakespeare Library and the California Rare Book School. The symposium held in fall, 2014, “Making Sense: Handwriting and Print” (website: http://makinssensewriting.wordpress.com/), helped draw attention to our work in this area, which includes 9 monographs and 18 editions and edited collections by faculty in DH and book history.

Literatures in English, Pre-1800: A significant part of the publishing strength of our department is centered pre-1800 literature, in the 37 books and 25 edited volumes produced by faculty working in this area. Potential graduate students have noticed this success, as confirmed by the fact that after Literatures in English, Post-1800, this is the second largest area in which applicants congregate, with between 15% and 25% of the total in the last three years. In recent years we have placed a medievalist MA student in the Ph.D. program at Stanford, and one of our Ph.D.s in medieval studies won a prestigious Mellon Foundation CLIR postdoctoral fellowship.
This recognition takes on added significance given that until the widespread digitization of early primary source materials, it was very difficult to conduct research in pre-1800 literature at Texas A&M. We are now at the point where digital primary sources are becoming even more readily available through groundbreaking digital humanities projects such as Mandell’s Early Modern OCR (eMOP) project, a Mellon-funded effort that bridges our strengths in digital humanities and early modern studies and that is geared toward making early modern materials more accessible.

The English Department at Texas A&M is distinctive in having a large group of medievalist faculty members (5), putting us on par with such aspirational peer departments as UC Berkeley and University of Michigan, both of which also have 5 medievalists. Faculty members’ research and teaching interests also span the whole of the Middle Ages both temporally and generically, a particular strength in an era in which many departments decide that one medievalist is sufficient to cover 1000 years of literary and cultural production. Faculty members work on topics ranging from Old English literature and culture to medieval drama to medieval religion to chivalric romance to Chaucer. Colleagues in medieval studies also work on medievalism in various periods as well as on the Middle Ages in contemporary popular culture.

Faculty members in medieval studies have published in and edited special editions of such prestigious journals as Speculum, Anglo-Saxon England, Journal of English and Germanic Philology (JEGP), Exemplaria, Viator, and Journal of Medieval and Early Modern Studies (JMEEMS). They have received prestigious internal and external fellowships, including A&M’s Rothrock Fellowship and a year-long fellowship at the National Humanities Center. Their books (e.g., Mize’s Traditional Subjectivities: The Old English Poetics of Mutability, Warren’s Spiritual Economies: Female Monasticism in Later Medieval England, and Boenig’s edition of The Canterbury Tales (edited with A. Taylor)), have appeared with top presses in medieval studies, including University of Toronto Press, University of Pennsylvania Press, Boydell and Brewer, and University of Notre Dame Press.

The award-winning World Shakespeare Bibliography is based in the department. Current faculty in early modern studies have won grants from NEH, ACLS, and the Guggenheim Foundation; are well represented in the top offices of major professional associations like the Renaissance Society of America and important editorial projects like the Donne Variorum and Oxford Bibliographies Online: Renaissance and Reformation; and have published in most of the major journals (Renaissance Quarterly, Modern Philology, English Literary Renaissance, and Studies in Philology) in the field. Notable books (e.g., Ezell’s 1645-1714: Authors, Readers, and Literary Life, Dickson’s John Donne’s Poetry, and Kallendorf’s The Other Virgil: Pessimistic Readings of the Aeneid in Early Modern Culture) have appeared with such major presses as Oxford, Norton, Johns Hopkins, and Indiana. Faculty in this area serve on the editorial boards of major journals like ELR and Philological Quarterly and of major series like those of the English Renaissance Text Society, The Renaissance Society of America Texts and Studies series, and the Catalogus Translationum et Commentariorum. Department faculty and graduate students are also actively involved with the Folger Institute, associated with the Folger Shakespeare Library, one of the premier research libraries in the country in early modern studies. As with our other areas of research strength, the work that we are doing in pre-1800 literature challenges borders—those between countries, between time periods, and between genres.

**Literatures in English, Post-1800:** Traditional English departments were strongly centered within the concept of the nation, particularly Great Britain and the United States. Our department has traditionally been very strong in American literature, with six very well published full professors. Within the traditional approach to literary studies, a mechanism existed within comparative literature to cross national borders, and our department includes several traditionally trained comparatists. But more recent work has put a new emphasis on
transnational study at the same time as it has challenged the very concept of nationhood. The descriptor emerging most commonly in publications, faculty specializations, and job listings is “transnational,” a term that considers cultural production across national borders and within subnational groups. This work is also multidisciplinary, in that it integrates literature into history, politics, and material culture. Our faculty focusing on both national and transnational literary study in the period post-1800 have done groundbreaking work, having published 51 monographs and 36 edited collections.

Our focus on Literatures in English, post-1800 continues our commitment to transatlantic nineteenth-century studies, a field in which we have recently invested with tenure-track hires in transatlantic nineteenth-century studies / global south and transatlantic nineteenth-century studies / gender and sexuality. In particular, our work bridges the Atlantic gap and encompasses the “long” nineteenth century, defined as 1776-1918, or from America’s separation from England to the Anglo-American alliance in WWI. The English Department has a long history of prominence in this area of research. From Reynolds’s European Revolutions and the American Literature Renaissance to McWhirter’s Desire and Love in Henry James and Stabile’s Memory’s Daughters, faculty have published major works on transatlantic cultural production. Texas A&M is home to Callaloo, the premiere journal of African Diaspora and African American arts and letters. New courses developed for the undergraduate and graduate program have drawn upon transnational research, providing students with cutting-edge knowledge of cultural exchange across national boundaries.

A number of faculty within the English Department working in the period post-1800 are engaged in research related to the movement of bodies, ideas, and cultures. These projects include Jackson’s studies of the legacies of the Enlightenment in the Caribbean, Tuhkanen’s study of the influence of Africa on the career of Richard Wright, and Oliver’s study of the effects of W.E. B. Du Bois’s education in Berlin on his economic writings. A particular strength here lies in childhood studies, especially children’s literature, with the major journal in the field, the Children’s Literature Association Quarterly, being headquartered here, under the leadership of Nelson and Morey. The faculty directly and indirectly engaged in transnational nineteenth-century studies includes members at all ranks, including two recent hires, Ira Dworkin and Jessica Howell. These members of the faculty have won major awards, published in major presses and top-tier journals, and taught in major universities abroad. A growing number of dissertations have emerged from this field of study at TAMU, and two of our outstanding students in the field were selected to attend the highly competitive Dartmouth Futures of American Studies Institute.

The expanded geographic and temporal parameters of the new designation “transnational studies, nineteenth century to the present,” also recognize our strength in transnational studies in the twentieth and twenty-first centuries as well as in Anglophone literature originating in areas outside the Atlantic basin (for instance, Pacific Rim studies, work on literature of the Indian Subcontinent). Most English departments today have a strong contemporary focus, and ours is no exception: twenty-one of our faculty work wholly or in part in this area, and a similarly large number of our graduate students are concentrating their attention here (for the last three years a quarter of our applicants have been in twentieth and twenty-first century studies, with another quarter in eighteenth and nineteenth century). As a result our graduate schedule for 2015-2016 reflects an emphasis on twentieth- and twenty-first century studies, which leads to a significant number of dissertations in this area. In addition many of our undergraduates are drawn to the English major through their interest in contemporary transnational studies. Among the important books that have established our reputation in twentieth- and twenty-first century transnational studies are Bhattacharya’s Hindi Cinema: Repeating the Subject, Johansen’s Cosmopolitanism and Place: Spatial Forms in
III. COMMITMENT TO GRADUATE AND UNDERGRADUATE EDUCATION

Like many English departments, TAMU’s English department is heavily invested in teaching. For a large state university with more than 50,000 students, however, we are particularly successful in the classroom. The accomplishments of the English faculty have regularly been recognized in the form of both College and University level AFS teaching awards (in each of the past three years, a member of the department has received one or the other of these awards). Faculty at a variety of levels avail themselves of the services of the Center for Teaching Excellence and are leaders in thinking about pedagogy both in their own undergraduate courses and as an area in which they hope to cultivate success for our graduate students. The latter is pursued in both the department’s graduate pedagogy course and in training dedicated to the preparation of graduate students for their responsibilities in ENGL 104. Further, the department has an ongoing faculty colloquium series devoted to exploring pedagogical practices and innovations, fostering a department-wide conversation about teaching.

Our investment in teaching responds to College and University goals of preparing lifelong learners and informed citizens. While we are aware that the field-specific knowledge of English is not always immediately transferrable to the postgraduate workplace, we emphasize writing in courses at all levels of the curriculum and in most instructional settings because that emphasis upon control and precision is transferrable. As employers seek a workforce able to think and communicate lucidly (see “Bosses Seek Critical Thinking, But What Is It?” WSJ 22 October 2014), the English department sees itself in the forefront of training students who will be sought out by employers for skills that were instilled and honed here (see “The Best Argument for Studying English? The Employment Numbers” The Atlantic 25 June 2013). One of the initiatives the English department is developing is in multimedia writing and editing, which will allow our students to pursue a degree plan that combines training in traditional approaches to writing (including professional writing, technical writing, creative writing, and the study of rhetoric) with studies in newer fields such as book history and textual studies approached through tools derived from digital humanities and media studies. This concentration thus combines several of our areas of strength while speaking to students’ desire for an option within the major with very visible connections to possible internship and employment opportunities. Similarly, English has long maintained an Undergraduate Professional Research Experience Program (UREFERENCEP) to involve 5-9 undergraduates a semester in faculty research; students similarly have access to a variety of internship opportunities. These programs, coupled with embedded honors courses (which enroll approximately 30 students per semester), expose undergraduates to increasingly sophisticated research, argumentation, and writing, and reveal the department’s commitment to high-impact learning practices in a variety of forms. UREFERENCEPs and allied research experiences in capstone courses make our students unusually competitive in graduate and professional school applications. We have similarly revised methods of measuring progress in the major to embrace a portfolio system in which a variety of types of student work are evaluated and reworked, giving students the opportunity to revisit their work as their mastery increases.

In keeping with the College’s desire that curricula be rethought as necessary to keep them contemporary, the department has just completed a major curricular revision. As part of this work, it has also developed a new course for majors (ENGL 303) that introduces them to a

*Contemporary Anglophone Literature,* and Jackson’s *Creole Indigeneity: Between Myth and Nation in the Caribbean,* published with such presses as Cambridge, Minnesota, and Columbia. Faculty also publish regularly in such major journals as *Modern Fiction Studies, PMLA, Contemporary Literature, Cultural Critique, Postmodern Culture,* and *Meridians.*
wide range of disciplinary perspectives and approaches. The recent curricular revision, while foregrounding contemporary definitions of the English major, nonetheless emphasizes the continuities within the experience of English as a discipline and, with its increased flexibility, includes a wide spectrum of opportunities for student-directed areas of concentration. Both ENGL 303 and the new degree plan are designed to provide students with more scope for agency and intentionality in their program of study, in keeping with the aims outlined in the QEP: Aggies Commit to Learning for a Lifetime. To that end, the department hopes to restore teaching strength in areas such as creative writing, rhetoric, and composition, since these are areas that are particularly likely to bridge divisions among periods, regions, and methodologies.

In addition to our successes in undergraduate instruction, TAMU’s English department continues to attract lively and promising graduate students across the whole range of potential subject areas in English studies. Precisely because the English department welcomes scholarship that thinks in multidisciplinary terms, our graduate program is particularly well suited to preparing our graduate students for their first job placements. Students do not emerge from our program with only a narrow specialty derived from the experience of producing the dissertation. Instead, students often have multiple specialties and are thus equipped to teach in a variety of environments, ranging from community colleges to Carnegie research intensive institutions. These multiple specialties will also inform the development of our graduates in their later careers as they profit from thinking about the relationships among multiple areas of interest to design new courses and novel approaches to scholarship. As a consequence of this flexibility and the sophisticated efforts we make at professionalization (as witnessed by courses in scholarly publishing, preparing materials for the first job search, and extensive feedback on job materials and mock interviews), our placement record has been exceptionally good, with typically more than half of a graduating class receiving some kind of academic appointment (tenure-track, non-tenure track, post-doc) shortly after graduation. While students typically move from higher to lower-ranked academic environments as they transition from graduate program to employment (see the recent Chronicle of Higher Education “Where Do English PhDs Get Jobs?”), one sign of our success has been the large number of students who have moved to increasingly demanding research environments between first and subsequent jobs, meaning that we prepare our students for very rigorous positions. A representative list of our Ph.D.s who are at institutions ranked in the top 2 Carnegie classification categories (RU/VH or RU/H) or their international equivalents:

Joy Castro, professor of English at University of Nebraska-Lincoln
Miranda Green-Barteet, assistant professor of Women’s Studies and Feminist Research, U of Western Ontario
Mark Lussier, professor and chair of English, Arizona State
Sura Rath, professor of English, University of North Texas
Marcos Del Hierro, assistant professor of English, University of New Hampshire
Rebecca Jackson, associate professor of English, Texas State University
Les Harrison, associate professor of English, Virginia Commonwealth U
Susan Belasco, professor and chair of English, University of Nebraska-Lincoln
Marjean Purinton, professor of English, Texas Tech University
Michelle Kells, associate professor, University of New Mexico

In addition to these excellent domestic job placements, our large cadre of foreign students, particularly those from South Korea, has been unusually successful in obtaining jobs at outstanding universities in their home countries like Seoul National University (3 placements) and Sogang University (2 placements), which are the preeminent Korean universities. We have
also placed students at other international universities such as the American University of Kuwait, suggesting our investment in internationalization as it pertains to graduate education.

IV. A PLAN FOR REBUILDING

For a variety of reasons the last few years have been unusually hard on the Department of English. The rise in our national reputation has been rapid—our relatively new Ph.D. program was rated ‘most improved’ nationally in the NRC ratings in the late eighties, and as late as six or seven years ago, we were still designated a ‘signature department’ within the College of Liberal Arts, a unit whose accomplishments merited extra funding and additional faculty lines. Within the last few years, however, significant problems have arisen, for both demographic and financial reasons. Since June of 2011 we have lost sixteen tenured and tenure track faculty, along with two full-time instructional faculty; these losses have been countered by only four hires into the tenured and tenure-track faculty and one instructional assistant professor. What is especially disconcerting is that eleven of the tenured faculty who have left, mostly due to retirement, are precisely the senior, well-published individuals on whom our national reputation rests.

The lost lines are starting to affect our areas of excellence, but they have caused even greater problems in some of the core areas that every recognized English department must have: creative writing and rhetoric, for example, have lost so many faculty that it is very difficult even to mount an effective teaching program, much less sustain a publication record worthy of a Research I institution. The justification for rebuilding creative writing is the research that indicates that departments can expand their majors by as much as 30%, many from outside the liberal arts, when their creative writing emphasis is robust. The creative writing undergraduates in these departments are required to take a number of rhetoric and literature courses as well as their concentration classes, thus strengthening the entire department. Of our institutional peers (Vision 20/20), all but Georgia Institute of Technology have a strong undergraduate writing program and 13 out of 15 had thriving MFA programs. Rebuilding our creative writing program, finally, would put us in sync with TAMU’s QEP, “Learning for a Lifetime.” Creative writing teaches the “habits of curiosity, initiative, and independence” that result in reflective “knowledge, skills and attitudes, [which] developed now, will make a continuous impact throughout their life.” The curriculum requires the “intentional and thoughtful engagement needed to be the productive citizens that our world needs.” The justification for rebuilding rhetoric is that we have a long history of excellent placement of rhetoric Ph.D.s in tier one universities, but with departures and retirements, our rhetoric track is anemic to absent.

It is clear at this point that a major rebuilding effort will have to be launched, and soon, if the Department of English is to maintain the momentum that has been established toward recognition as a top doctoral program. Multiple hires will be required, and if the areas of strength mentioned in the preceding section are to be maintained, several of our hires will have to be senior positions in these areas. It is important, however, that hiring extend beyond our areas of research excellence. Our recent successes in multidisciplinary areas have only been possible because a decade ago, we had people working in the full range of subdisciplines, and we need this breadth of intellectual activity within the department as a foundation for multidisciplinary work in the future that we cannot even imagine now.

V. DEPARTMENTAL METRICS

According to data generated from Academic Analytics, the department is currently in a strong position. In books—traditionally the ‘gold standard’ of academic achievement in
English—our Z-score on faculty members who have published a book is 1.68, 1.27 on total number of books, and 1.07 on percentage of faculty with a book publication. (The national mean here and in all the data that follow in this paragraph is 0.) For articles, we get 3.28 on total articles, 2.55 on articles per faculty member, and 2.02 on articles per author and faculty with an article. For faculty members with an award, the figure is 1.15, with 0.97 for total awards. These data are consistent with a study we carried out ourselves in 2011, when we found that our rate of research productivity and graduate student placement rate were near the top of a group of peer institutions against which we measured ourselves. The only area in which we fall below the national mean is a section of the Academic Analytics chart on citations: we have 1.21 for faculty members with a citation and 0.64 for percentage of faculty with a citation, but the other four categories under citations have us slightly below average. We suspect that there may be some truth to this—the issue with citations seems to run university wide—but we also believe that Academic Analytics is not set up to capture all the data in the humanities. We will address this by doing some research and having faculty help with generating fuller citation lists for their own work.

In Appendix I we append a document that provides various categories for continuing to measure our achievement, both individually and collectively, in teaching, research, and service. We provide both actual numbers and percentages because we feel that both are important indicators: it is good to know what percentage of faculty, for example, are giving invited lectures on other university campuses, but the actual number of such lectures is also a tangible marker of the recognition we are receiving.
APPENDIX F

COLLEGE OF LIBERAL ARTS
ACADEMIC PROFESSIONAL TRACK FACULTY GUIDELINES

Source:
http://liberalartscommunity.tamu.edu/docs/Bjobling/FacultyAcademicProfessionalTrackGuidelines.pdf

OFFICE OF THE DEAN

Academic Professional Track Faculty Guidelines

I. Introduction

The College of Liberal Arts supports and affirms the eight recommendations of the AAUP June 1993 Report on the Status of Non-Tenure-Track Faculty (http://www.aaup.org/report/status-non-tenure-track-faculty). This document sets out to implement those within the institutional framework of the College of Liberal Arts at Texas A&M University.

II. Appointments

A. Normally, departments are expected to undertake searches for appointing faculty to any of the titles covered in this document. In emergency situations an academic professional track faculty member may be hired without a search if the dean grants a search waiver. Waivers may be granted in certain other situations (e.g., partner placement hires), but should be rare exceptions.

B. Faculty appointed to any title in the academic professional track must have credentials appropriate to the title and consistent with SACS COC rules for accreditation. For a complete list of faculty titles see Texas A&M University Guidelines to Faculty Titles (http://dof.tamu.edu/sites/default/files/hiring/Guidelines%20to%20Faculty%20Titles.pdf). SACS COC guidelines require that faculty teaching general education or baccalaureate courses at the undergraduate level hold a doctorate or master’s degree in the teaching
discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). Faculty teaching graduate and post-baccalaureate coursework must hold an earned doctorate or terminal degree in the teaching discipline or a related discipline. (http://www.sacscoc.org/pdf/081205/faculty%20credentials.pdf). In the College of Liberal Arts, faculty in the lecturer should not be assigned to graduate courses. Faculty in instructional titles may not be assigned to teach graduate courses without the approval of the Dean.

C. All letters of appointment must contain a clear description of the specific professional duties required both inside and outside the classroom.

D. The specific professional duties required in a letter of appointment must be appropriate to the faculty title, as outlined in section III. Initial appointment to a rank above lecturer or assistant [adjective] professor will require a departmental report and vote that will be reviewed by the Dean’s Advisory Committee for Academic Professional Track Faculty. The DAC will vote on a recommendation to the Dean, who must approve the appointment.

E. The letter of appointment should specify the criteria by which performance is to be evaluated, making expectations explicit to the extent possible.

F. In cases where instructional demand is predictable and budgets permit, department heads and other supervisors should make appointments that extend beyond a single year. Such appointments must conform to the guidelines and requirements prescribed by the Office of the Dean of Faculties.

G. When an annual appointment is renewed the salary should be reviewed in the light of any merit raises that may be in effect for comparable faculty on longer-term appointments. Equity issues should also be considered.

H. Faculty members who are not being reappointed should be given timely notice of non-reappointment, in accordance with university policy when policy specifies a time period.

III. Duties and responsibilities for different faculty titles

A. Faculty with the title of Lecturer or Senior Lecturer will normally hold a master’s or terminal degree in the teaching field and primarily be engaged in instruction. They may be expected to engage in such service and administrative activities as is required to carry out their instructional duties (e.g. coordinating multiple sections of a large core curriculum course, or running placement exams for language instruction).

The standard teaching load per semester for a full-time Lecturer or Senior Lecturer is determined by the Department and should be greater than the standard load for
tenured and tenure-track faculty, but should not exceed 12 semester credit hours per semester catalog (or up to 16 for faculty teaching 4-credit hour language courses). Only regular course offerings (major or general academic) will count for the purpose of calculating teaching loads for faculty on this track. Supervision of undergraduate reading and research courses (285, 291, 485, and 491) or internships (484) will normally be considered as additions to the regular assigned load, except in unusual circumstances approved by the Department Head. Faculty in lecturer titles should not be assigned to graduate courses. Course loads in excess of four 3-to-4 credit hour courses per semester require the approval of the Dean of Liberal Arts.

Lecturers and Senior Lecturers are not expected to engage in research or service, but either may be taken into account in annual performance evaluations or for promotion in the category of Enhancing Instructional Effectiveness (see section IV below).

B. Faculty with the title of Instructional Assistant Professor, Instructional Associate Professor, or Instructional Professor normally hold a terminal degree in the teaching fields and will be engaged in both instruction and significant service. The category of service is understood broadly to include student advising and pedagogically-related activities outside the classroom.

The standard load each semester for a full-time faculty member on the instructional track is 9 semester credit hours as defined by the course catalog (or up to 12 for faculty teaching 4-credit hour language courses). Additional weights for large classes cannot be added to bring the credit hours to 9. Normally, this is three courses. Only regular course offerings (major or general academic) will count for the purpose of calculating teaching loads for faculty on this track. Supervision of individual students in directed studies or research courses (e.g., 285, 291, 485, and 491) or internships (484) will normally be considered as additions to the normal load, except in unusual circumstances approved by the Department Head. This course load may be reduced in instances of a substantial service assignment (e.g., serving as director of undergraduate studies, serving as coordinator of large, multi-section courses). Both deviations from the standard course load and the assignment of instructional faculty to specific graduate courses will require the approval of the Dean of Liberal Arts. Once the Dean has authorized an instructional faculty member to teach a specific graduate course that authorization remains in effect for subsequent semesters.

Faculty in the Instructional titles are not expected to engage in research, but it may be taken into account in annual performance evaluations or for promotion in the category of Enhancing Instructional Effectiveness (see section IV below).

C. Faculty with the title of Clinical Assistant Professor, Clinical Associate Professor or Clinical Full professor will hold doctoral degree in an applied professional discipline and be licensed or license-eligible in that discipline. This appointment often involves teaching graduate students who are working toward a degree that leads to state licensure in an applied professional discipline and teaching pre-doctoral practica with close supervision and monitoring of students, consistent with national and state professional standards. The position may also involve graduate student committee work, faculty committee work, curriculum development, undergraduate teaching, advising, or other administrative duties, and scholarship as appropriate to working with graduate and undergraduate students. As part of their assigned duties, faculty in
Clinical track appointments may also serve clients within the University-operated programs for the purposes of providing learning opportunities to students, maintaining a department-supported service, or to generate revenue for programmatic activities. Expectations for teaching, service, and scholarship should be outlined in the offer of appointment and in annual renewal letters.

The standard teaching load for a faculty member in the Clinical track is determined relative to the standard teaching load for the tenured and tenure-track faculty as well as departmental needs and objectives for the positions and the other obligations of the position. This may vary both within and across departments. Only regular course offerings (major or general academic) will normally count for the purpose of calculating teaching loads for faculty on this track. Supervision of undergraduate and graduate reading or research courses (285, 291, 485, 491, 685, and 691) or internships (484, 684) will be considered as additions to the normal load, except in unusual circumstances approved by the Department Head.

D. Faculty with the title of Research Assistant Professor, Research Associate Professor, or Research Professor will be primarily engaged in research, typically funded with extramural funds. They may engage in some instructional activities. Service is not required in these titles, but is not prohibited. See http://dof.tamu.edu/sites/default/files/hiring/Research%20Professor%20Positions%20Gui%20delines.pdf for university guidelines on faculty in these titles.

IV. Annual Evaluation

All faculty in academic professional titles should receive an annual evaluation in accordance with University Rule 12.01.99.M2.

A. The annual evaluation should be guided by the professional duties specified in the letter of appointment or annual renewal letter, and any specific expectations or criteria for evaluation described there.

i. Lecturers, Senior Lecturers, and faculty in Instructional track titles should be evaluated on the quality of their teaching and work they have done to enhance instructional effectiveness. This evaluation should take into account everything that faculty members have done to improve their performance in the classroom and to enhance the learning experience for students. Examples might be:
   • disciplinary scholarship and research that informs teaching directly
   • scholarship and research on pedagogy
   • incorporating instructional technology into pedagogy
   • developing innovative course materials
   • developing new teaching skills and techniques

ii. Faculty in titles including the modifier “Instructional” should also be evaluated on their service contributions.

B. Clinical faculty should be evaluated on the quality of their teaching as outlined above, including their work with graduate students.
Clinical faculty should also be evaluated on their service contributions and on research to the extent that participation and productivity in scholarship are in the individual faculty member’s job description as specified in the initial letter of appointment or any updates in annual renewal letters.

C. Research faculty should be evaluated on performance in the categories of research, scholarly or creative endeavors and should be held to departmental standards for tenured and tenure track faculty in these categories. The record of extramural funding should also be considered in the review.

If a faculty member in a Research title taught during the review period or performed any service to the department, college, university, or profession that should also be evaluated in the annual review.

V. Professional development support for Academic Professional Track faculty

A. Departments are expected to provide Academic Professional Track Faculty support for professional travel that is relevant to their appointment and is consistent with the departmental policy for tenured and tenure-track faculty members. This includes, but is not limited to, support for travel to conferences or workshops that will enhance the individual’s effectiveness in teaching or service.

B. Department Heads may, with approval of the Dean, provide a temporary course load reduction to Academic Professional Faculty who have achieved promotion (i.e., Senior Lecturers and faculty who have earned the rank of Associate Professor or Professor) for professional development activities that enhance teaching or service capabilities for both the individual and the department. Such a reduction should not be provided more often than once every five years.

VI. Criteria for promotion

This section specifies the College of Liberal Arts minimum criteria for promotion in the academic professional titles. Departments may set additional promotion criteria that should be specified in departmental bylaws, but cannot impose research expectations on faculty in titles where research is not expected, nor can research be substituted for service in titles where service is required (i.e., in the Instructional ranks).

A. Lecturers:

Full-time Lecturers may be considered for promotion to Senior Lecturer. Criteria for such promotion are:

- Normally service of at least five years in the department

- Demonstrated meritorious teaching as indicated by a combination of some of the following:
  - Strong teaching performance, as evidenced by peer evaluation,
student satisfaction, and student outcomes
  o Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes
  o Evidence of very high quality in class preparation, interaction, and accomplishments
  o Successful development of new courses or major revision of existing courses
  o Effectively coordinating a multi-section course
  o Significant self-development activities leading to enhanced teaching effectiveness
  o Offering high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
  o Receiving competitive funding for teaching
  o Participation in University Honors or other programs for mentoring the professional development of students
  o Selection for a college or departmental outstanding teacher award

B. Faculty in Instructional Titles

Criteria for promotion to Instructional Associate Professor

• Normally service of at least 5 years in department

• Demonstrated meritorious teaching as indicated by a combination of some of the following:
  o Strong teaching performance, as evidenced by peer evaluation, student satisfaction, and student outcomes
  o Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes
  o Evidence of very high quality in class preparation, interaction, and accomplishments
  o Successful development of new courses or major revision of existing courses
  o Effectively coordinating a multi-section course
  o Demonstrated success in service as departmental undergraduate advisor (may also be included as a service activity where appropriate)
  o Significant self-development activities leading to enhanced teaching effectiveness
  o Receiving competitive funding for teaching
  o Participation in University Honors or other programs for mentoring the professional development of students
  o Offering high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
  o Selection for a college or departmental outstanding teacher award

• Demonstrated meritorious service to the department as indicated by some combination of the following:
  o Serving actively on university, college, or department committees and task forces
- Serving as an advisor to student organizations
- Serving in administrative roles within the department
- Serving as an active member of the Faculty Senate
- Significant self-development activities that lead to enhanced service effectiveness

Criteria for promotion from Instructional Associate to Instructional Full Professor

- Normally served 5 years in rank
- Demonstrated excellence in teaching as indicated by a combination of some of the following:
  - Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
  - Evidence of courses taught at a rigorous and challenging level, with recognized excellence
  - Publication of widely adopted or acclaimed instructional materials
  - Developing a new course that fills an identified need in the curriculum
  - Receiving external grant support for teaching/learning projects
  - Receipt of awards for success in academic performance by the faculty member's students
  - Significantly contributing to the professional development of students (e.g. working with the University Honors program)
  - Outstanding performance as a departmental undergraduate advisor (may also be included as a service activity where appropriate)
  - Frequent offerings of high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
  - Selection for a University or professional society outstanding teacher award

- Demonstrated excellence in service to the department, university, or profession as indicated by a combination of some of the following
  - Chairing a university, college, or department committee or task force
  - Sustained service as an advisor to student organizations
  - Serving in key administrative roles within the department
  - Serving as an officer in the Faculty Senate
  - Sustained and significant self-development activities that lead to enhanced service effectiveness
  - Serving as program chair or other major program role or in a similar leadership position at a national or international meeting focusing on teaching

C. Clinical Faculty

The relative importance of teaching, service, and scholarship for promotion in the Clinical titles will be defined in the initial letter of appointment and subsequent annual renewal letters renewal letter.

Criteria for Promotion to Clinical Associate Professor

- Normally served 5 years in rank
• Candidates for promotion to Clinical Associate Professor must provide evidence of sustained instruction or training of graduate students working toward a degree that leads to state licensure in an applied professional discipline and further demonstrate meritorious teaching by a combination of some of the following:
  o Strong teaching performance, as evidenced by peer evaluation, student satisfaction, and student outcomes
  o Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes
  o Evidence of very high quality in class preparation, interaction, and accomplishments
  o Successful development of new courses or major revision of existing courses
  o Effectively coordinating a multi-section course
  o Management of training contracts to fund students and agreements with agencies/institutions for voluntary practica and field experiences of students
  o Demonstrated success in teaching/training aspects of graduate student work as defined in the initial letter of appointment and subsequent annual renewal letters
  o Significant self-development activities leading to enhanced teaching effectiveness
  o Receiving competitive funding for teaching
  o Participation in University Honors or other programs for mentoring the professional development of students
  o Offering high impact classes or experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
  o Selection for a college or departmental outstanding teacher award

• Demonstrated meritorious service evidenced by a combination of some of the following:
  o Service to state, regional, or national professional organizations
  o Planning and delivering workshops or other learning opportunities
  o Member of an academic or curriculum review team or accreditation review panel
  o Serving actively on university, college, and department committees and task forces
  o Serving as an advisor to student organizations
  o Serving in an administrative role within the department
  o Serving as an active member of the Faculty Senate
  o Significant self-development activities that lead to enhanced service effectiveness

• Demonstrated meritorious scholarship (as specified in the initial letter of appointment and subsequent annual renewal letters) as evidenced by a combination of some of the following:
  o Applied or basic research and scholarly publications
  o Presentations at professional conferences or workshops
  o Reviewer for professional publications
  o Research- or scholarship-oriented grant

Criteria for promotion to Clinical Professor:
• Normally 5 years of service in rank

• Demonstrated excellence and impact in teaching as measured by a combination of some of the following indicators
  o Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
  o Professional accomplishments of graduate students (e.g. publications, awards, or other honors)
  o Prestigious or significant placement of graduate students (either in internships or post-graduate employment)
  o Evidence of courses taught at a rigorous and challenging level, with recognized excellence
  o Publication of widely adopted or acclaimed instructional materials
  o Developing a new course that fills an identified need in the curriculum
  o Receiving external grant support for teaching/learning projects
  o Receipt of awards for success in academic performance by the faculty member's student mentees
  o Significantly contributing to the professional development of students (e.g. working with the University Honors program, professional development workshops for graduate students)
  o Outstanding performance as a departmental undergraduate mentor (may also be included as a service activity where appropriate)
  o Frequent offerings of high impact classes or experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
  o Selection for a University or professional society outstanding teacher award

• Demonstrated excellence and impact in service as measured by a combination of some of the following:
  o Key leadership positions in state, regional or national organizations
  o Planning and delivering workshops or other learning opportunities
  o Chair of an academic or curriculum review team or accreditation review panel
  o Chairing university, college, or department committees or task forces
  o Serving as an advisor to student organizations
  o Serving in a key administrative role within the department
  o Serving as an officer of the Faculty Senate
  o Sustained and significant self-development activities that lead to enhanced service effectiveness

• Demonstrated excellence and impact in scholarship (as specified in the initial letter of appointment and subsequent annual renewal letters) as evidenced by a combination of some of the following:
  o Applied or basic research and scholarly publications
  o Presentations at professional conferences or workshops
  o Editor of a journal, book, or special issue of a journal or other professional publication
  o Research- or scholarship-oriented grant
D. Research Faculty

Promotion criteria must conform to the University guidelines on these titles:


and be consistent with the research portion of college and departmental promotion guidelines for tenured and tenure-track faculty.

Approved by the Liberal Arts Council May 13, 2015

Approved by

Dean of Faculties May 18, 2015
APPENDIX G

2014–15 LIST OF CORE AND NON-CORE FACULTY
AND SHORT CV’S OF 2015–16 FACULTY

LIST OF ENGLISH DEPARTMENT CORE AND NON-CORE FACULTY, 2014-2015
Source: Office of Graduate and Professional Studies (OGAPS)

CORE FACULTY, 2014–15
1. Alonzo, Juan
2. Balester, Valerie
3. Berthold, Dennis Retired May 2014
4. Bhattacharya, Nandini
5. Boenig, Robert
6. Clark, William Bedford
7. Collins, Michael
8. Del Negro, Giovanna
9. Dickson, Donald
10. Dworkin, Ira
11. Earhart, Amy E.
12. Egenolf, Susan
13. Eide, Marian
14. Estill, Laura
15. Ezell, Margaret J.M.
16. Griffin, Robert
17. Hannah, James
20. Hoagwood, Terence
21. Hodgson, Lucia
22. Howell, Jessica
23. Ives, Maura

1 Excludes new tenure-track hires:
1. Pilsch, Andrew Hired September 2015
2. Ross, Shawna Hired September 2015
24. Jackson, Shona N.
25. Johansen, Emily
26. Kallendorf, Craig
27. Kendall, Shari
28. Killingsworth, M. Jimmie Retired
29. Loving, Jerome
30. Machann, Clinton
31. Mandell, Laura
32. Matthews, Pam
33. McCann, Janet
34. McWhirter, David
36. Mize, Britt
37. Morey, Anne
38. Murray, Christine
39. Nelson, Claudia
40. O’Farrell, Mary Ann
41. Oliver, Larry
42. Perry, Nandra
43. Portales, Marco
44. Reddy, Vanita
45. Reynolds, Larry J.
46. Robinson, Sally
47. Stabile, Susan
48. Swearingen, C. Jan Retired March 2015
49. Taylor, Charles Retired July 2015
50. Tebeaux, Elizabeth 50% effort (phased retirement)
51. Tuhkanen, Mikko
52. Vasilakis, Apostolos
53. Warren, Nancy
54. Wollock, Jennifer

**NON-CORE FACULTY, 2014-15**

1. Cooper, Rich
2. Gutierrez, Kristina Left after 2014-15 year
3. Harris, Jason
4. Hawkins, Cecelia
5. Kinkead, April Left after 2014-15 year
6. Nair, Dimple
7. Robinson, Elizabeth
8. Small, Nancy QATAR

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2 Excludes new non-tenure-track hires:
1. White, Lowell Mick Hired September 2015
2. duPlessis, Nicole Hired September 2015
[Short CVs were not provided by Giovanna Del Negro and Shari Kendall.]
JUAN J. ALONZO
Associate Professor
Department of English
Texas A&M University
jjalonzo@tamu.edu
https://scholar.google.com/citations?user=zV3KweYAAAAJ&hl=en

EDUCATION

2003: English, The University of Texas at Austin, Ph.D.
1998: English, The University of Texas at Austin, M.A.
1994: Bilingual Education, The University of Texas–Pan American, Texas Teacher Certificate
1992: Religion, Williams College, B.A.

ADMINISTRATIVE APPOINTMENTS

Director, Film Studies Program, Texas A&M University, College Station, Texas, 2011-2015

SELECTED PUBLICATIONS

Book:


Articles and Chapters:


GRANTS, HONORS, AND AWARDS

Faculty Development Leave, College of Liberal Arts, Texas A&M University, fall 2009.
Warren Skaaren Film Fellowship, Harry Ransom Humanities Research Center at the University of Texas at Austin, 2006-07.
VALERIE BALESTER
Assistant Provost for Undergraduate Studies
Executive Director, University Writing Center
Professor
Department of English
Texas A&M University
v-balester@tamu.edu

EDUCATION

1988: English and Rhetoric, University of Texas, Ph.D.
1982: English, Pennsylvania State University, M.A.
1977: English and Philosophy, Wilkes College, B.A.

ACADEMIC APPOINTMENTS

Assistant Provost for Undergraduate Studies
Executive Director, University Writing Center (2002–)
Interim Director, University Writing Center (2001–02)

SELECTED PUBLICATIONS

Books:


Articles and Book Chapters (Selected):


GRANTS, HONORS AND AWARDS

Provost’s Core Curriculum Technology Enhancement Grant, in collaboration with the department of English, Fall 2012, $67,000.

Association of Former Students Distinguished Achievement Award in Teaching, College of Liberal Arts, Fall 2007, $3,000

Quality Enhancement Program grant for studying graduate student use of the writing center, shared with Associate Professor of Education, Caroline Pryor, 2005, $6000

Nominated and accepted to the 2004 Leadership Institute for Texas A&M “Web Resources to Support Writing Center Teaching Techniques for Writing Projects in Bryan Middle Schools,” awarded by the Regents’ Initiative, TAMU, 2004, $6,000

Winner, with James McDonald, of the Best Article of the Year for 2002-03, International Writing Centers Association
NANDINI BHATTACHARYA
Professor
Department of English
Texas A&M University
nbhattac@tamu.edu
https://scholar.google.com/citations?hl=en&user=Ji5mF9UAAAAJ

EDUCATION

1992: English, University of Rochester, Ph.D.
1985: English Honors, Presidency College, Calcutta University, B.A.

ADMINISTRATIVE APPOINTMENTS

Director of Graduate Studies, Department of English (2012-2014).

SELECTED PUBLICATIONS

Books:

Slavery, Colonialism and Connoisseurship: Gender and Eighteenth-Century Literary Transnationalism (Ashgate Press, 2006).
Reading the Splendid Body: Gender and Consumerism in Eighteenth-century British Writing on India (Associated University Presses, 1998).

Refereed Articles:


GRANTS, HONORS AND AWARDS

Major external:

Major Internal:

Fall Faculty Fellowship, Melbern G. Glasscock Center for Humanities Research, Texas A&M University, Fall 2012 – declined, to serve as Director of Graduate Studies. Program to Enhance Scholarly and Creative Activities grant, Texas A&M University, 2007, $10,000.

OTHER PROFESSIONAL HIGHLIGHTS

Invited Talks (recent):

Two Lectures on “Risk, Love and Neoliberalism: The Futures Market of Indian Marriage and Sex” and “Imagining the Past in the Present: Violence, Gender, and Citizenship in Hindi Films,” Jadavpur University, Kolkata, India, December 2012. Featured Discussant at Film Screening of Dirty Picture, “Circuits of Empire: India as Metropole” Conference, University of Houston, Houston, TX. September 20-22, 2012.

Organizing Conferences and Workshops (recent):


Review and other essays (selected):


Significant service to the College or University:
English Department:
Graduate Student Committees
PhD: Chair of 5 committees (2012-present); Member of 7 committees (2007-present);
  MA: Chair of 2 committees; member of 3 (2008-2014).
Search Committees: Chair, Department Head Search Committee, 2010-2011.
Other: Graduate Studies Committee member, 2007-2010.

College of Liberal Arts Tenure and Promotion Committees:
Chair, tenure and promotion committee, Vanita Reddy, 2015; Chair, Midterm review
  committee, Ira Dworkin, English Department, 2014; Chair, Mikko Tuhkkanen,
  tenure and promotion committee, English department, 2009.
Glasscock Humanities Center Advisory Board member, TAMU, 2007-2010.

Nationally or internationally prominent service to the profession, such as manuscript
reviewing activity, editorial boards or leadership in scholarly organizations
(partial):
Reader and Reviewer for PMLA, Eighteenth-Century Fiction, Contemporary South Asia,
  Journal of Early Modern Cultural Studies, Meridians: feminism, race,
  transnationalism, Women’s Studies International Forum, Frontiers, Feminist
  Formations, Restoration, Eighteenth-Century Studies.
MLA Division on Comparative Studies in Eighteenth-century Literature, executive
  committee member, December 2006-2010.

New Course development (last 5 years):
Directed Studies (WGST 685/Black Feminist Theories) with PhD Student in Public
  Health: Summer 2015, Texas A&M University.
Women Writing the Other (Studies in Women Writers, English/WMST 374): Fall and
  Spring 2010, Texas A&M University.
Transnationalism, Women, Writing (English/WMST 474): Fall 2014, Fall 2009, Texas
  A&M University.
Postcolonial Thought (English 650, graduate seminar): Fall 2013, Texas A&M
  University.
Cinema South Asia: From Modernity to Postmodernity (English 685, graduate seminar):
  Spring 2012, Texas A&M University.

Professional Development:
APLU Courseware Initiative Consortium Webinar, Texas A&M University, January 31,
  2013; an online seminar for discussing collaborative online learning and teaching
  strategies, tools and technologies for Colleges and Universities: Member of 6
  member team for Online Composition course specifications design, APLU
Consortium, funded by Gates Foundation – June-July 2013 – created a writing course specification, assignments, and LMS platform wishlist.
ADE/ADFL Seminar for Administrators in English and Foreign Languages, Pittsburgh, PA, June 5-9, 2013.
ROBERT BOENIG
Professor
Department of English
Texas A&M University
r-boenig@tamu.edu
http://scholar.google.com/citations?user=6l3SeRAAAAAJ&hl=en

EDUCATION:

1978 Rutgers University, Ph.D.
1977 Rutgers University, M.A.
1970 Rutgers University, B.A.

ADMINISTRATIVE APPOINTMENTS:

Associate Head, English Department, Texas A&M University (2013-15).
Interim Director of Religious Studies, College of Liberal Arts, Texas A&M University (2003-04).

SELECTED PUBLICATIONS:

Books:

_C. S. Lewis and the Middle Ages_ (Kent State University Press, 2012).
Ed. with Andrew Taylor, _Geoffrey Chaucer: The Concise Canterbury Tales_ (Broadview Press, 2009; second edition, 2013) [abridged version of the previous entry].
Trans., _Anglo-Saxon Spirituality_, Classics of Western Spirituality Series, Volume 100 (Paulist Press, 2000).

Selected Articles:

“The Miller's Bagpipe,” English Language Notes 21 (September, 1983): 1-6..

GRANTS:

HONORS:

Fellow, Rutgers College (1985-86)
  Walter Russell Graduate Scholarship, Rutgers (1974)
Senior Fellow, Princeton Theological Seminary (1973)
  Graduated summa cum laude with high honors in English (class rank 9 of 802), Rutgers (1970)
Phi Beta Kappa (junior year) (1969)
Lane Cooper Scholar (1968-70)
  Chubb Foundation Scholar (1966-70)

AWARD:

C. S. Lewis and the Middle Ages won the 2015 Mythopoeic Society's Award for Inklings Scholarship.

OTHER PROFESSIONAL HIGHLIGHTS:

Plenary/Keynote Lectures:
Plenary Address, AggieCon 45, College Station, TX, April 6, 2014: “Lewis, Tolkien, and Classic Fantasy.”

Editorial Boards:

2013-present, Member, Planning Board, Litencyc.com.
1994-present, Member, Editorial Board, Medievalia et Humanistica
1990-2004, Editor, Studia Mystica

Additional Publications:

Articles on William Morris, C. S. Lewis, and medieval mysticism for LitEncyc.com:
“A Response to Emmanuele Burton’s ‘Whose Lion Is It, Anyway?: Rescuing the Chronicles of Narnia from the Christian Academy.’”

WILLIAM BEDFORD CLARK
Professor & Coordinator of Creative Writing
Department of English
Texas A&M University
wbclark@tamu.edu
https://scholar.google.com/citations?view_op=search_authors&mauthors=william+bedford+clark&hl=en&oi=ao

EDUCATION
1973: English (American Literature): Louisiana State University, Ph.D.
1971: English: Louisiana State University, M.A.
1969: English: University of Oklahoma, B.A.

PUBLICATIONS (selected)

Books:
Blue Norther and Other Poems (Texas Review Press, 2010).

Articles:

Poems:

“California Dreaming” [poem and commentary], *Shawangunk Review* (Spring 2011): 90.

GRANTS, HONORS, AND AWARDS

External:


Internal:

Cornerstone Fellow in Liberal Arts (2008-2011); Fish Camp Namesake (2010); Big-12 Faculty Fellow, OU (January 2001); Honors Program Scholar/Teacher Award (1993); Association of Former Students Distinguished Faculty Achievement Award for Teaching (1990).
OTHER PROFESSIONAL HIGHLIGHTS

Founding Editor, *South Central Review* (1984-1987); Founding Co-Editor, *rWp: An Annual of Robert Penn Warren Studies* (2001-2005); President, The Robert Penn Warren Circle (1993-95, 2000-01); Member, Advisory Committee, Center for Robert Penn Warren Studies, Western Kentucky University (ongoing); Regional Director, Conference of Editors of Learned Journals (1985-87); Chair, Foerster Prize Committee (1988); Acting Executive Director, American Literature Section of MLA (Fall 1989); Member, Fulbright (CIES) Review Committees (1995-98); Member of Jury, Warren-Brooks Award for Literary Criticism (ongoing); frequent outside reader for journals and university presses; outside consultant on tenure and promotion cases; Faculty Senator at Texas A&M (ongoing).
MICHAEL COLLINS
Associate Professor
Department of English
Texas A&M University

mikec@tamu.edu

EDUCATION

1999, English, Columbia University, Ph.D.
1989, English, University of Chicago, M.A.
1981, English, Wesleyan University, B.A.

SELECTED PUBLICATIONS

Books:

The Traveling Queen [poems] (Sheep Meadow Press, 2013).
Understanding Etheridge Knight (University of South Carolina Press, 2012).

Refereed Articles:


GRANTS, HONORS, AND AWARDS

2013: poems anthologized in Angles of Ascent: A Norton Anthology of African American Literature
2011: PESCA award, Texas A & M University
2010 (June – August): Visiting Scholar, Institute for the Medical Humanities, University of Texas Medical Branch,

OTHER PROFESSIONAL HIGHLIGHTS

Selected invited Publications:


**Editing:**

*Callaloo* 31.4: Cutting Down “The Wrath-Bearing Tree”: The Politics Issue (December 2008)

My contributions to this issue include, in addition to soliciting, helping to select, and editing contributions, the following:

“Politics as the Art of Equivalent Say: Reflections on Derek Walcott and W. Arthur Lewis, China and St. Lucia” (introductory essay)

interviews with 1. author Jessica Hagedorn; 2. author Bernardine Evaristo; 3. former Washington, D.C. Bar Association President Melvin White; 4. former Pakistan Permanent Representative to the United Nations Munir Akram; 5. Deputy Antigua and Barbuda Permanent Representative to the United Nations Byron Blake; 6. UN Department of Public Relations officer Timothy Wall.

A brief introduction to the UN-related interviews.

*Callaloo* 28.3: Yusef Komunyakaa special issue (Summer 2005)

My contributions included, in addition to soliciting and editing contributions, writing an introduction, and interviewing Komunyakaa.
Manuscript Reviewing:

For *Modern Fiction Studies, PMLA, African American Review, MELUS.*
RICH COOPER
Lecturer
Department of English
Texas A&M University
richpaulcooper@gmail.com

EDUCATION

2011 Louisiana State University, Ph.D.
2003 Louisiana State University, B.A.

PUBLICATIONS

“Building Worlds: Dialectical Materialism as Method in China Mieville’s as-

“Bouncin' Straight Out the Dirty Dirty: Community and Dance in New Orleans
(Greenwood, 2009), 523-48.

“The Divine Exhaustion of Parable and Myth in Cronenberg’s *A History of Violence,*”

AWARDS AND HONORS

Distinguished Graduate. The School of Criticism and Theory (SCT), Cornell University. Ithaca,
NY. Summer 2006.
Sigma Tau Delta Undergraduate-Selected Teaching Award, 2007.
DONALD R. DICKSON  
Professor of English  
Department of English  
Texas A&M University  
d-dickson@tamu.edu

EDUCATION

1981: English, University of Illinois, Ph.D.  
1976: English, University of Illinois, A.M.  
1973: English, University of Connecticut, B.A.

SELECTED PUBLICATIONS

Books:


Recent Articles:


**GRANTS, HONORS AND AWARDS**

Alexander von Humboldt Foundation, Research Fellowship (September-November 2015).
Teacher/Scholar Award, University Honors Program, Texas A&M University (1998).
Phi Beta Delta, National Honor Society for International Scholars (elected 1994).
Alexander von Humboldt Foundation, European Fellowship. (September-December 1993).

**OTHER PROFESSIONAL HIGHLIGHTS**

Director, International Studies Degree Program, Texas A&M University, 2005-2006.
Executive Director, South Central Modern Language Association (2003-2005).
President (2000-2001); Vice President (1999-2000); Executive Secretary-Treasurer (1984-1992); Executive Committee (1996-1998, 2005-2008); Program Chair (1999); South-Central Renaissance Conference.


Reader for *PMLA, Renaissance Quarterly, Modern Philology, Explorations in Renaissance Culture, South Central Review*, and *John Donne Journal*. 
NICOLE DUPLESSIS
Lecturer
Department of English
Texas A&M University
nduplessis@tamu.edu
https://tamu.academia.edu/nduplessis

EDUCATION

2008: English, Texas A&M University. Ph.D.
2001: English, Texas A&M University, M.A.
1997: English, University of New Orleans, B.A.

SELECTED PUBLICATIONS

(Forthcoming.) “The Hunger Games in the Arena of Dystopian Literacy,” in The Age of
“A Passage to India, English Identity, and Forster’s ‘Others,’” in Critical Insights: Cultural
“Transcendence, Transformation, and the Cultural Economy of Literacy in E. M. Forster’s
‘The Celestial Omnibus’ and ‘Other Kingdom,’” LIT: Literature Interpretation Theory
“EcoLewis: Conservationism and Anticolonialism in the Chronicles of Narnia,” in Wild
Things: Ecocriticism and Children’s Literature, ed. Sid Dobrin and Kenneth Kidd
(Wayne State UP, 2004). Reprinted in Bloom’s Modern Critical Interpretations: C. S.
Lewis’s The Chronicles of Narnia, ed. Harold Bloom (Chelsea House, 2006).

OTHER PROFESSIONAL HIGHLIGHTS

“Non-linear Strategies for Engaging Students with PowerPoint” Presented with Mary
“Rhetorical Blogging and Instructor Involvement: Re-Centering while Equalizing the
Hybrid Classroom.” Presented at the Computer Connection at the Conference on
College Composition and Communication (CCCC), 2011.
“Actual Literacies in Virtual Worlds: Literacy, Technology and Humanity in Science
Fiction from Wells through Bradbury.” Invited presentation at “One Hundred Years
Hence: Science Fiction & Fantasy at Texas A&M,” Cushing Library and Archives,
Texas A&M University, 2010.
IRA DWORFIN
Assistant Professor
Department of English
Texas A&M University
idworkin@tamu.edu

EDUCATION
2003: English and American Studies, The Graduate Center, City University of New York (CUNY), Ph.D.
2000: English, The Graduate Center, City University of New York (CUNY), M.Phil.
1998: English Literature, The City College of New York (CUNY), M.A.
1993: English and Afro-American Studies, Wesleyan University, B.A.

SELECTED PUBLICATIONS

Books and Journal Issues:

(Under contract.) *Congo Love Song: African Americans and the Congo* (contract with University of North Carolina Press).
Ed., *Narrative of the Life of Frederick Douglass, An American Slave* (1845) by Frederick Douglass, new ed. with “What to the Slave Is the Fourth of July?” (1852) and *The Heroic Slave* (1853) (Penguin Classics, 2014).

Refereed Articles:

GRANTS, HONORS AND AWARDS

Travel Grant, John Hope Franklin Research Center for African and African American History and Culture, Rare Book, Manuscript, and Special Collections Library, Duke University, Durham, North Carolina (2012).

Yasuo Sakakibara Prize of the American Studies Association “for the best paper to be presented by an international scholar at the annual meeting” for “George Washington Williams, King Leopold II, and African American Emigration to the Congo” (2011).


OTHER PROFESSIONAL HIGHLIGHTS

Selected Invited Presentations:


“Egyptian Papers in American Studies.” Chair and Organizer, Academic Research Circle, Faculty of Women, Ain Shams University, Cairo, Egypt (Apr. 2014).

“Rethinking Literature and Human Rights: African American Studies and World Literature in Egypt.” Faculty of Arts, Helwan University, Cairo, Egypt (Nov. 2013).


“Langston Hughes, Patrice Lumumba, and the Black Arts Movement in the United States.” Faculty of Arts, Menoufiya University, and American Studies Alumni Circle of the Binational Fulbright Commission in Egypt, Menoufiya University, Shebin El-Kom, Menoufiya, Egypt (Apr. 2010).

“The Harlem Renaissance, Transnationalism, and African American Culture.” Department of Anthropology, Université Libre de Bruxelles, Belgium (Nov. 2007).


“‘American Congo’: The Congo in the Black American Political Imagination, 1890-1920.” Department of Anthropology and Sociology, Université Catholique de Louvain, Louvain-la-Neuve, Belgium (Apr. 2005).

**Selected Academic Service:**

Executive Committee (elected), Department of English, Texas A&M University (2015-Present).
Chair, Yasuo Sakakibara International Scholar Paper Prize Committee, American Studies Association (2015-2016).
Associate Director, Prince Alwaleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research, The American University in Cairo (2012-2014).
Conference Organizer and Chair, “The Politics and Practice of American Studies in the Middle East,” co-sponsored by Centers for American Studies and Research, American University in Cairo and American University of Beirut (Spring 2013).
Chair, Department of English and Comparative Literature, The American University in Cairo (2009-2010).

**External Reviewer for Journals (selected):**

AMY E. EARHART
Associate Professor
Department of English
Texas A&M University
aearhart@tamu.edu
https://tamu.academia.edu/AmyEarhart
https://scholar.google.com/citations?user=yLed62AAAAAJ&hl=en

EDUCATION

1999: English, Texas A&M University, Ph.D.
1993: English, The University of Tennessee, Knoxville, M.A.
1991: English and Communications, History minor, Lebanon Valley College of Pennsylvania, B.A.

SELECTED PUBLICATIONS

Books and Special Journal Issue:


Selected Publications within Books and Journals:


**Digital Projects:**


**GRANTS, FELLOWSHIPS, AND AWARDS:**

**External:**

Young Scholars Award, VolkswagenStiftung. “(Digital) Humanities Revisited: Challenges and Opportunities in the Digital Age.” Herrenhausen Palace, Hannover, Germany. 2013.

Participant and primary workshop leader. Andrew Stauffer, PI. NINES (Networked Infrastructure for Nineteenth-Century Electronic Scholarship) Summer Workshops: Emerging Issues in Digital Scholarship. Institute for Advanced Topics in the Digital Humanities. NEH. 2010-12


**Selected Internal:**

Amy Earhart and Shweta Kailani. Exemplary Course Repository Award. Teaching with Technology Conference. Texas A&M University. 2015.


Montague-CTE Scholar Teaching Award. College of Liberal Arts, Texas A&M University. 2013-14

**OTHER PROFESSIONAL HIGHLIGHTS:**

**Selected External Invited Presentations, Meetings, and Workshops:**


Invited speaker. “Recovering the Recovered Text: Digital Canon(s) and Lost Texts.” Emory University. Atlanta, Georgia. (October 2012).


**Selected Service to the Profession:**


Grant Reviewer for Social Sciences and Humanities Research Council of Canada (SSHRC), The National Historical Publications and Records Commission (NHPRE) of the National Archives Grants, and NEH.
SUSAN B. EGENOLF
Associate Professor
Department of English
Texas A&M University
s-egenolf@tamu.edu
scholar.google.com/citations?hl=en&imq=Susan+Egenolf&btnA=1&user=PGrRpaMAAAA
j
tamu.academia.edu/SusanEgenolf

EDUCATION

1995: English, Texas A&M University, Ph.D.
1989: English, Texas A&M University, M.A.
1987: English and Spanish, Rice University, B.A.

ADMINISTRATIVE APPOINTMENTS

Associate Director, Melbern G. Glasscock Center for Humanities Research, 2009–2011

SELECTED PUBLICATIONS

Books:


Articles and Essays:

“The Role of the Political Woman in the Writings of Lady Morgan (Sydney Owenson),” in A Companion to Irish Literature, ed. Julia M. Wright (Blackwell Publishing, 2010), 326-41.


**GRANTS, HONORS AND AWARDS**

Glasscock Internal Faculty Fellowship, Glasscock Center for Humanities Research, 2014-2015.

Academy of Visual and Performing Arts Co-Curricular Arts Grant for a Focus on Dominican Arts (with Juan Alonzo and Esther Quintana). 2013.

Glasscock Small Conference and Symposia Grant for Bodies, Inc. Symposium (with Nandini Bhattacharya and Margaret Ezell), 2011.

Honors Program Grant (with Cecelia Hawkins and Apostolos Vasilakis), 2011.

American Council of Learned Societies—Center for the Contemplative Mind in Society Fellowship, 1998-99 (with Larry Reynolds).

**OTHER PROFESSIONAL HIGHLIGHTS**

**Invited Keynote Lectures:**


**Professional Activities:**

Coordinator, Brazos Valley Reads [community reading program; authors—2013: Tayari Jones; 2014: Julia Alvarez; 2015: Geraldine Brooks; 2016: Heidi Durrow], 2012–.


Faculty Advisor, Conference Committee, 18th Annual 18th- and 19th-Century British Women Writers Association Conference, 2008-2010.
Manuscript and Grant Reviewer:

Expert Reviewer, Research Council of K.U. Leuven (University of Leuven), Belgium.

Teaching:

Developed (with Jimmie Killingsworth) and later taught ENGL 202: Environmental Literature as a new course for the undergraduate curriculum, 2012.
Committee Member, AD Hoc Committee to Create the English Honors Program, 2011-12.
Developed and taught ENGL 289 (honors): Regency Aesthetics and Our Understanding of the Past as the introductory course for our first English Honors students, 2012.
Developed and taught ENGL 481 (senior seminars): Landscape, Nation, Empire, 1750–1830; Women and Empire; Art and Literature in the Industrial Age.
Developed and Taught LBAR 203—Foundations in the Liberal Arts: Humanities—Sustenance [paired with Lisa Ellis’s (Political Science) LBAR 204—Sustainability], 2009.

College and University Service:

Co-Convenor, New Modern British Studies Working Group, Fall 2014–.
Member, Texas A&M Honor Council, 2008–.
Member, Vision 2020, Faculty Imperative Review Committee, 2011.
MARIAN EIDE
Associate Professor
Department of English
Texas A&M University
meide@tamu.edu
https://scholar.google.com/citations?hl=en&user=ir5OOo0AAAAJ&view_op=list_works

EDUCATION

1994: Comparative Literature, University of Pennsylvania, Ph.D.
1991: Comparative Literature, University of Pennsylvania, M.A.
1987: English and Psychology, Barnard College, B.A.

ADMINISTRATIVE APPOINTMENTS

Director, Women’s and Gender Studies, 2015-2017.
Interim Director, Women’s and Gender Studies, 2009-2010.
Associate Director of Graduate Studies, English, 2001-2004.

SELECTED PUBLICATIONS

Book:

*Ethical Joyce* (Cambridge University Press, 2002).

Journal Articles and Book Chapters:


GRANTS, HONORS AND AWARDS

Fellow, Tanner Humanities Center, University of Utah, (2004-2005).

OTHER PROFESSIONAL HIGHLIGHTS

**Invited Lectures:**


“Ethical Joyce, Ten Years Later,” California State, Fullerton, (March 2011).


“Witnessing & Trophy Hunting: Writing Violence from the Trenches,” U of Utah, (Feb 2005).


“Archibald Hamilton Rowan, the Heterosexual Subject,” University of Houston, (September 2001).

“James Joyce and the Question of Ethics,” University College Dublin, (July 2001).


**Editorial Reviews/Evaluations:**


LAURA ESTILL
Assistant Professor
Department of English
Texas A&M University
lestill@tamu.edu
Google Scholar: https://scholar.google.com/citations?user=gRC6BooAAAAJ&hl
Academia.edu (preferred): https://tamu.academia.edu/LauraEstill

EDUCATION

2010: English Literature and Culture Before 1700, Wayne State University, PhD.
2006: English, University of Toronto, MA.
2005: Drama and English, University of Windsor, BA (Honours, with distinction)

ADMINISTRATIVE APPOINTMENTS


SELECTED PUBLICATIONS

Books:


Journal Articles and Book Chapters:

http://drc.usask.ca/projects/archbook/commonplace.php


Digital Projects:


http://digitalactingparts.tamu.edu/dap/.

SELECTED GRANTS, HONORS AND AWARDS

First Folio! The Book That Gave Us Shakespeare (2014-16), funded by the National Endowment for the Humanities, the American Library Association, the Folger Shakespeare Library, and the Cincinnati Museum Center. Total: ~$38,000 with additional funding from Texas sources for $50,000

Funding for World Shakespeare Bibliography rebuild from Folger Shakespeare Library and Texas A&M University College of Liberal Arts for $100,000 (2015)

TAMU Academy for Visual and Performing Arts Curriculum Development Grant for $1,500 (2014)

TAMU Melbern G. Glasscock Center for Humanities Research Publication Grant for $1,000 (2014)

Banting Postdoctoral Fellow, Social Sciences and Humanities Research Council of Canada for $140,000 (2011-13)

SELECTED OTHER PROFESSIONAL HIGHLIGHTS

Invited Off-Campus Talks:


Board Memberships:

Shakespeare Quarterly editorial board (official bibliographer) (2014-present)
Digital Renaissance Editions editorial board, dre.uvic.ca (2014-present)
Map of Early Modern London editorial board, mapoflondon.uvic.ca (2012-present)

Conference Organizing:


Manuscript/Grant Reviewing:

European Research Council, Renaissance and Reformation, English Studies in Canada, and others.
MARGARET J. M. EZELL
Distinguished Professor of English and John H. and Sara H. Lindsey Chair of Liberal Arts
Deptartment of English
Texas A&M University
m-ezell@tamu.edu
https://scholar.google.com/citations?view_op=search_authors&mauthors=margaret+j+m+ezell
&hl=en&oi=ao

EDUCATION

1981: English Literature (History), Cambridge University, Ph.D.
1977: Honors in English and History, Wellesley College, B.A.

SELECTED PUBLICATIONS

Monographs, Edited Books, and Special Issues:

*Social Authorship and the Advent of Print* (Johns Hopkins University Press, 1999).
*Writing Women’s Literary History* (Johns Hopkins University Press, 1993); excerpt included in *Mary Eagleton, Feminist Literary Theory: A Reader* (2011).

Selected Articles and Book Chapters, 2008–15:


“Cooking the Books, Or the Three Faces of Hannah Wolley,” in *Reading and Writing Recipe Books*, ed. Michelle di Meo and Sara Pennell (University of Manchester Press, 2013), 159-78.


**GRANTS, HONORS, AND AWARDS**


University Distinguished Teaching Award, Texas A&M University (2000).

American Council for Learned Societies (ACLS) Fellowship (1997).


American Council of Learned Societies (ACLS), Fellowship (1989-90).

National Endowment for the Humanities Interpretive/Research Projects Grant, Women Writers in English, 1330-1830 Project ($250,000); with Pros Susanne Woods (Director), Stuart Curran, Patricia Caldwell, Elizabeth Hageman and Elizabeth Kirk. Particular responsibility: 1650-1750 section, manuscript and print texts (1988-90).

SCMLA Huntington Library Fellowship (Summer, 1988).

The Association of Former Students Distinguished Teaching Award, College of Liberal Arts,

TAMU (1986).

**OTHER PROFESSIONAL HIGHLIGHTS**

**Selected Invited Keynote and Plenary Addresses, 2010–15:**

“‘Burn When Read’: Some Thoughts on Manuscript Cultures after the Expiration of the Licensing Act (1695),” plenary speech, “After Print: Manuscripts in the Eighteenth Century,” UC-Santa Barbara, April 24, 2015.


“Seventeenth-Century English Female Author Portraits, Or The Company She Keeps,” plenary on the occasion of the opening of the Centre for Women Writers and Literary Culture, University of Aberystwyth, UK keynote address, May, 2011.


Offices Held in Professional Organizations:

Modern Language Association
Elected delegate to MLA Division on Methods of Literary Research (2007-2011 (Chair 2009)).
Appointed, MLA Committee on Scholarly Editing, (2002-05, Co-chair 2004-05).

American Society for Eighteenth Century Studies
Gottschalk Prize committee, (2011-12).

Renaissance English Text Society

Editorial and Advisory Board Appointments:

Editorial Advisory Board, ELR (2014- present).
Executive Council, Folger Institute, Folger Shakespeare Library (2011-present).
Editorial Board, Philological Quarterly (2011-present).
International Advisory Board, The Centre for Women’s Writings and Literary Culture, Aberystwyth University, UK (2010-present).
Editorial Board, Authorship, the electronic journal of Research project on Authorship as Performance (RAP), University of Ghent, Belgium (2010-present).
Other Selected Professional Activities, 2010–15:
Folger First Folio Traveling Exhibit Planning Committee (2014-present).
Faculty Sponsor, British Women Writers conference (2009-2010).
ROBERT GRIFFIN
Associate Professor
Department of English
Texas A&M University
rjgriffin@tamu.edu

EDUCATION

1985: Yale University, English Language and Literature, Ph.D.
1982: Yale University, English Language and Literature, M.Phil.
1980: Yale University, English Language and Literature, M.A.
1979: Tel Aviv University, English and Classics, B.A.

SELECTED PUBLICATIONS

Monographs and Edited Books or Journal Issues:

(Under contract.) Anonymity and Authorship (contract with Columbia University Press).
Ed., The Faces of Anonymity: Anonymous and Pseudonymous Publication from the
Sixteenth to the Twentieth Century (Palgrave, 2003).
Contributing ed., Gulliver’s Travels and Other Writings, ed. Clem Hawes; with text of
Gulliver selected and “Note on the Text” by Robert J. Griffin, Riverside Edition
(Houghton Mifflin, 2003).
Wordsworth’s Pope: A Study in Literary Historiography, Cambridge Studies in
Romanticism 17 (Cambridge University Press, 1995).

Selected Articles:

“Did Defoe write Roxana? Does it Matter?” Philological Quarterly 89.2&3 (2010): 255-
262. [Response to Ashley Marshall’s article in the same issue.]
“Working with Anonymity: A Theory of Theory vs. Archive,” Literature Compass 4.2
(Oxford University Press, 2006).
"The Text in Motion: Eighteenth-Century Roxanas," in Essays for Ronald Paulson, special
"Wordsworth’s Horse (MS. W)," in The Wordsworthian Enlightenment, ed. Frances
Ferguson and Helen Elam (Johns Hopkins University Press, 2005), 129-45.
"Fact, Fiction, and Anonymity: Reading Love and Madness. A Story Too True (1780),"
"The Age of 'The Age of’ is Over: Johnson and New Versions of the Late Eighteenth
377-91.

**GRANTS, HONORS, AND AWARDS**

Huntington Library Fellowship (3 months) (2004-05).
MLA Late Eighteenth Century English Literature Division Executive Committee (2002-06).
NEH Research Fellowship (12 months) (2000-01).
Folger Shakespeare Library Fellowship (2 months) (2000-01).

**OTHER PROFESSIONAL HIGHLIGHTS**


Co-Director: Folger Institute Seminar, “Anonymity,” Washington, DC (Fall 2008).


International Advisory Board: *Poetics Today* (2016-present).


Participant: NEH Summer Seminar on the Enlightenment (Leo Damrosch), Harvard University, 1997.
JAMES HANNAH
Professor
Department of English
Texas A&M University
j-hannah@tamu.edu

EDUCATION
1973: English/Philosophy, Stephen F. Austin State University, B.S.
1977: English, Stephen F. Austin State University, M.A.

ADMINISTRATIVE APPOINTMENTS
Associate Department Head (2009-2013).
Program Coordinator for Creative Writing (2010-2012).
Building Proctor for LAAH Building (2012-2013).

SELECTED PUBLICATIONS

Books:

Short Stories:

AWARDS AND GRANTS

Tech support grant from IDHMC for instruction in the use of software for Sebald Digital Project (2014).
Faculty Development Leave (Awarded in 2009 but deferred until resignation as Associate Department Head).
$40,000 grant from the College of Liberal Arts Strategic Development Fund. “1914 and the Making of the Twentieth Century.” With faculty from History and Performance Studies (2012).
$5,000 faculty fellowship from the Initiative for Digital Humanities, Media, and Culture (IDHMC). “The Natural History of W.G. Sebald.”

OTHER PROFESSIONAL HIGHLIGHTS

Fiction Editor for Short Story, the only international journal devoted solely to short fiction.

Recent New Course Development:

Designed and taught English 222: World Literature (Fall 2015).
Designed and taught English 359: The History of the Short Story (Fall 2015).
Designed and taught English 485: Lucretius (Fall 2014).
Beginning design, along with Nancy Warren, of two, 250 seat sections of English 203 with breakout sections taught by graduate students. Taught in fall of 2014.

Designed and taught English 415: Homer (The Iliad and The Odyssey) in fall 2012. To be taught again in Summer Session I, 2013.


Design and taught English 415: W. G. Sebald in spring 2011.

Designed and taught English 697: Pedagogy in fall 2010.
JASON MARC HARRIS
Lecturer
Department of English
Texas A&M University
jharris@tamu.edu

EDUCATION

2014:  Creative Writing—Fiction, Bowling Green State University, M.F.A.
2001:  English Literature, University of Washington, Ph.D.
1997:  English Literature, University of Washington, M.A.
1995:  Literature, University of California at Santa Barbara—The College of Creative Studies, B.A.

SELECTED PUBLICATIONS

Books:


Articles and Book Chapters:

“National Borders, Contiguous Cultures, and Fantastic Folklore in Hogg's *The Three Perils of Man,*”

Fiction:

“Why We Eat the Dead,” *Everyday Fiction* (Fall 2013). Web.

Poetry:


**GRANTS, HONORS AND AWARDS**

Finalist, Mythopoeic Scholarship Award in Myth and Fantasy Studies (2009)
Mini-grant awarded for software to enhance FIT Scriptwriting Course (Fall 2009)
Commended by Dept. of Residence Life at Michigan State University for teaching (2007-08).

**OTHER PROFESSIONAL HIGHLIGHTS**

Honors Faculty, Texas A&M University (2015-2016)
Ad Hoc Writing Committee, English Department. Texas A&M University.
Assistant Fiction Editor, *Mid-American Review* (Fall 2012-Summer 2013).
MFA sole representative to Graduate Senate, BGSU (2013-2014).
Creative Writing Institute Planning Committee, (2008-2012) (at FIT).
Florida Poet Laureate British and American Poetry Exchange Planning Committee (Fall 2010).
Media Advisory Board for Florida Institute of Technology, (Fall 2009-2012).
Email Advisory Committee for Florida Institute of Technology, (Spring 2009).
Presenter for Tournées French Film Festival (Spring 2009) (at FIT).
Organizer, Promoter, Fundraiser, and Instructor (2009) for Summer 2009-2012 Creative Writing Institute, FIT.
Coadvisor for *Kaleidoscope* Spring 2008-present, FIT’s Literary and Art Magazine.
Faculty Advisor for Florida Institute of Technology Television club (FITV). (2010-2012).
Faculty Advisor, for Florida Institute of Technology Fencing Club (2008-2012).
CECELIA HAWKINS
Instructional Professor
Department of English
Texas A&M University
c-hawkins@tamu.edu

EDUCATION

1975: English, Stephen F. Austin State University, M.A.
1970: English, Baylor University, B.A.

ADMINISTRATIVE APPOINTMENTS

Director, Undergraduate Studies, Department of English (2010 -2013).

GRANTS, HONORS AND AWARDS

Grant Writer/Project Manager. Innovation Fund for Global Education: “English Aggies in Doha”
Grant Writer/Project Manager. Summer Special Collections Undergraduate Research Project
with Dr. Larry Mitchell. Honors and Undergraduate Research Grant. Summer 2013. $7000.
Spring 2013 Flipping Your Course Faculty Institute proposal. $2000 bursary.
Grant Writer/Project Manager. Courses and Curricula for At-risk and Non-traditional Students
Grant Writer/Project Manager. Summer Special Collections Undergraduate Research Pilot
Project with Dr. Larry Mitchell. Honors and Undergraduate Research Grant. Summer 2012.
$6000.
Grant Writer/Project Manager. University Honors and Undergraduate Research Program
Development Grant. Spring/Fall 2012. $3300.
Principal Investigator and Project Manager. English Department/ University Writing Center
“Core Curriculum Enhancement with Technology” grant. February 2012. $68,835.
Grant Writer/Project Manager. College of Liberal Arts Course Development grant. Fall 2010.
$3000.

OTHER PROFESSIONAL HIGHLIGHTS

Member, Undergraduate Academic Appeals Panel, Office of the Associate Provost for
Undergraduate Studies, Fall 2014- present.
College of Liberal Arts representative (appointed) University ePortfolio Selection Committee –
ITS, Fall 2011.
Member, Dean’s Advisory Committee on APTF Promotions, Fall 2013- present.
Member, Dean’s Ad Hoc Committee to Develop APTF Promotion Policy, Fall 2013-Spring 2014.
Invited Panelist, 2014 ADE Summer Seminar South, Galveston, TX, June 2 – 5, 2014.
Presentation: “Core Curriculum Technology Enhancement Grant Program.” 2013 Teaching with
Technology Conference, February 27, 2013, sponsored by Instructional Technology Services,
Texas A & M University, College Station, Texas.
Presentation: “Taking a Large Section Lecture Course Online: A Collaboration.” Presented with
Candice Melzow at the 2012 Teaching with Technology Conference, February 8 – 9, 2012,
sponsored by Instructional Technology Service, Texas A & M University, College Station, Texas.


TERENCE HOAGWOOD
Professor
Department of English
Texas A&M University
t-hoagwood@tamu.edu
https://scholar.google.com/citations?user=UHcYXH8AAAAJ&hl=en

EDUCATION

1979: English. University of Maryland. Ph.D.
1973: Literature. The American University. M.A.

ADMINISTRATIVE APPOINTMENTS

Director of Film Studies and Chair of the Film Studies Program Review Committee. College of Liberal Arts, Texas A&M University. (1999-2002).

SELECTED PUBLICATIONS

Books and Special Journal Issues:

*From Song to Print: Romantic Pseudo-Songs* (Palgrave Macmillan, 2010).
*A. E. Housman Revisited* (Simon and Schuster, 1995).
*Byron’s Dialectic: Skepticism and the Critique of Culture* (Bucknell Univ. Press, 1993).
*Skepticism and Ideology: Shelley’s Political Prose and Its Philosophical Context from Bacon to Marx* (Univ. of Iowa Press, 1988).

Selected Journal Articles and Chapters in Books:


GRANTS, HONORS AND AWARDS

Texas A&M, College of Liberal Arts, Outstanding Research Award, 2004.
Yale Center for British Art, Residential Fellowship, 1990.
International Byron Society, grant for travel for presentation of lecture ("Historicity and Skepticism in the Lake Geneva Summer") at Byron Seminar, Lausanne, Switzerland, August 1990.
Benedum Distinguished Scholar Award, West Virginia University, 1986.
National Endowment for the Humanities, Summer Stipend, 1983.

OTHER PROFESSIONAL HIGHLIGHTS

Invited Keynote lecture:

Annual Conference on Literary Scholarship, Baylor University, March 2011.

Evaluation of manuscripts and grants:

Guggenheim Foundation
Keats-Shelley Association
Austrian Science Fund (twice)
Wayne State Univ. Distinguished Faculty Fellowship
Wordsworth-Coleridge Association
University of Missouri Press
State University of New York Press
University of Delaware Press (several times)
Fairleigh Dickinson University Press
University Press of Florida
Northern Illinois University Press
Wayne State University Press
AMS Press
Ashgate Press
South Central Review
Studia Mystica
Papers on Language and Literature
Nineteenth-Century Contexts
European Romantic Review
PMLA
Keats-Shelley Journal

Encyclopedia Articles including the following:


LUCIA HODGSON  
Assistant Professor  
Department of English  
Texas A&M University  
luciahodgson@tamu.edu

EDUCATION

2009: English, University of Southern California, PhD  
1995: English, Claremont Graduate University, MA  
1993: Literature, Yale University, BA

PUBLICATIONS

Book:


Refereed Articles:


GRANTS, HONORS, AND AWARDS

Texas A&M University Program for the Enhancement of Scholarly and Creative Activities (2012-2013)

OTHER PROFESSIONAL HIGHLIGHTS

Peer Evaluator, WSQ (2014-present)  
Peer Evaluator, Children’s Literature & Children’s Literature Association Quarterly (2012-present)  
Internal Reader, Fourteenth Annual Susanne M. Glasscock Humanities Book Prize for Interdisciplinary Scholarship, TAMU Melbern G. Glasscock Center for Humanities Research (2012).
JESSICA HOWELL
Assistant Professor
Department of English
Texas A&M University
jmhowell@tamu.edu
https://tamu.academia.edu/JessicaHowell
https://scholar.google.com/citations?hl=en&user=8BYHbqAAAAAJ

EDUCATION

2008: English; University of California, Davis, Ph.D.
2004: English; University of California, Davis, M.A.
2001: Literature; University of California, Santa Cruz, B.A.

PUBLICATIONS

Book:


Articles:


GRANTS AND AWARDS

Glasscock Center for Humanities Research Working Group award, Texas A&M University, to convene a research group in the Medical Humanities (2015).

“Scripting Nursing,” Centre for the Humanities and Health Internal Research and Development Award, King’s College London, with Anne Marie Rafferty, $48,000 (2012).
“University of California Medical Humanities Consortium,” University of California Office of the President award, with Faith T. Fitzgerald, $100,000 (2010-13).
“Medical Humanities Research Group,” Humanities and Research Award, University of California, Davis, $1,500 (2007).
“Medical Humanities Research Group,” Humanities and Research Award, University of California, Davis, $1,500 (2006).

OTHER PROFESSIONAL HIGHLIGHTS

Conferences organized:


Training:

Completed “Narrative Skills” training (translating research for a public audience), Wellcome Trust (2013).
Completed “Professor for the Future” fellowship, UC Davis, one year training in pedagogy (theory and practice). Special project: interdisciplinary teaching (2007).

National and International service:

Co-leader of discussion group on the historical context of Martin Chuzzlewit and American Notes; Dickens Universe, Santa Cruz (August 2-8). Presented on “Transatlantic travel” and “Nursing in Dickens” (2015).
Assistant Professor representative on Strategic Planning Committee, Texas A&M University (2015-present).
Graduate Studies Committee, Texas A&M (2014-present).
Reviewer for the online journal Literature Compass (2014-present).
Reviewer for the journal Literature and Medicine (2014-present).
MAURA IVES
Professor and Interim Head
Department of English
Texas A&M University
m-ives@tamu.edu
https://tamu.academia.edu/MauraIves

EDUCATION

1990: English, University of Virginia, Ph.D.
1984: English, University of Virginia, M.A.
1982: English, Bethany College, B.A.

ADMINISTRATIVE APPOINTMENTS

Interim Head, English Department, Texas A&M University (2015- present).
Associate Director, Initiative for Digital Humanities, Media and Culture (2013-2014).
Convenor, IUMRI Landmark Research Area, Digital Humanities, Media and Culture (2010-2011).
Director, Digital Humanities Program, College of Liberal Arts (2008-2011).
Associate Head, English Department, Texas A&M University (1998-2004).
Associate Director, Graduate Studies, TAMU English Department (1997-1998).

SELECTED PUBLICATIONS

Books and Special Journal Issues:


Articles and Book Chapters:


“A Bibliography of Jean Ingelow’s Contributions to the *Youth’s Magazine,*” BibSite (online publishing arm of PBSA), December 2008.


**GRANTS, HONORS AND AWARDS**

**External:**

Honorable Mention, Global Digital Humanities Essay Prize, for “Establishing a digital humanities center: Vision, reality, sustainability,” co-authored with Amy Earhart. The competition was sponsored by the Alliance of Digital Humanities Organizations, 2013.

Fredson Bowers award, Bibliographical Society of the United Kingdom, £1498, 2012.


**Internal:**

Co-author (with Amy Earhart, Sarah Potvin and Rebecca Hankins, “Creating Next Generation Cultural Data: The Digital Black Bibliography Project.” Program to Enhance Scholarly and Creative Activities, funded $25,000.
TAMU College of Liberal Arts International Travel Support Grant, $1500, June 2014.
Co-author (with Britt Mize and Shona Jackson), Presents of the Past Conference Proposal, funded $20,000, 2013.
Co-author (with Amy Earhart and Laura Mandell), DH and Difference Symposium Proposal, funded $10,000, 2013.
TAMU Program to Enhance Scholarly and Creative Activities, December 2011. $10,000.
TAMU Faculty Development Leave, Spring 2010 (one semester course release).

**OTHER PROFESSIONAL HIGHLIGHTS**

**Service to the Profession:**

Co-Editor, Ashgate Studies in Publishing History: Manuscript, Print and Digital. 2013-.
Elected to MLA Division Executive Committee (Methods of Literary Research), 2007-2012; Chair, 2010-2011.
Manuscript reviewer for scholarly presses (Ashgate Publishing, Broadview Press, Cambridge, Palgrave, Penn State, Pickering & Chatto) and scholarly journals (*Book History; Children’s Literature Association Quarterly; Digital Humanities Quarterly; PBSA; Journal of Map and Geography Libraries*).

**Articles on Academic Administration:**

SHONA N. JACKSON  
Associate Professor  
Department of English  
Texas A&M University  
soursop@tamu.edu

EDUCATION

2005: Stanford University, Program in Modern Thought & Literature, Ph.D.  
2000: Stanford University, Program in Modern Thought & Literature, M.A.  
1996: Rutgers University, English (Honors with Distinction) and Journalism, B.A.

ADMINISTRATIVE APPOINTMENTS

Associate Director of Graduate Studies, Department of English (2014–15).

PUBLICATIONS

Books and Special Journal Issues:


Journal Articles and Book Chapters:


GRANTS AND FELLOWSHIPS

Texas A&M University, Academy for the Visual and Performing Arts (AVPA) (Fall 2013).
Texas A&M University Center in Mexico, Faculty Abroad Seminar (May 2007). Declined.
Texas A&M University, Program to Enhance Scholarly and Creative Activities, Travel Grant (2006).
EMILY JOHANSEN
Associate Professor
Department of English
Texas A&M University
ejohansen@tamu.edu

EDUCATION

2008: English, McMaster University, Ph.D.
2004: English, University of Guelph, M.A.
2003: English, University of Alberta, B.A.

SELECTED PUBLICATIONS

Books and Special Journal Issues:


Articles:


GRANTS, HONORS AND AWARDS

International Travel Support Grant. The College of Liberal Arts. Texas A&M University ($1,500) (2014).

International Travel Support Grant. The College of Liberal Arts. Texas A&M University ($1,500) (2012).

“Placing Cosmopolitanism.” Program to Enhance Scholarly and Creative Activities. Texas A&M University ($10,000) (2011-12).

Glasscock Center Stipendiary Faculty Fellow. The Melbern G. Glasscock Center for Humanities Research. Texas A&M University ($1,500) (2011-12).

OTHER PROFESSIONAL HIGHLIGHTS

Contracted Work in Progress:


Invited Review Essay:


Invited Book Reviews:


Service to the Department:

Member of the Undergraduate Studies Committee (2011-2014), during which time the department undertook an overhaul of the undergraduate degree plan. Serving this goal, I was a member of two significant subcommittees: one tasked with undertaking a review of our and peer departments’ curricula (Spring 2012); and one
charged with designing ENGL 303: Approaches to English Studies, required of all majors (Spring and Fall 2013).

**Service to the Discipline:**

Ad hoc manuscript reviewer for *ARIEL, Canadian Literature, Children’s Literature Association Quarterly, Contemporary Literature, Palgrave Macmillan, PMLA, South Central Review, and Women’s Studies International Forum.*
CRAIG KALLENDORF
Professor
Department of English
Texas A&M University
kalendrf@tamu.edu

EDUCATION

1982: Comparative Literature, University of North Carolina, Ph.D.
1977: Comparative Literature, University of North Carolina, M.A.
1975: Classics and English, Valparaiso University, B.A.

ADMINISTRATIVE APPOINTMENTS

Interim Head, Department of Modern and Classical Languages (2001-04).
Interim Coordinator, Program in Comparative Literature (1996-98).

SELECTED PUBLICATIONS

Books:

The Other Virgil: Subversive Readings of the Aeneid in Early Modern Culture (Oxford University Press, 2007).
The Virgilian Tradition: Book History and the History of Reading in Early Modern Europe (Ashgate, 2007).

*A Bibliography of Renaissance Italian Translations of Virgil*, Biblioteca di bibliografia italiana 136 (Casa Editrice Leo S. Olschki, 1994).


*Epistle of St. Paul to the Romans*, Bryn Mawr Greek Commentaries (Bryn Mawr College, 1991). [textbook]


*Petrarch: Selected Letters*, Bryn Mawr Latin Commentaries (Bryn Mawr College, 1986); 2nd edn., 2002. [textbook]

*Latin Influences on English Literature from the Middle Ages to the Eighteenth Century: An Annotated Bibliography of Scholarship, 1945-79* (Garland, 1982).

**Chapters in Books:**

26, in volumes from Oxford University Press, Cambridge University Press, Brill, Leuven University Press, etc.

**Articles:**


**GRANTS, HONORS AND AWARDS**

Fellowship for University Teachers, National Endowment for the Humanities, 2012-2013 ($50,400).

Texas A&M University Association of Former Students Distinguished Achievement Award in Research, University Level, 2010 ($4000).

Cornerstone Faculty Fellowship, College of Liberal Arts, Texas A&M University, 2008-2011 ($30,000).

Fellowship, Loeb Classical Library Foundation (Harvard University), 2008-2009 ($30,000).

Texas A&M University College of Liberal Arts Research Award, 2001 ($2,000).
Obert C. and Grace A. Tanner Visiting Fellowship from the University of Utah Humanities Center, 2000-2001 ($28,500).
Texas A&M University Association of Former Students Distinguished Achievement Award in Teaching, College Level, 1999 ($2000).
Corresponding member, Ateneo Veneto (Venice), 1992 (by invitation).
Fellowship for University Teachers, National Endowment for the Humanities, 1992 ($30,000).
Incentive Award for Outstanding Scholarly Work given by Classical and Modern Literature, 1990.
Delmas Foundation Grant for study in Venice, 1987 ($8,000).
OTHER PROFESSIONAL HIGHLIGHTS

Invited lectures at Cambridge University, University of Naples, Istituto Orientale Universitario (Naples), University of Copenhagen, University of Rome II, University of Warsaw, Biblioteca Provinciale di Salerno, Harvard University, Brigham Young University (Clark Endowed Lecture), Bibliographical Society of America.

Manuscript reviewing for 30 journals, 25 presses, and granting agencies in the U.S. and abroad.

35 external evaluations for tenure and/or promotion cases for universities in the U.S. and abroad.

President, International Association for Neo-Latin Studies, 2-12-2015 (elected).

President, Vergilian Society (U.S.), 2010-2013.

Member, Executive Board, Renaissance Society of America (Publications Director), 2009-2015.


Co-Editor, Neo-Latin News, 1992-1996; Editor, 1997-.

Associate Editor, Classical Receptions Journal, 2008-.


Executive Committee, Catalogus Translationum et Commentariorum, 2010- (10 volumes to date).

Advisory Committee, I Tatti Renaissance Library, 2011- (71 volumes to date).

Series Editor, Renaissance Society of America Texts and Studies series, Brill Academic Publishers, 2012- (3 volumes to date).

Service on 17 editorial boards, past and present, in the U.S. and abroad.
JEROME LOVING
University Distinguished Professor
Department of English
Texas A&M University
j-loving@tamu.edu

EDUCATION

1973: English, Duke University, Ph.D.
1970: English, Duquesne University, M.A.
1964: English, Penn State University, B.A.

SELECTED PUBLICATIONS

Books:

(Forthcoming.) State-Raised Convict: Jack Henry Abbott and the Legacy of Norman Mailer’s THE EXECUTIONER’S SONG (St. Martin’s Press, for 2016).


Mark Twain: The Adventures of Samuel L. Clemens (University of California Press, 2010).


Lost in the Customhouse: Authorship in the American Renaissance (University of Iowa Press, 1993); paperback reissue, 2005.


Emerson, Whitman, and the American Muse (University of North Carolina Press, 1982).


Selected Articles and Book Chapters:


GRANTS, HONORS AND AWARDS

Distinguished Achievement Award in Research, Texas A&M University, 2007.
"We the People" Project for biography of Mark Twain.
Research Award, TAMU College of Liberal Arts, 2000.

OTHER PROFESSIONAL HIGHLIGHTS

American Literature Association, Executive Committee, 1989–present.
Visiting Professor, California State University Fresno, 1990-1992.
Fulbright Teaching Fellow, University of Paris Sorbonne Nouvelle, 1989.
Visiting Professor, University of Texas at Austin, 1986.
Visiting Professor, University of Paris Sorbonne, 1984.

CLINTON MACHANN
Professor
Department of English
Texas A&M University
c-machann@tamu.edu

EDUCATION

1976: Nineteenth- and Twentieth-Century British Literature. University of Texas at Austin, Ph.D.

ADMINISTRATIVE APPOINTMENTS

Director of Graduate Studies, Department of English, Texas A&M University, 1993-1997.

SELECTED PUBLICATIONS

Books and Special Journal Issues:


*Masculinity in Four Victorian Epics: A Darwinist Reading* (Ashgate, 2010).


Selected Articles and Book Chapters:

“Immigration of the Czechs and Their Early History in Texas,” in *Centennial of Czech Studies at the University of Texas at Austin*, ed. Lida Cope and Mark Hopkins (Nortex Press, 2015), 1-21.


GRANTS, HONORS AND AWARDS

Jan Masaryk Gratis Award, Czech Ministry of Foreign Affairs (2000).
Instructor and Consultant, Czech Technical University, Prague, Czech Republic, International Research and Exchanges Board (IREX), Special Projects in the Study of Central and Eastern Europe” (Summer 1995).
Visiting Fulbright Professor, Charles University, Prague, Czechoslovakia (1990).
Exchange Scholar, Charles University, Czechoslovakia (1988).
OTHER PROFESSIONAL HIGHLIGHTS

Chairman, Board of Directors, Czech Educational Foundation of Texas (CEFT), 1996-present.
Editor, Kosmas: Czechoslovak and Central European Journal (Czechoslovak Society of Arts and Sciences), 2000-2012.
Senator, Texas A&M University Faculty Senate, 2003-2009.
LAURA C. MANDELL
Professor
Department of English
Texas A&M University
mandell@tamu.edu

EDUCATION

1992: English, Cornell University, Ph.D.
1991: English, Cornell University, M.A.
1986: English/French, University of New Mexico, B.A.
1979: Cours de Civilisation Française, Sorbonne, Cours d'Été, Degré Supérieur

ADMINISTRATIVE APPOINTMENTS

Director, Initiative for Digital Humanities, Media, and Culture.

SELECTED PUBLICATIONS

Books and Special Journal Issue:


Selected Articles:

(Forthcoming.) “The Dark Side of Scale: Precision, Poetry, and Gender,” MLQ (for 2016).
(Forthcoming.) “Whither the Scholarly Monograph?” in Downstream from the Digital Humanities (for 2016).
With Lynda Pratt, Jonathan Jekeli, Gerald Gannod, and Travis Brown, “How to Read a Literary Visualization: Network Effects in the Lake School of Romantic Poetry,”
Digital Studies / Champ Numérique 3.2 (2012 [2013]):


With Stephen Olsen and Susan Schreibman, “Evaluating Digital Scholarship,” Profession (2011): 123-135. Also available online:

“Non-Consuming Relevance: the Grub Street Project,” in The Shape of Things, ed. Jerome McGann (Rice Univ. Press, 2010), and online:
http://shapeofthings.org/papers/.


Internet Resources (peer-reviewed):

General Editor, The Poetess Archive (http://www.poetessarchive.org) and The Poetess Archive Journal (http://journals.tdl.org/paj); accepted after peer review by the Bibliography of the Modern Language Association (MLA) and the Networked Interface for Nineteenth-century Electronic Scholarship (NINES; http://www.nines.org).


GRANTS, HONORS AND AWARDS

Co-PI, “Reading First Books: Multilingual, Early Modern Optical Character Recognition for Primeros Libros,” with Dr. Sergio Romero, University of Texas at Austin, NEH Implementation Grant, awarded 2015.

Advisory Board Member, 7 Sisters Portal Project, Bryn Mawr and Vassar (lead schools), 2014 to present.

Participant, NEH Summer Institute Grant with the Folger Library, awarded 2014.

Co-Applicant in “Text Mining the Novel: Establishing the Foundations of a New Discipline,” SSHRC Partnership Grant awarded March 2014: IDHMC portion is $120,000 for six years.

“ARC: Research and Student Engagement in the Digital Humanities,” with Maura Ives, Amy Earhart, College of Liberal Arts Strategic Development Grant for $67,858, awarded May 23, 2013.

“OCR’ing Early Modern Text,” with Richard Furuta and Ricardo Gutierrez-Osuna, Mellon Foundation Grant for $734,000 awarded September 26, 2012 for 2012-2014. Please see http://emop.tamu.edu for the project; the grant narrative itself, written exclusively by Laura Mandell, is available here: http://emop.tamu.edu/about#grant.
“Humanities Visualization Space,” with Stephen Caffey (Art History), Philip Galanter (Visualization), Patrick Burkart (Communication), Tier One Program (TOP) Activity 2 Grant, Texas A&M, $110,000, 2012-2014.
“18thConnect and Open-Access Full-Text,” Mellon Officer’s Grant for $41,000 awarded July 14, 2010.
NINES Fellow, University of Virginia, March 2010.

OTHER PROFESSIONAL HIGHLIGHTS

Workshops and Seminars Directed:

OCR Summit Meeting held at Texas A&M University, October 17-18, 2011: http://idhmc.tamu.edu/ocr-summit-meeting/.
NINES Summer Workshop, Miami University, July 21-28, 2008.

Selected External Presentations and Seminars:

“Big Data and the Humanities” presentation and “Scaling Up: Search as Research” keynote, as Mellon Visiting Professor in the Humanities, Univ. of Rochester, by Invitation, 19 February 2015.
“The Challenge of Big Data: Retooling the Humanities,” Plenary for the Annual Meeting of the Council of Colleges of Arts and Sciences, San Antonio, TX, by Invitation, 6 November 2014
http://words.usask.ca/librarydean/189/. Also presented at Texas A&M
“Visualizing Humanities Data, Big and Small,” Plenary for the Digital Humanities Congress, University of Sheffield, by Invitation, 5 September 2014

**Professional Activities:**

Director, 18thConnect (http://www.18thConnect.org).
PI, Early Modern OCR Project (http://emop.tamu.edu).
TEI-C Board of Directors (elected), 2011 to 2013 (http://www.tei-c.org/About/board.xml).
NITLE Digital Humanities Council (appointed), 2011 to present
PAMELA R. MATTHEWS
Dean of Liberal Arts and Professor of English
Texas A&M University
p-matthews@tamu.edu

EDUCATION

1988: English, Duke University, Ph.D.
1981: English, Texas A&M University, M.A.
1977: English, University of Houston, B.A.

ADMINISTRATIVE APPOINTMENTS

Dean, College of Liberal Arts, Texas A&M University (May 1, 2015 – present).
Interim Dean, College of Liberal Arts, Texas A&M University (July 1, 2014 – April 30, 2015).
Vice Provost for Academic Affairs, Texas A&M University (June 2011 – June 30, 2014).
Associate Provost for Undergraduate Studies, Texas A&M University (Oct 2009 – May 2011; interim 4 months).
Associate Dean, College of Liberal Arts, Texas A&M University (Jan 2006 – Sept 2009; interim 2 months).
Associate Department Head, English, Texas A&M University (2004–2006).
Director of Women’s Studies, Texas A&M University (1994–1998).

SELECTED PUBLICATIONS

Books:

Ed., Perfect Companionship: Ellen Glasgow’s Selected Correspondence with Women (University of Virginia Press, 2005).
Ed. with David McWhirter, Aesthetic Subjects (University of Minnesota Press, 2003).
Ellen Glasgow and a Woman’s Traditions (University Press of Virginia, 1994).
Ed., The Woman Within by Ellen Glasgow (University Press of Virginia, 1994).

Selected Articles and Essays in Collections:


GRANTS, HONORS AND AWARDS

Team Leader, Summer Institute on General Education and Assessment (Association of American Colleges & Universities [AAC&U]), June 2010 (competitive).
Institute for Women and Technology, 1999-2001, Member (with three engineering faculty members) of Virtual Development Team ($500,000 grant for computer software for support of Virtual Development Center, College of Engineering, Texas A&M University).

Selected Participant, Emerging Women Leaders Institute, National Association for Women in Education (NAWE), University of Maryland, November 1997.

National Science Foundation (NSF), Model Programs for Girls and Women, co-PI with Karan Watson (PI), Ramona L. Paetzold, and Sara Alpern ($98,000), 1994-95.

OTHER PROFESSIONAL HIGHLIGHTS

HETL (Higher Education Teaching and Learning) Executive Advisory Board (November 2013 - present).

Millennium Leadership Institute participant (June 2012 – June 2013; AASCU-sponsored competitive senior leadership program).

Basic Mediator Training (40-hour certification, January 2011).

Women Administrators Network, Texas A&M University (co-founder), 2009.

Administrative Writing:


“Beyond the Jokes on ‘Helicopter Parents,’” Inside Higher Ed (September 9, 2009).

JANET MCCANN  
Professor  
Department of English  
Texas A&M University  
j-mccann1@tamu.edu

EDUCATION

1963: English, Otterbein College, B.A.
1964: English, University of Pittsburgh, M.A.
1974: American Literature, University of Pittsburgh, Ph.D.

ADMINISTRATIVE APPOINTMENTS

Coordinator of creative writing, two terms.

SELECTED PUBLICATIONS

Books and chapbooks:

*The Crone at the Casino* [poems] (Lamar University Press, 2014).
*Emily’s Dress* (Pecan Grove Press, 2005). Contest entry selected for publication by editor.
With Sybil Estess, *In a Field of Words* [textbook] (Prentice Hall, 2003).
*Dialogue with the Dogcatcher* (Slough Press, 1987).

Selected essays:
“Reinventing Saint Francis for the Twenty-First Century,” in Finding Saint Francis in Literature and Art, ed. Cynthia Ho (Palgrave, New York, 2009), 139-149.


GRANTS, HONORS AND AWARDS

2008: College of Liberal Arts Teaching Award.
1989: NEA Poetry Writing Fellowship Grant, $20,000.

OTHER PROFESSIONAL HIGHLIGHTS

Reviewed manuscripts frequently for Wallace Stevens Journal, Ball State Forum, Vortex, Vineyards, Christianity and Literature.

Taught two semesters for Texas A&M in Santa Chiara, Italy.

Opened and conducted two Glasscock Center sponsored working groups: Mixed-Genre Creative Writing, Ekphrasis.

Sponsored student writing groups and their publications, currently Poets of Texas A&M University.
DAVID MCWHIRTER
Associate Professor
Department of English
Texas A&M University
d-mcwhirter@tamu.edu
https://scholar.google.com/citations?hl=en&user=bBeThuwAAAAJ

EDUCATION

1984: English, University of Virginia, Ph.D.
1977: English, University of Virginia, M.A.
1972: English, Yale University, B.A.

ADMINISTRATIVE APPOINTMENTS

Executive Director, South Central Modern Language Association, 1995-2002.

SELECTED PUBLICATIONS

Books and Special Journal Issues:


Selected Articles and Chapters in Books:


“Imagining a Distance: Feminism and Comedy in Meredith’s The Egoist,” *Genre* 23 (1989): 263-85.

**SELECTED GRANTS, HONORS AND AWARDS**

Program to Enhance Scholarly and Creative Activities Grant, Texas A&M University (2010).

Internal Faculty Fellow, Glasscock Center for Humanities Research, Texas A&M University (2010).

College of Liberal Arts Distinguished Teaching Award, Texas A&M University (2006).

Scholarly and Creative Activities Enhancement Grant, Texas A&M University (2004).

Teacher-Scholar Award, Honors Program, Texas A&M University (2003).

**OTHER PROFESSIONAL HIGHLIGHTS**

**Invited Lectures:**

“Welty Scholars’ Symposium,” Invited/Featured Panelist, Eudora Welty Biennial, Jackson, MS, June 2015.


Conferences Organized:

“‘Everybody to their own visioning’: Eudora Welty in the 21st Century,” International Conference of the Eudora Welty Society, College Station, TX, April 201.

Major Service to Professional Organizations:

Eudora Welty Society: Elected President, 2012-13; Vice-President 2010-2011.

Editorial Boards:

Member, Editorial Advisory Board, ELN (English Language Notes), 2011-.
Consulting Editor (American Literature), South Central Review, elected, 2008-.
Member, Editorial Advisory Board, MFS (Modern Fiction Studies), 2001-.
Member, Advisory Board, Complete Letters of Henry James (University of Nebraska Press), 1995-.
Member, Editorial Board, Henry James Review, 1990-.
Associate Editor, South Central Review, 1993-1995.

Manuscript reader:


**External tenure/promotion reviewer:**


**Major University/College Service at Texas A&M:**

Elected Member, Liberal Arts Council (2014- present).
Member, Film Studies Program Review Committee (2010-13, 1998-2002).
Member, Search Committee for Positions in German Literature, Department of International Studies (2007-08).

**BRITT MIZE**

Associate Professor and Interim Associate Head
Department of English
Texas A&M University
bmize@tamu.edu
https://scholar.google.com/citations?user=PuRlcakAAAAJ&hl=en
https://tamu.academia.edu/BrittMize

**EDUCATION**

2003: English, University of North Carolina, Ph.D.
1996: English, University of North Carolina, M.A.
1994: University Scholar, Baylor University, B.A.

**ADMINISTRATIVE APPOINTMENTS**

Interim Associate Head, Department of English (2015–present).
Associate Director of Graduate Studies, Department of English (2012–14).
Interim Associate Director of Graduate Studies, Department of English (2011–12).

**SELECTED PUBLICATIONS**
Books:


Refereed Articles:

(Forthcoming.) “Did Deliberate Lexical Blending Occur in Old English?” To appear in *Peritia* 27 (2016).


GRANTS, HONORS, AND AWARDS (selected)

Glasscock Center for Humanities Research Three-Year Seminar Grant (for 2016–19).

Susan J. Ridyard Prize for best paper at the Sewanee Medieval Colloquium (2015).

Special Merit Award for Service, College of Liberal Arts (2015).

Faculty Development Leave, office of the Dean of Faculties (2014).

Special Merit Award for Service, College of Liberal Arts (2014).


Special Merit Award for Service, College of Liberal Arts (2012).

Faculty Research Enhancement Award, College of Liberal Arts (2011–12).

Faculty Stipendiary Fellowship, Glasscock Center for Humanities Research (2010–11).


Program to Enhance Scholarly and Creative Activities Grant, Office of the Vice President for Research (2008–9).

Summer Research Enhancement Grant, College of Liberal Arts (2008).

Faculty Stipendiary Fellowship, Glasscock Center for Humanities Research (2006–7).
OTHER PROFESSIONAL HIGHLIGHTS

Research: Additional Publications:


Research: Plenary and Sponsored External Presentations (selected):

“The Invention of Judas Iscariot in the Later Middle Ages.” Medieval Writing Workshop, University of Colorado, Boulder, CO (October 2015).
“Scribe C and the Life of the N-Town Plays.” Marco Manuscript Workshop, University of Tennessee, Knoxville, TN (February 2015).
“Inventing Judas Iscariot in Late Medieval England.” Schaefer Endowed Chair Guest Lecture, Concordia University Texas, Austin, TX (March 2014).

Teaching Highlights:

Have taught 7 different undergraduate courses (3 whose topics were new to the curriculum) and 6 different graduate courses (3 whose topics were new to the curriculum), excluding Directed Studies.
Have served on 11 Ph.D. committees, co-chairing 3. Served as outside member on Ph.D. committees at Baylor University, the University of Missouri, and SUNY–Binghamton.
Have served on 9 M.A. committees, chairing 6.
Have led 5 graduate Directed Studies, 4 undergraduate Directed Studies, and 6 unofficial summer graduate seminars. Have taught one special Glasscock Summer Scholars Seminar (with another approved for 2016) and am directing 2 Honors theses.

Leadership and Service Highlights:

President and lead conference organizer, Texas Medieval Association (for fall 2016).
External reviewer, promotion case at Queen’s University, Ontario (fall 2015).
Proposal review panel, university-level Humanities and Arts Fellowship Program (spring 2015).
Conference organizer with Maura Ives and Shona Jackson, The Presents of the Past (spring 2014).
Task Force on Undergraduate Education in the Arts and Humanities, College of Liberal Arts (2013–14).
ANNE MOREY
Associate Professor
Department of English
Texas A&M University
amorey@tamu.edu
https://tamu.academia.edu/AnneMorey

EDUCATION

1998: Radio-Television-Film (minor: English), University of Texas at Austin, Ph.D.
1993: Radio, Television, and Motion Pictures, University of North Carolina at Chapel Hill, M.A.
1983: History of Art, Bryn Mawr College, A.B.

ADMINISTRATIVE APPOINTMENTS

Director, Film Studies Program, TAMU, 2007-2009.
Associate director of graduate studies, TAMU English Department, 2004-2007.
Interim director, Film Studies Program, TAMU, 2004-2005.

SELECTED PUBLICATIONS

Books and Special Journal Issue:

(Under contract.) With Shelley Stamp, Women and the Silent Screen in America
(contract with Columbia UP, manuscript due June 2016).
Ed. with Claudia Nelson, The Child in Neo-Victorian Arts and Discourse: Renegotiating
Nineteenth-Century Concepts of Childhood, special Issue, Neo-Victorian Studies 5.1
(2012).
Hollywood Outsiders: The Adaptation of the Film Industry, 1913-1934 (Univ. of

Selected Chapters/Articles:

(Forthcoming.) “D. W. Griffith and the Plight of Protestant Uplift,” in The Wiley-
2015).
“The Junior Literary Guild and the Child Reader as Citizen,” The Lion and the Unicorn
“School of Scandal: Alice Duer Miller, Scandal, and the New Woman,” in Researching
Women in Silent Cinema: New Findings and Perspectives, ed. Monica Dall’Asta,
Victoria Duckett, and Lucia Tralli (U of Bologna, 2013), 163-75, online at
http://amsacta.unibo.it/3827/.


“Grotesquerie as Marker of Success in Aging Female Stars,” in *In the Limelight and Under the Microscope: Forms and Functions of Female Celebrity*, ed. Su Holmes and Diane Negra (BFI/Palgrave, 2011), 103-124.


**GRANTS, HONORS AND AWARDS**

Association of Former Students Teaching Award for the College of Liberal Arts (2013).

Visiting Associate Professor and William S. Vaughn Visiting Fellow at the Robert Penn Warren Center for the Humanities, Vanderbilt University (2010–11).

Glasscock Center for Humanities Research Film Faculty Fellow, TAMU (2010).

**OTHER PROFESSIONAL HIGHLIGHTS**

**Editorial Work and Manuscript Reviewing:**

Associate editor, *Children’s Literature Association Quarterly*, 2013-.

Member, Editorial Board, *Feminist Media Histories*, 2014-.

Member, Publications Board, Children’s Literature Association, 2012-2015.

Manuscript referee for Palgrave Macmillan, Routledge;; Oxford University Press; British Film Institute; NYU Press; *Adaptation; Cinema Journal; Children’s Literature Association Quarterly; Studies in the Novel*.

**Additional Book in Progress:**

*Christian Cinema as National Cinema*; completion projected for winter 2016.
CHRISTINE MURRAY
Instructional Assistant Professor
Department of English
Texas A&M University
chris_murray@tamu.edu

EDUCATION

2005 Rhetoric/English, University of Texas at Arlington, Doctor of Philosophy
1995 English Literature, Northern Arizona University, Master of Arts
1992 English Literature, University of Rochester, Bachelor of Arts
1989 General Education, Yavapai College, Associate of Arts

ADMINISTRATIVE APPOINTMENTS

Associate Director of Undergraduate Studies (2012-2014).

PUBLICATION

(Forthcoming.) Technical Writing Today (textbook) (Kendall-Hunt, expected 2016).

OTHER PROFESSIONAL HIGHLIGHTS

Courses Taught at Texas A&M University:

ENGL 697: Pedagogy (Fall 2014).
ENGL 354: Modern Rhetoric (Spring 2013, Summer 2015).
ENGL 353: History of Rhetoric (Spring 2014, Fall 2015).
ENGL 301: Technical Writing (Engl 301-Engineers/online) (Fall 2012, Spring 2013,
             Summer 2013, Fall 2013, Spring and Summer 2014).
ENGL 210: Technical and Business Writing (Engineers/online) (Fall 2014 and Spring, Fall 2015).
ENGL 104: Composition and Rhetoric (2012-2015).

Service in Curriculum and Instruction:

Developed the university-approved core curricula courses in ENGL 104, 203, 210, 301.
Designed and conducted training sessions for instructors and graders of courses in
composition and rhetoric and technical and business writing
Other Service:

TAMU Faculty Senate 2013-present: elected Senator from English Department
Council Member: Faculty Senate Core Curriculum Council
Committee Member: Faculty Senate Academic Affairs Committee
Committee Member: Faculty Senate Elections Committee of the Liberal Arts Section

Artistic-Creative Publication:

Seven Steps to Heaven – visual poem composed via computer and iPhone camera/screen, invited-published (via editors Anny Ballardini/Halvard Johnson) in Truck (November 2014), an online venue of visual poetics.
Dimple Nair
Assistant Lecturer
Department of English
Texas A&M University
dimplenair@tamu.ed

EDUCATION

1997: Commonwealth Literature, University of Mysore, India, M.A.
1995: English, Christianity, and History, University of Mysore, India, B.A.
CLAUDIA NELSON
Professor
Department of English
Texas A&M University
Claudia_nelson@tamu.edu
https://scholar.google.com/citations?user=dakMFGIAAAAJ&hl=en

EDUCATION

1989: English literature (minors in Victorian studies and children’s literature), Indiana University, Ph.D.
1980: History, Bryn Mawr College, A.B.

ADMINISTRATIVE APPOINTMENTS

Interim Head, Department of Performance Studies, Texas A&M University (2013)
Interim Director of Graduate Studies in English, Texas A&M University (2011-12)
Director of Women’s Studies Program, Texas A&M University (2005-09)

SELECTED PUBLICATIONS

Books:

Ed. with Susan B. Egenolf and Julie-Marie Strange, British Family Life, 1780-1914, 5 vols. (Pickering & Chatto, 2013) [General Editor for the set and volume editor for vol. 1, Growing Up ].
Precocious Children and Childish Adults: Age Inversion in Victorian Literature (Johns Hopkins UP, 2012).
Ed. with Michelle H. Martin, Sexual Pedagogies: Sex Education in Britain, Australia, and America, 1879-2000 (Palgrave, 2004).
Ed. with Ann Sumner Holmes, Maternal Instincts: Visions of Motherhood and Sexuality in Britain, 1875-1925 (Macmillan UK/St. Martin’s, 1997).

Articles and book chapters, 2011-present:


GRANTS, HONORS AND AWARDS

Claudius M. Easley, Jr., Fellow in Liberal Arts, Texas A&M University (2015-).
Women’s Progress Award (as administrator), TAMU (2010).

Children’s Literature Association award for the best 2001 scholarly article in the field of children’s literature, for “Drying the Orphan’s Tear” (2003).


Visiting Fellowship (May-June), Departments of English and Women’s Studies, University of New South Wales, Australia (1999).

Honorable Mention, ChLA article award for “Fantasies de Siècle” (1996).


Honorable Mention, ChLA article award for “Sex and the Single Boy” (1990).


OTHER PROFESSIONAL HIGHLIGHTS

Offices in professional associations:

Vice President (2011-12), President (2012-13), and Past President (2013-14), Children’s Literature Association.

Member, steering committee, Alliance for the Study of Adoption and Culture, 2012-present.


Member, Executive Board of Directors, Children’s Literature Association, 2008-11 and 1997-2000.

Conference organizing:


Book series and journal editing:


American Children’s Fiction of the New Golden Age, American consulting editor; Tomorrow Publishing House, Jinan, China, 2012-present.

Editorial board, Adoption and Culture, 2008-present.


Ashgate Studies in Childhood, 1700 to the Present, 2004-present.
MARY ANN O’FARRELL
Associate Professor
Department of English
Texas A&M University
maof@tamu.edu
tamu.academia.edu/MaryAnnOFarrell

EDUCATION
1991: English, University of California at Berkeley, Ph.D.
1980: English, New York University, B.A.

ADMINISTRATIVE APPOINTMENT
Associate Director of Graduate Studies, Department of English, 2007-2011.

SELECTED PUBLICATIONS

Books:
Ed. with Lynne Vallone, Virtual Gender: Fantasies of Subjectivity and Embodiment
(University of Michigan Press, 1999).
Telling Complexions: The Nineteenth-Century English Novel and the Blush

Articles and Book Chapters (selected):


GRANTS, HONORS, AND AWARDS (selected)

Teaching Awards:

Teacher-Scholar Award, Texas A&M, 2002.
Distinguished Achievement Award for Teaching, university-level, Texas A&M University, 1997.

Research Awards and Grants:

Visiting Fellowship, Chawton House Library and University of Southampton, UK, spring 2012.
Internal Fellowship, Glasscock Center for Humanities Research, Texas A&M, Spring 2003.
Big 12 Faculty Fellowship, 2000.

OTHER PROFESSIONAL HIGHLIGHTS

Invited and keynote lectures:


Additional invited lectures given at The English Institute (Harvard University), Rice University, Centre College, Northwestern University, Brandeis University, University of Missouri-Columbia, University of Illinois-Urbana/Champaign, University of Utah,
Tufts University, Texas Christian University, lecture series at Texas A&M, University of Vermont, University of Colorado Medical School, Columbia University

Professional service (selected):


**External tenure/promotion reviewer** for Departments of English at University of California-Berkeley, Duke University, University of Pennsylvania, University of Colorado-Boulder, University of Utah, University of Northern Iowa, Texas Christian University, Bowdoin College; St. John’s University; Jepson School of Leadership Studies, University of Richmond; Department of Theatre, University of Vermont


Review panel, **ACLS** (American Council of Learned Societies), 2010-11

**MLA:**

Elected member, MLA Delegate Assembly, 2012-2015
Member–Prose Fiction Division Representative, MLA Delegate Assembly, 2004-06
Elected member, Executive Committee of the Prose Fiction Division, MLA, 2002-06
Secretary 2004; Chair 2005
Appointed member, MLA First Book Prize selection committee, 2003, 2004

**International Society for the Study of Narrative (selected):**

Elected member, Executive Council, 1999-2001; Perkins Book Prize Selection Committee, 2001

**Conferences, symposia, colloquia organized at Texas A&M (selected):**

“Making Sense: handwriting and print” (with Margaret Ezell and Todd Samuelson), Texas A&M, 2014
“Citizens of the World” (with Nandini Bhattacharya, Margaret Ezell, and Robert Griffin), Texas A&M, November 2007
"Curious Things," (with Margaret Ezell), Texas A&M, October 2002
Co-founder and organizer of the New Modern British Studies Group (NMBS) at Texas A&M: 2001-2010
Founder and organizer, English department works-in-progress colloquium, 2013-

**Ph.D. committees:** 9 completed as chair (several more in progress); 32 as member
**M.A. committees:** 13 completed as chair; 14 as member

**Media:**

Interviewed for “Romance that never loses its sparkle: The world’s most influential novel ever,” *The Independent* (UK), 13 January 2013.
LAWRENCE J. OLIVER
Professor
Department of English
Affiliated Faculty Member, Africana Studies Program
Texas A&M University
l-­‐oliver@tamu.edu

EDUCATION

1971: English, King’s College (PA), B.A.
1973: English, Pennsylvania State University, M.A.
1981: English, Pennsylvania State University, Ph.D.

ADMINISTRATIVE APPOINTMENTS

Interim Director, Africana Studies Program (2011-12).
Associate Dean, College of Liberal Arts (1998-2011).
Interim Head, Department of Economics (2008-10).
Associate Head, Department of English (1995-98).

SELECTED PUBLICATIONS

Books:

Ed. with Kenneth M. Price, Critical Essays on James Weldon Johnson (G. K. Hall, 1997).
Ed., The Correspondence of Theodore Roosevelt and Brander Matthews (Univ. of Tennessee Press, 1995).

Refereed Articles (past 5 years):

“Multicultural ‘American’ Literature during the Late 19th/Early 20th Centuries,” American Literary History 22.3 (2010): 635-44.

OTHER PROFESSIONAL HIGHLIGHTS

Manuscript Reviewer: PMLA and MELUS
Recent Committee Service:

Africana Studies Program Review Committee (2014-)
University Civil Rights Investigation Committee (2015-)
University Undergraduate Appeals Committee (2014-)
Diversity Operations Committee (2009-11)
University Research Council (2009-11)
Nandra L. Perry
Associate Professor
Department of English
Texas A&M University
nandraperry@tamu.edu
tamu.academia.edu/NandraPerry
scholar.google.com/citations?user=LDBwcG8AAAAJ&hl=en

Education

2003: English, University of North Carolina–Chapel Hill, Ph.D.
1996: English, University of North Carolina–Chapel Hill, M.A.
1992: English, Samford University, B.A.

Administrative Appointments

Associate Director of Graduate Studies, Texas A&M University (Fall 2015-present).

Selected publications

Book:


Selected Articles and Book Chapters:


Grants, Honors, And Awards

Glasscock Faculty Research Fellowship (2015-2016).

OTHER PROFESSIONAL HIGHLIGHTS

Invited Book Reviews:

(Forthcoming.) Rev. of The Book of Common Prayer: A Biography by Alan Jacobs, Prose Studies.

Service to the Profession:

International Sidney Society, Board of Directors (member-at-large). 2012-present.

Significant Course Development and Curricular Enrichment Activities:

Faculty Director of a Glasscock Summer Scholars Program, Melbern G. Glasscock Center for Humanities Research (Summer 2015).
Contributor to Seminar on Religion and New Media, Melbern G. Glasscock Center for Humanities Research (2014-present).
ANDREW PILSCH
Assistant Professor
Department of English
Texas A&M University
apilsch@tamu.edu
http://atp1.us/google-scholar

EDUCATION

2011: English, Pennsylvania State University, Ph.D.
2007: English, Pennsylvania State University, M.A.
2005: Computer Science, Georgia Institute of Technology, B.S.
2005: Science Technology & Culture, Georgia Institute of Technology, B.S.

SELECTED PUBLICATIONS

"Review of Slime Dynamics by Ben Woodard." Itineration (2013). Web. [Review uses an exploratory hypertext framework to rethink the possibilities of the book review.]

GRANTS, HONORS, AND AWARDS

SLS Faculty Summer Research Initiative, 2013 & 2014. (Arizona State)
Wilma Ebbitt Graduate Award in Rhetorical Studies, 2010. (Penn State)

OTHER PROFESSIONAL HIGHLIGHTS

MARCO PORTALES
Professor
Department of English
Texas A&M University
mportales@tamu.edu

EDUCATION

1974: English, State University of New York at Buffalo, Ph.D.
1970: English, The University of Texas/Austin, B.A.

ADMINISTRATIVE APPOINTMENTS

English Undergraduate Director;
Acting Director of RESI, the Race and Ethnic Studies Institute;
Executive Assistant to the President

SELECTED PUBLICATIONS

  *Youth and Age in American Literature* (Peter Lang, 1989).

OTHER PROFESSIONAL HIGHLIGHTS

Co-Convener of MALFA, the Mexican American/Latino Faculty Association of Texas A&M University, 2012 and 2013.
Texas A&M Outstanding Professor; 2005 honor bestowed by students of the International Studies Program.
Co-chair of the Minority Conditions Subcommittee of the Texas A&M Faculty Senate, 1994-1996; Planning Committee member, Faculty Senate, 1994-1995.
VANITA REDDY  
Assistant Professor  
Department of English  
Texas A&M University  
vreddy@tamu.edu  
https://scholar.google.com/citations?user=JHhACZ8AAAAJ&hl=en

EDUCATION

2009: English, University of California, Davis, Ph.D.  
2002: English, University of California, Davis, M.A.  
1998: English and Communication, Trinity University, B.A.

SELECTED PUBLICATIONS

Book and Special Journal Issue:

(Scheduled.) Ed. with Anantha Sudhakar, special issue of Scholar and Feminist Online on Afro-Asian Feminist and Queer Formations (scheduled for Fall 2017).  

Articles:


GRANTS, HONORS, AND AWARDS

Summer Graduate Research Assistant, Department of English, Summer 2015, $650.  
Publication Support Grant, Glasscock Center for the Humanities, Spring 2015, $1000.  
Undergraduate Professional and Research Experience Project (UPREP), Department of English, TAMU, Spring 2015, $750.  
Postdoctoral Fellowship, Indiana University, Bloomington, Department of Gender Studies.  
Undergraduate Professional and Research Experience Project (UPREP), Department of English, TAMU, Fall 2012, $750.  
East of California/Penn State University Faculty Development Workshop Grant.  
Program to Enhance Scholarly and Creative Activities Grant, TAMU Division of Research, 2011-2012 academic year, $9998.08.  
Glasscock Stipendiary Fellowship, Department of English, TAMU, $1,500.
Glasscock Stipendiary Fellowship, Department of English/American Studies, TAMU, $1,500.

OTHER PROFESSIONAL HIGHLIGHTS

2015  “Fashioning Diaspora,” Women’s Research on Women Symposium, TAMU, March
       (selected as one of 18 invited TAMU faculty to present emerging research on women)
       Studies Committee of American Studies Association, Los Angeles, CA
2014  Panel Organizer, “The Pasts, Presents, and Futures of South Asian American Studies,”
       Asian American Studies Association, San Francisco, CA.
2014  Invited Talk, “Beyond Indo-Chic, Refashioning Diaspora” Oregon State University, Program in
       Women’s, Gender, and Sexuality Studies
2013  Invited Talk, “Beyond Indo-Chic,” Process/Practice/Portfolio, South Asian Women’s Creative
       Collective (SAWCC) Seminar on South Asian Visual Artists and Academics, New York University,
       Asian/Pacific American Institute.
2012  Chair and Organizer, “Performing History, Expanding Race: Afro-Asian and Arab-Asian
       Hip Hop, Film and Spoken Word,” Asian American Studies Association, Washington, D.C.
2012  Chair and Organizer, “South Asian Diasporic Media Assemblages: The Globalized
       Circulation of Affect, Cultures, and Feminisms,” Cultural Studies Association, La Jolla, CA.
2011  Co-Organizer, “Performing Radical Alliances: Queer De-Colonizations and Native/South
       Asian American Critiques,” Critical Ethnic Studies Conference, Riverside, CA.
2011  Completion of semester-long Faculty Teaching Academy, Center for Teaching
       Excellence, TAMU.
2011  Faculty Co-Sponsor, Shades of Queer (undergraduate LGBT of color undergraduate
       organization), TAMU, (2011-present).
2010  Invited Panelist, “The Repeal of Section 377 of the Indian Penal Code and the History of
       Sexuality,” Gender Regimes Around the World: The Social Cost of Alternative Gender and Sexuality,
       MSC Institute for International Awareness Symposium, TAMU.
2010  Co-Coordinator, Queer of Color Symposium, TAMU.

Journal Peer Reviewer, Feminist Formations.
Journal Peer Reviewer, ARIEL: A Review of International English Literature.
Journal Peer Reviewer, Children’s Literature Association Quarterly
Journal Peer Reviewer, Genre: Forms of Discourse and Culture

Other Academic Writing:

“Come for the Saris, Stay for the Politics,” in Migritude (Kaya Press, 2010), 140-147.
LARRY J. REYNOLDS
University Distinguished Professor and Thomas Franklin Mayo Professor of Liberal Arts
Department of English
Texas A&M University
ljr@tamu.edu
https://tamu.academia.edu/LarryJReynolds

EDUCATION

1974: English, Duke University, Ph.D.
1971: English, Ohio State University, M.A.
1966: Aerospace Engineering, University of Cincinnati, B.S.

ADMINISTRATIVE APPOINTMENTS

Founding Director, American Studies Program (2001–05)
Founding Director, Interdisciplinary Group for Historical Literary Study (1990-93; 1994-96)
Associate Department Head (1987-89)

SELECTED PUBLICATIONS

Books and Special Journal Issues:


European Revolutions and the American Literary Renaissance (Yale University Press, 1988).


Selected Recent Articles and Chapters:


“Prospects for the Study of Margaret Fuller” Prospects 2, ed. Richard Kopley and Barbara Cantalupo (AMS Press, 2009), 54-75.

“Righteous Violence: The Roman Republic and Margaret Fuller’s Revolutionary Example,” in Margaret Fuller: Transatlantic Crossings in a Revolutionary Age, ed. Charles Capper and Cristina Giorcelli (University of Wisconsin Press, 2008), 252-280.


GRANTS, HONORS, AND AWARDS

Distinguished Research Award from Texas A&M Association of Former Students, 2014.
University Distinguished Professorship, 2011-.
Fulbright Senior Lectureship, University of Ghent and Université Libre de Bruxelles, 2001.
Fulbright Distinguished Chair in American Studies (Poland), 2001 (declined).
American Council of Learned Societies Fellowship, 1998.
Kirby Award, 1992 (for Best Article of the Year in South Central Review).
United States Information Agency Visiting Professorship, University of Zagreb, Yugoslavia, 1990.
American Council of Learned Societies Grant-In-Aid, 1988.
South Central Modern Language Association Research/Travel Grant, 1984.
Fulbright Lectureship in American Literature, University of Oporto, Portugal, 1982.

OTHER PROFESSIONAL HIGHLIGHTS

Editorial Service:

Associate Editor, South Central Review (2006-)
Editor,
Margaret Fuller Society Newsletter  (1993-2000)
Editorial Board, Studies in Literature and Language (2011-13)
Editorial Board, Authorship (2010-)
Editorial Board, Nathaniel Hawthorne Review (2008-)
Editorial Board, Journal of the American Studies Association of Texas (2007-)
Editorial Advisory Board, South Central Review (1999-2006)
Professional Associations and Service:


South-Central Modern Language Association: Interdisciplinary Studies in the Humanities; Chair (1991); Secretary (1981); Melville Society: Program Chair (1993); Thoreau Society, Member (2004----); C19: The Society of Nineteenth-Century Americanists, Member (2010----).

Reader for:

ELIZABETH ROBINSON
Instructional Associate Professor
Department of English
Texas A&M University
erobinson@tamu.edu

EDUCATION

1995: English, Texas A&M University, Ph.D.
1989: English, West Texas State University, M.A.
1983: Music, West Texas State University, B.M.E.

GRANTS, HONORS, AND AWARDS

2015  Association of Former Students’ Distinguished Achievement Award, Teaching, College Level.
2015  Honors Student Council’s Wells Fargo Honors Faculty Mentor of the Year.
2011  Won the Abbott award for my UPREP to develop the department’s first hybrid course.
2010  Texas A&M University Student Led Award for Teaching Excellence.

OTHER PROFESSIONAL HIGHLIGHTS

M.A. Committees:

Elizabeth Breen, RPTS, 2014-2015
Lauren Bielski, ENGL 2014-2015
Danny Foster, EDAD 2015-2016

Honors Contracts, Independent Studies & Teacher-Scholar Capstone Projects:

Honors Contracts for ENGL 360 & 361
Fall 2010 (Louisa May Alcott’s YA novels)
Fall 2012 (YA Dystopias)
Spring 2014 (YA Science Fiction)
Fall 2014 (Hero’s and Heroine’s Journeys in C. S. Lewis’s Narnia Chronicles)
Fall 2015 (Modern Retelling of Fairy Tales in Children’s Literature)

Independent Studies
Spring 2011
Studies in Madeleine L’Engle
History in YA Fiction and Non-Fiction
Spring 2015
Positive Portrayals of African-American Male Protagonists in YA Fiction
Scandinavian Origins of Modern Fantasy
Fall 2015
Working with a graduate student on addition to ENGL 361 to fulfill graduate credit for the course
Honors Program Teacher-Scholar Capstone Projects
Spring/Fall 2014
Tolkien and Lewis: Theoretical and Fantasy Writings
Heroes, Heroines and Their Animal Companions
Fall 2014/Spring 2015
Fairy Tales

Committee Service:

Member, English Department Undergraduate Committee, 2014-present
Member, College of Liberal Arts Advisory Committee, 2015
Faculty Senate Subcommittee on the Status of Non-Tenure-Track Faculty, 2004-present
Secretary, 2004-2013
Representative, College of Liberal Arts, 2004-present
Member, English Department Diversity Committee, 2012-2013
Member, Faculty Senate Scholarship Committee , 2011-2014
Member, Ad Hoc Awards Committee, 2013-2015
Lecturer Representative, English Department Executive Committee, 2010-2012

Additional Service:

Developed the First Hybrid Course Taught in the English Department
Serve as Teaching Mentor to English Department Graduate Teaching Assistants
Serve on Panel for New Graders in the English Department
Served on the Writing Programs Office’s Writing Committee
Served on the Department’s Ad Hoc Teacher Certification Review Committee
Serve on the University Scholar Selection Committee
Served on the CTE Faculty Student Advisory Board
Served on the Graduate Teaching Academy’s Panel on Teaching Critical Thinking Skills
Served as Faculty Mentor for CTE TA Training
Served as Panelist for the New Faculty Institute for Non-Tenure Track Faculty
Served on Review Panel for the Faculty Fellow for Innovation in High-Impact Learning Experiences Program
SALLY ROBINSON  
Associate Professor  
Department of English  
Texas A&M University  
sallyr@tamu.edu

EDUCATION

1989: English, University of Washington, Ph.D.  
1984: English, University of Washington, M.A.  
1981: English, Smith College, B.A.

ADMINISTRATIVE APPOINTMENTS

Director of Graduate Studies in English, September 2014 to the present.  
Director of Graduate Studies in English, September 2004-July 2011.  
Associate Director of Graduate Studies in English, July 2001-August 2004.

SELECTED PUBLICATIONS

Books:


Selected Articles and Book Chapters:


OTHER PROFESSIONAL HIGHLIGHTS

Member, Graduate Instruction Committee, College of Liberal Arts, Texas A&M University, 2004-2011; 2014 to the present.

Member, Office of Graduate and Professional Studies Task Force on Teaching Assistant Evaluation, Texas A&M University, 2014-2015.

Organized and implemented complete revision of the Graduate Curriculum, English Department, Texas A&M University, 2008-2010.

Chair of twelve doctoral committees, member of ten, 2000-2015, English Department, Texas A&M University.

SHAWNA ROSS  
Assistant Professor  
Department of English  
Texas A&M University  
shawnaross@tamu.edu  
https://tamu.academia.edu/ShawnaRoss

EDUCATION

2003: English Literature, University of Tennessee, B.A.  
2005: English Literature, The Pennsylvania State University, M.A.  
2011: English Literature, The Pennsylvania State University, Ph.D.

SELECTED PUBLICATIONS

Book:

(Under contract.) Ed. with James O’Sullivan, *Reading Modernism with Machines*  
(contract with Palgrave MacMillan).

Articles and Chapters:


GRANTS, HONORS AND AWARDS

Toward a Digital Henry James, Institute for Humanities Research Seed Grant, Arizona
State University, Spring 2014. Co-PI with Andrew Pilsch. Outcome: Revise and Resubmit.

Excellence In Teaching Award, Penn State English Department, Spring 2012.
Euwema Award for Graduate Research, Penn State English Department, Spring 2010.
RGSO Dissertation Support Award, Penn State College of the Liberal Arts, Spring 2010.

OTHER PROFESSIONAL HIGHLIGHTS

Member, MLA Committee on Information Technology. July 2015-June 2018.
Pennsylvania State University Press. 2015-.
Peer Reviewer, Digital Humanities Quarterly. 2015-.
NAVSA 2016 Planning Committee, 2014-2015-.
Board Member, Open Modernisms Digital Anthology Initiative. 2014-.
SHAWNA ROSS
Assistant Professor
Department of English
Texas A&M University
shawnaross@tamu.edu
https://tamu.academia.edu/ShawnaRoss

EDUCATION

2003: English Literature, University of Tennessee, B.A.
2005: English Literature, The Pennsylvania State University, M.A.
2011: English Literature, The Pennsylvania State University, Ph.D.

SELECTED PUBLICATIONS

Book:

(Under contract.) Ed. with James O’Sullivan, Reading Modernism with Machines
(contract with Palgrave MacMillan).

Articles and Chapters:

(Forthcoming.) With Randa El-Khatib, “Digital Theme Analysis: Revitalizing Traditional
Methods,” in Text Technologies: Computation for Literary Analysis, ed. James
“Hashtags, Compression Algorithms, and Henry James’s Late Style,” Henry James Review
Liner,” in Literary Cartographies: Spatiality, Representation, and Narrative, ed.
“This Wild Hunt for Rest: Working at Play in The Ambassadors,” Journal of Modern
“The Two Hotels of Elizabeth Bowen: Utopian Modernism in the Age of Mechanized
Hospitality,” in Utopianism, Modernism, and Literature in the Twentieth Century, ed.

GRANTS, HONORS AND AWARDS

DHSI Scholarship, Digital Humanities Summer Institute. University of Victoria, BC, June
2015.
Toward a Digital Henry James, Institute for Humanities Research Seed Grant, Arizona
Toward a Digital Henry James, Institute for Humanities Research Seed Grant, Arizona
State University, Spring 2014. Co-PI with Andrew Pilsch. Outcome: Revise and Resubmit.

Excellence In Teaching Award, Penn State English Department, Spring 2012.
Euwema Award for Graduate Research, Penn State English Department, Spring 2010.
RGSO Dissertation Support Award, Penn State College of the Liberal Arts, Spring 2010.

OTHER PROFESSIONAL HIGHLIGHTS

Member, MLA Committee on Information Technology. July 2015-June 2018.

Pennsylvania State University Press. 2015-.
Peer Reviewer, Digital Humanities Quarterly. 2015-.
NAVSA 2016 Planning Committee, 2014-2015-.
Board Member, Open Modernisms Digital Anthology Initiative. 2014-.

SUSAN M. STABILE
Associate Professor
Department of English
Texas A&M University
stabile@gmail.com
https://scholar.google.com/citations?user=jdat1jwAAAAJ&hl=en

EDUCATION
1996 English and American Literature, University of Delaware, Ph.D.
1990 English, State University of New York at Binghamton, M.A.
1988 English and Mathematics, State University of New York at Binghamton, B.A.

ADMINISTRATIVE APPOINTMENTS
Director of American Studies, Texas A&M University (Fall 2006 - Summer 2011)

SELECTED PUBLICATIONS
Book:

Selected Articles:
“Biography of a Box: Material Culture and Palimpsest Memory,” History and Memory, ed. Joan Tumblety (Routledge, 2013), 194-211.

Creative Work:

GRANTS, HONORS AND AWARDS
Vermont Studio Center, Artist Residency (July 2014).
Ragdale, Artist Residency (Summer 2014, declined).
Academy for the Visual and Performing Arts Co-Sponsorship Grant ($500, Fall 2014).
Glasscock Center for the Humanities Co-Sponsorship Grant ($500, Fall 2014).
Virginia Center for the Creative Arts, artist residency (July 2012).
Fellow, Glasscock Center for the Humanities, Texas A&M University (Spring 2011).
Scholarly & Creative Activities Grant, Texas A&M University, $10,000 (Summer 2011).
Faculty Development Leave, College of Liberal Arts, Texas A&M University (Fall 2011).
International Travel Award, College of Liberal Arts, Texas A&M University, $750 (2010).

OTHER PROFESSIONAL HIGHLIGHTS

Readings of Creative Work:

“Cell Suicide,” creative nonfiction reading, Vermont Studio Center, July 2014.
“Atria,” creative nonfiction reading, Virginia Center for the Creative Arts, July 2012.
“Fracture,” creative nonfiction reading, Virginia Center for the Creative Arts, July 2012.
“Bestiary,” creative nonfiction reading, New York State Summer Writers’ Institute, Skidmore College, July 2011.

Course Development:

My course ENG 219 (Literature and the Other Arts), was submitted to the University for the Core Curriculum, was structured around three museum trips to the Menil Collection, Blanton Museum, and Bayou Bend Collections, exploring the aesthetic intersection of literature (poetry, fiction, nonfiction) and the visual (painting, collage, sculpture, installation art, architecture, and furniture) arts.
My course in Creative Nonfiction (ENGL 386) has revived a genre largely untaught. It focuses the essay (from the French essai for “trial” or “attempt”), a generic hybrid that is the most vibrant and flexible nonfiction experiment.
I have also developed and taught several courses in Museum Studies, which led to a Museum Studies certificate established in 2014 (and currently administered through ANTH).

College Service:

Regents Scholars Initiative, College of Liberal Arts (Fall 2012-Spring 2014).
Member, Assessment Liaisons Committee, College of Liberal Arts (2010).
Director of the American Studies Program (2006-2010).
Member, Museum Studies Minor Program Committee (2010-present).
ELIZABETH TEBEAUX
Professor
Department of English
Texas A&M University
e-tebeaux@tamu.edu

EDUCATION

1967: Math and English, Baylor University, B.A.
1970: English & Higher Education, University of Houston, M.Ed.
1974: English, Sam Houston State University, M.A.
1977: English, Texas A&M University, Ph.D.

ADMINISTRATIVE APPOINTMENTS

Director of Distance Education, 1998-2009.

SELECTED PUBLICATIONS

Books and Special Journal Issues:


Articles, 2010–present:


**GRANTS, HONORS AND AWARDS**

Andrew Mellon Fellowship, summer of 2009, Huntington Library.

Two Big 12 Research Grants to study history of procedures for mechanical agriculture, U of Nebraska.

Betty M. Unterberger Award for Outstanding Contribution to Honors Education, 2011.

**OTHER PROFESSIONAL HIGHLIGHTS**

Faculty Senate, three terms.
Executive Committee, 1 term.
Academic Affairs Committee, 3 terms.
Core Curriculum Committee, 14 years.
Developed Writing for Publication, XXXX698, a G8-level course.
Established *Explorations*, TAMU’s Undergraduate Research Journal.
Co-established with Mark Troy the Annual Assessment Research Conference, first to assess our DE programs and then assess other programs.
MIKKO TUHKANEN  
Associate Professor  
Department of English and Africana Studies Program  
Texas A&M University  
Mikko.tuhkanen@tamu.edu

EDUCATION

2000: English, University of Tampere, Finland, PhD  
2005: Comparative Literature, University at Buffalo (SUNY), PhD

SELECTED PUBLICATIONS

Books:

Ed. with E. L. McCallum, The Cambridge History of Gay and Lesbian Literature  

Selected articles:

“Queer Hybridity,” in Deleuze and Queer Theory, ed. Chrysanthi Nigianni and Merl Storr (Edinburgh UP, 2009), 92-114.


GRANTS, HONORS AND AWARDS

Faculty Development Leave, Texas A&M University, Fall 2016
Faculty Development Leave, Texas A&M University, Fall 2010
Research Grant, The Academy of Finland, July-December 2004
Postdoctoral Fellow, The Academy of Finland, 2001-2003
Fulbright Scholarship, Fulbright/FUSEEC Commission, 1997-1998 (New York University)

OTHER PROFESSIONAL HIGHLIGHTS

Organized Conferences

Queer Eurovision, University of Helsinki, Finland; May 8, 2007. A Cultural/Queer Studies Conference on the Eurovision Song Contest. Co-organized with Annamari Vänskä (University of Helsinki)

Membership in Editorial Boards

The Routledge Queer Studies Reader, ed. Donald Hall and Annamarie Jagose, Advisory Board
SQS: Journal of Queer Studies in Finland, International Advisory Editorial Board

Referee for Scholarly Books and Journals
Book manuscripts for Oxford UP and SUNY P.
Articles for *African American Review, GLQ, MELUS, Journal of American Studies, Mosaic,* and *Lit.*

**Outside Reader**


**APOSTOLOS VASILAKIS**
Instructional Assistant Professor, Director of Undergraduate Studies
Department of English
Texas A&M University
vasilakis@tamu.edu

**EDUCATION**

2004, Comparative Literature, Emory University, Ph.D.
1995, Comparative Literature, Suny at Stony Brook, B.A.

**ADMINISTRATIVE APPOINTMENT**

Director of Undergraduate Studies

**SELECTED PUBLICATIONS**


**OTHER PROFESSIONAL HIGHLIGHTS**

**Service:**

Undergraduate Research Opportunities Committee.
Executive Committee, English Department 2013-present.
Undergraduate Curriculum Review Committee.
English Honors Program Committee.
Chair, Committee for the Development of a Cultural Studies Course.
University Council on Teacher Education.
LangArts Secondary Certification Graduate Student Committee.
Teaching:

Developed and taught courses on the American detective novel (English 394: Studies in Genre: The Detective Novel); literary and philosophical responses to a catastrophic event (English 481: Senior Seminar: Literature after the Catastrophe); literary representations of London with a Spring Break field trip to London (English 390: Studies in British Literature: Urban Letters); and the work of Vladimir Nabokov (ENGL 415: Studies in a Major Author). Developed and taught Freshman Critical Thinking Seminars on contemporary re-writings of Greek myths (Spring 2013), the contemporary detective novel (Fall 2013), and ancient and modern readings of Greek tragedy (Fall 2015).
NANCY BRADLEY WARREN
Professor
Department of English
Texas A&M University
nwarren@tamu.edu
https://tamu.academia.edu/NancyWarren

EDUCATION

1997: English Literature, Indiana University, Ph.D.
1992: English Literature, Indiana University, M.A.
1991: English and French, Vanderbilt University, B.A.

ADMINISTRATIVE APPOINTMENTS

Head, Department of English, Texas A&M University, 2011-2015.

SELECTED PUBLICATIONS

Books and Special Journal Issues:

(Under contract.) Chaucer and Confessional Controversies from the Middle Ages to the
Augustan Age (under advance contract at University of Notre Dame Press; manuscript
submitted October 2015).
(Forthcoming.) Ed. with Joan Mueller, A Companion to Colette of Corbie (Leiden: Brill,
for 2016).
Ed., Monasticisms Medieval and Early Modern, special issue, Journal of Medieval and
Early Modern Studies 42.3 (2012).
The Embodied Word: Female Spiritualities, Contested Orthodoxies, and English Religious
Cultures, 1350-1700, in the ReFormations Series ed. David Aers, Sarah Beckwith, and
James Simpson (Notre Dame: University of Notre Dame Press, 2010).
Women of God and Arms: Female Spirituality and Political Conflict, 1380-1600
Ed. with Renate Blumenfeld-Kosinski and Duncan Robertson, The Vernacular Spirit:
Essays on Medieval Religion (Palgrave/St. Martin's, 2002).
Spiritual Economies: Female Monasticism in Later Medieval England (Philadelphia:
University

Selected Journal Articles and Book Chapters:

(Forthcoming.) “Rhodes,” in Regeneration: A Literary History of Europe, 1348-1418, ed.
David Wallace (Oxford University Press, expected 2015).
"Flying from the Depravities of Europe, to the American Strand’: Chaucer and the Chaucer Tradition in Early America,” *ELH* 82.2 (2015): 589-613.


**GRANTS, HONORS AND AWARDS**


**OTHER PROFESSIONAL HIGHLIGHTS**

**Selected Invited Lectures:**

“‘Let Chaucer also look to himself’: Dryden, the Stillingfleet Controversy, and Mediating the Middle Ages,” University of Michigan, February 2015.

“‘Let Chaucer also look to himself’: The Stillingfleet Controversy, Dryden, and the Politics of Literary History,” Texas State University, February 2015.

“Flying from the Depravities of Europe, to the American Strand’: Chaucer and the Chaucer Tradition in Early America,” Baylor University, September 2014.


**Service to the Profession:**

Schalleck Fellowship Awards Committee, Medieval Academy of America, November 2009-May 2015.

Fellowship Application Assessment, National Humanities Center, October 2008-present.
External Grant Assessment, Social Sciences and Humanities Research Council of Canada, January 2006-present.
Judge, Society for Medieval Feminist Scholarship First Book Award, 2006.

**Manuscript Assessment for Presses:**

Cambridge University Press, May 2012-present.
Catholic University of America Press, September 2010-present.
Oxford University Press, January 2008-present.
Cornell University Press, January 2006-present.
University of Pennsylvania Press, August 2005-present.
Manuscript Reader, University of Toronto Press, August 2002-present.

**Editorial Work**

Editorial Board, Literature Compass, Renaissance Section, January 2006-present.
LOWELL MICK WHITE
Lecturer
Department of English
Texas A&M University
whitelm@tamu.edu
www.lowellmickwhite.com
tamu.academia.edu/LowellMickWhite

EDUCATION

2010: English, Texas A&M University, Ph.D.
2005: English, Texas A&M University, M.A.
2003: History. The University of Texas at Austin, B.A.

SELECTED PUBLICATIONS

Books:

Long Time Ago Good: Sunset Dreams from Austin and Beyond (Slough Press, 2009). Finalist, Steven Turner Award for Best Work of First Fiction, Texas Institute of Letters.

Article:


Selected Short Stories and Creative Nonfiction:

“Worthless,” Kestrel (Spring 2014).
“Guernsey Cows,” Kestrel (Fall 2013).
“Beset by Demons,” Workers Write (Spring 2013).
“Something Else Finally Happened,” Amarillo Bay (Spring 2013).
“The Road Back to Destruction Bay,” Callaloo (Spring 2009).
“Wildlife Rehabilitation,” Southwestern American Literature (Fall 2008).
“Cindy's Shirt,” Concho River Review (Fall 2008).
“The Quiet Sport,” Broken Bridge Review (Fall 2008).
GRANTS, HONORS, AWARDS

Elected to Texas Institute of Letters, 2014.
Eichhorn Fellowship, Pittsburg State University, 2013.
Ralph A. Johnston Memorial Fellowship (Dobie-Paisano Fellowship), Texas Institute of Letters and the University of Texas at Austin, 1998-1999.

OTHER PROFESSIONAL HIGHLIGHTS

Books Edited:

*Afoot in a Field of Men*, by Pat Littledog. Slough Press, 2015
*Like That*, by Sybil Estess. Alamo Bay Press, 2014
*The Cowtown Circle*, by Dave Oliphant. Alamo Bay Press, 2014

Panels Chaired:

“Making Emerson Matter,” Association of Writers and Writing Programs National Convention, Boston, 8 March 2013.

Panel Discussions:

“Student & Teacher: Mentors, Interns, & Class Interaction,” Texas Association of Creative Writing Teachers, Austin, 24 September 2011.
“Following the Paths to Publication: The First Book and What Happens After,” Association of Writers and Writing Programs National Convention, Denver, 8 March 2010.

Professional Service:

Dobie-Paisano Fellowship (Judge), Texas Institute of Letters and the University of Texas at Austin, 2009, 2011, 2014.
JENNIFER GOODMAN WOLLOCK  
Professor  
Department of English  
Texas A&M University  
j-goodman@tamu.edu

EDUCATION

1981: English and American Literature and Language, Harvard University, Ph.D.  
1977: English and American Literature and Language, Harvard University, M.A.  
1975: Medieval Studies (Pontifical Institute Stream), University of Toronto, M.A.  
1974: Medieval History and Literature, Radcliffe College, B.A.

ADMINISTRATIVE APPOINTMENTS

2013-15 Director of Undergraduate Studies, English, TAMU  
1990-91 Associate Director of Graduate Studies, English, TAMU

PUBLICATIONS

Books:

Rethinking Chivalry and Courtly Love (Praeger, 2011).  
Chivalry and Exploration, 1298-1630 (Boydell and Brewer, 1998).  

Selected Articles and Book Chapters:

(Forthcoming.) “Pariz un’ Viene Reconsidered,” Medieval Translator 14 (expected 2015).  
"I ought to be judged as a captain': The Chivalry of Columbus," Medievalia et Humanistica n.s. 19 (1992): 47-68.

GRANTS, HONORS AND AWARDS

NEH summer institute Columbia University “The Asian Values Debate” (Professor Andrew Nathan, Organizer) (1997).
Texas A&M University Faculty Mini-grant, Fall 1996 ($1200). For research travel to the Metropolitan Museum of Art (New York).

OTHER PROFESSIONAL HIGHLIGHTS

Organize and coordinate Aggie Songwriter Movement (faculty and student songwriting project)
Rethinking the Ballad II Symposium (organized and coordinated) TAMU, March 23, 2015.
Organize and Coordinate new collaborative venture: TAMU-Puppetry in Practice (with Dr. Tova Ackerman, Brooklyn College, Performance Studies, and the AVPA.)
Taught first TAMU Songwriting class (English 359: Varieties of Creative Writing – Songwriting) with assistance from Performance Studies.
"Dray Lider" ("Three Songs" (Yiddish)) http://docs.leagueforyiddish.org/bowery-poetry-evening-poems.pdf. Online publication of original Yiddish poems, website edited by Sheva Zucker, editor of Afn Shvel, journal of the League for Yiddish, New York, NY. The League is an international organization founded in 1979 by the distinguished Yiddish linguist and professor Dr. Mordkhe Schaechter (Columbia University) in order to provide support for the modernization, standardization and use of the Yiddish language in all spheres of daily life. (2010)
APPENDIX H

ANNUAL CHECKLIST FOR TENURED FACULTY

ANNUAL EVALUATION FORM FOR TENURED FACULTY
DEPARTMENT OF ENGLISH

The goals of annual evaluation are to determine whether a tenured faculty member continues to fulfill expectations in scholarly or creative activity, teaching, and service so as to sustain and continue developing an engaged professional profile; and to provide a method for recognizing and encouraging merit that exceeds expectations. In all areas, activity over a five-year period is credited and provides context for performance during the current evaluation year.

The annual evaluation guides merit raise recommendations. It is not assumed that all cases surpassing expectations are equal; finer distinctions among meritorious records lie within the discretion of the Department Head and the Evaluation Advisory Committee based on discipline-appropriate criteria such as the quality, quantity, visibility, and impact of all professional activity.

Information you provide on this form will be assessed according to the benchmarks found in the document "Annual Review of Tenured Faculty" (adopted in Dec. 2011 and available on English Central and eCampus), which should be consulted for its faculty-approved description of expectations in scholarly or creative activity, teaching, and service.

I. Personal Information

Name:
Date submitted:
Rank:
Date appointed to this rank:
Date appointed at TAMU:

Assigned teaching load in each academic year of the evaluation period:

<table>
<thead>
<tr>
<th>1. Academic Year</th>
<th>2. Assigned teaching load (e.g., 2/2)</th>
<th>3. Reason for reduction (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 (fall 2015 is within the evaluation period)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11 (spring 2011 is within the evaluation period):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have had a workload reallocation (reassignment of percentage effort) for any portion of the evaluation period, please give details here for the relevant years:
II. Scholarly and Creative Activity

A. Works Published


1. In column 1 of the table below, give a complete bibliographic citation, including author name(s) in order to represent collaborative projects more transparently.

2. In column 2 (classify each using one of the following terms for publication type (see parenthetical explanations of some terms):
   - scholarly conference paper or academic conference paper
   - creative book (with university or trade press or widely distributed small press, etc.
   - creative exhibition (exhibition of traveling
   - edited journal issue
   - journal article
   - chapter (encyclopedia
   - creative conference paper
   - short story
   - poem
   - digital text (e.g., digital edition, digital publication, blog, etc.)
   - digital object (e.g., database, code, program, mapping, etc.)
   - other, large-scale (e.g., seminar or colloquium at a school; please explain)
   - other, small-scale (e.g., inclusion in e-journal or short story; please explain)

3. In column 3, please designate each item as "referred," "selected by editor" (intended mainly for creative works), "invited," "commissioned," or "self-produced" (intended mainly for freestanding digital projects that may have no institutional publisher).

4. Finally, in column 4 provide any additional notes pertaining to the quality of the venue and its professional standing.

<table>
<thead>
<tr>
<th>Bibiliographic citation</th>
<th>Publication type</th>
<th>Review procedure</th>
<th>Quality and standing of venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add rows to the table as needed]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Works to Be Published

Works not yet published but having an official status, while not publications in the present evaluation year, are positive indicators of progress.

1. Column 1 should give the available information about anticipated publication.

2. Column 2 should include a notation on publication type from the list in II.A above.

3. Use column 3 for a notation of the item's status chosen from the following list (see parenthetical definitions):
   - forthcoming
   - accepted
   - under review
   - under submission
   - under contract

4. Column 4 is for any further information you wish to give.

<table>
<thead>
<tr>
<th>Title and other available bibliographic information</th>
<th>Publication type</th>
<th>Status</th>
<th>Additional notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add rows to the table as needed]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. External Presentations

Please list, in reverse chronological order, presentations of your work in academic or established creative venues outside of TAMU. Definitely scheduled presentations that have not yet occurred should appear first (with date as scheduled), followed by those for 2013, 2014, 2013, 2012, and 2011.

1. In column 1, give the title.

2. In column 2, designate each presentation as an "invited individual talk," "keynote/plenary talk," "conference paper," "creative reading," or "other" (with explanation).

3. In column 3, indicate the event or venue, location, and date (month/year).

<table>
<thead>
<tr>
<th>Title</th>
<th>Presentation type</th>
<th>Event or venue, location, month, and year</th>
</tr>
</thead>
</table>
D. Grants for Scholarly or Creative Activity

Please list, in reverse chronological order, approved grants for which you are/were the Principal Investigator or a Co-Investigator. List all parties, identifying your own role, along with the project title, applicable years, the funding agency or source, and the dollar amount awarded.

<table>
<thead>
<tr>
<th>I. All principal and co-investigators, with roles</th>
<th>2. Project title</th>
<th>3. Funding agency or source</th>
<th>4. Years covered and dollar amount</th>
</tr>
</thead>
</table>

E. Honors, Awards, and Professional Recognition for Scholarly or Creative Activity

Please list any honors, awards, or other formal professional recognition that you have received for your scholarly or creative activity during the five-year evaluation period. For each, indicate the reason or basis for the award.

<table>
<thead>
<tr>
<th>1. Name of honor or award</th>
<th>2. Accomplishment for which you were recognized</th>
<th>3. Date</th>
</tr>
</thead>
</table>

F. Evidence for the Visibility and Impact of Scholarly or Creative Activity

For scholarly and creative works published within the five-year evaluation window, please summarize evidence of their favorable reception and influence. Such evidence might include, for example, reprinting or anthology, reviews of your work in prominent venues, citation history, and inclusion on syllabi at other institutions.

G. Other Scholarly or Creative Accomplishments

Please list any additional specific scholarly or creative achievements not accounted for by categories A through F above.

H. Brief Statement of Scholarly or Creative Activity

Please provide a short commentary (~250 words) on your scholarly or creative activity during this evaluation year, viewing it in the context of your larger program as represented in the 5-year evaluation window.
III. Teaching and Other Instructional Activity

A. Courses Taught

Please list, in reverse chronological order by semester, all courses taught during the five-year evaluation period, including for each course the catalog number and title, the enrollment number, and the overall score the course received in student evaluations. For any course you taught for the first time, or taught in a certain format for the first time (such as online or in a large lecture section), place an asterisk next to the course number and explain with a note in column 5. Column 3 can also be used for any other annotations, such as might identify significant revisions or other contributions to curricular development.

Please submit with this form the syllabus and student evaluation summary table for each course taught during the current evaluation year (spring, summer, and fall 2015).

<table>
<thead>
<tr>
<th>1. Semester</th>
<th>2. Course number and title</th>
<th>3. Enrollment</th>
<th>4. Evaluation score (overall)</th>
<th>5. Additional notes (e.g., significant revisions or contributions to curricular development)</th>
</tr>
</thead>
</table>

[Add rows to the table as needed]

B. Doctoral or Master’s Committees

List students on whose Ph.D. or M.A. committees you have served during the five-year evaluation period, beginning with those that are currently active. In the columns provided, indicate for each whether it is a doctoral or master’s committee, your role (chair, co-chair, or member), and the student’s graduation date or current status.

<table>
<thead>
<tr>
<th>1. Student’s name</th>
<th>2. Ph.D. or M.A.</th>
<th>3. Year role</th>
<th>4. Graduation date or current status</th>
</tr>
</thead>
</table>

[Add rows to the table as needed]

C. Supervision of Directed Studies and Honors Projects

List students whom you have supervised in Directed Studies for credit (usually ENGL 485 or 485), and in undergraduate theses or other individual Honors projects, beginning with the most recent. For each, please give the title of the Directed Study or project, its type (identifying it as a thesis or giving the course number of Directed Studies), and the date or current status of this activity.

<table>
<thead>
<tr>
<th>1. Student</th>
<th>2. Project or study title</th>
<th>3. Type: course number or thesis</th>
<th>4. Date or current status</th>
</tr>
</thead>
</table>

[Add rows to the table as needed]

D. Professional Development in Teaching

Please list any Center for Teaching Excellence training courses or other training opportunities you have participated in during the five-year evaluation period, most recent first. For each, include title or topic, name of the office or entity providing the training, and the date (month/year).


E. Teaching-Related Grants

Please list, in reverse chronological order, all grants relating to pedagogy, curriculum development, or other instructional activity for which you were the principal investigator or a co-investigator. List all parties, identifying your own role, along with the project title, applicable years, the funding agency or source, and the dollar amount awarded.

<table>
<thead>
<tr>
<th>1. All principal and co-investigators, with roles</th>
<th>2. Project title</th>
<th>3. Funding agency or source</th>
<th>4. Years covered and dollar amount</th>
</tr>
</thead>
</table>

[Add rows to the table as needed]
F. Honors, Awards, and Professional Recognition for Teaching

Please list any honors, awards, or other formal professional recognition that you have received for your instructional activity during the five-year evaluation period. For each, indicate the reason or basis for the award.

<table>
<thead>
<tr>
<th>1. Name of honor or award</th>
<th>2. Accomplishment for which you were recognized</th>
<th>3. Date</th>
</tr>
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</table>

[Add rows to the table as needed]

G. Other Instructional Activities and Accomplishments

Please list any additional specific teaching activities and achievements not accounted for by categories A through F above.


H. Brief Statement of Teaching Activity

Please provide a short commentary (~150 words) on your teaching activity during this evaluation year, viewing it in the context of your instructional work during the five-year evaluation window. Be sure to call attention to any special ways you have contributed to the department’s and the university’s teaching missions. Examples might include curriculum development, use of recognized high-impact teaching practices, study abroad participation, and a record of good teaching in less popular class formats or at less popular class times.


IV. Service to the Department, University, and Profession

A. Department Citizenship: Structured Roles

By “citizenship” is meant the regular, reliable, and competent fulfillment of standard departmental service roles that all tenured faculty are expected to take their turns doing. For the five-year evaluation period, please list standing or official ad hoc department committees on which you have served as well as any other structured, official service roles you have taken on in the department (e.g., being an assigned mentor for new graduate teaching assistants). Begin with the most recent and give dates for each.

<table>
<thead>
<tr>
<th>1. Name of committee or other structured service role</th>
<th>2. Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Add rows to the table as needed]

B. Department Citizenship: Ad Hoc Roles

For the five-year evaluation period, please list, beginning with the most recent, any additional service roles you have taken on that are not official or structured but have a more ad hoc, self-directed, or nonprogressing character. Examples might include such activities as organizing brown bag talks within the department, helping with visiting job or graduate program candidates, or participating in mock interviews for our graduate students entering the market.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Add rows to the table as needed]

C. Service with High Impact at TAMU

High-impact service within TAMU includes successful committee leadership within the department (i.e., chairing a committee), participation on committees above the department level, and successful administrative work within or outside of the department. Please list roles of this type that you have had during the five-year evaluation period, most recent first, and give dates for each.


D. Service with High Visibility

High visibility service typically takes place outside of TAMU and involves significant interaction with non-TAMU persons or entities. It may be any service to the profession or to the non-academic community that proceeds out of the faculty member’s academic role and increases positive awareness of the department and the university. Some of the many possible examples include writing book reviews; organizing a conference or conference session; holding the editorship of a journal; serving on editorial or advisory boards outside of TAMU; holding office in a professional organization; serving as a submission evaluator for a journal, academic press, or grant-awarding agency; and acting as an outside reviewer for a tenure and promotion case at another institution. For the five-year evaluation window, please list your service activities that have brought visibility to TAMU from outside. (You may group by type—book reviews, conference sessions, and so on—if you wish, but within each category please list items reverse-chronologically.)

<table>
<thead>
<tr>
<th>1. Title, event, or organizational role (for book reviews, include full bibliographical reference)</th>
<th>2. Type of service (e.g., book review, conference organized, etc.)</th>
<th>3. Date</th>
<th>4. Additional notes, if any</th>
</tr>
</thead>
</table>

E. Honors, Awards, and Professional Recognition for Service

Please list any honors, awards, or other formal professional recognition that you have received for your service activity during the five-year evaluation period. For each, indicate the reason or basis for the award.

<table>
<thead>
<tr>
<th>1. Name of honor or award</th>
<th>2. Accomplishment for which you were recognized</th>
<th>3. Date</th>
</tr>
</thead>
</table>

F. Other Service Contributions or Achievements

Please list any additional specific service activities not accounted for by categories A through E above.

G. Brief Statement of Service Activity

Please provide a short commentary (~150 words) on your service activity during this evaluation year, viewing it in the context of your service contributions during the five-year evaluation window.
V. Other Honors, Awards, and Professional Recognition

Please list any honors, awards, or other formal professional recognition you have received during the five-year evaluation period that are not accommodated in sections II-IV above. For each, indicate the reason or basis for the award.

<table>
<thead>
<tr>
<th>1. Name of honor or award</th>
<th>2. Accomplishment for which you were recognized</th>
<th>3. Date</th>
</tr>
</thead>
</table>

[Add rows to the table as needed]

VI. Compliance with University Requirements for Employment

A. Training

Compliance with university online training programs is required by university policy. Please consult your training profile in TrainTraq (available via https://trn.tamu.edu) and complete any training required. To receive a favorable annual review, your training must be up-to-date.

B. Safety

Please affirm one of the following two statements:

1. After consideration of the teaching environments where I am instructor of record in the environment, I present the following safety concerns and attempts to mitigate them (list below).

2. After consideration of the teaching environments where I am instructor of record in the environment, I believe that all safety concerns that I could mitigate would lead to be of low impact and low visibility.
APPENDIX I

ANNUAL REVIEW OF TENURED FACULTY

Adopted: 12/2011

PREAMBLE

The goal of the annual evaluation is to determine whether a tenured faculty member is continuing to fulfill professional expectations in all three areas that form a dynamic and engaged scholarly or creative profile and to provide a method for the better recognition and encouragement of meritorious performance. The overall profile, as described in the narrative statement and documented in the form, should demonstrate that the individual is actively engaged in the advancement of knowledge and thereby the enhancement of the reputation and visibility of the department within the college, the university, and the scholarly community at large. This is shown in terms of scholarship and creative work, in implementing best practices and effective teaching at both the undergraduate and graduate levels, and in serving in roles that sustain and enhance the intellectual life of the department, the university, and the profession. In order to assess teaching performance, types of service, and progress towards research and creative goals, the evaluation form spans a window of 5 years†; this larger overview serves to enable and encourage the individual’s development of significant and sustained scholarly and creative projects as described in the narrative statement, to permit the faculty member to present consistent and verifiable patterns in terms of teaching practices, and to confirm the nature and extent of committee work and professional service both inside and external to the university. It is not to be assumed that all cases that surpass expectations are equal; finer distinctions among clearly meritorious records lie within the discretion of the department head and the salary advisory committee based on discipline-appropriate judgments of relative quantity, quality, visibility, and impact.

†The five year period of time for the window of assessment is in keeping with the post tenure review processes at peer and aspirational peer universities.
SERVICE

Faculty service falls into three general categories: citizenship, impact, and visibility. The first is expected of all tenure-stream faculty members, with the second and third being more typical for senior faculty. Citizenship embraces the standard running of the department and is characterized by activities such as regular attendance at departmental meetings, membership on departmental committees, casting departmental ballots as eligible, volunteering for appropriate ad hoc activities, and the like. Impact includes higher-profile department, college, or university service including but not limited to active mentoring of junior and new faculty, chairing a departmental committee, serving on or chairing a TAMU committee beyond department level, or filling a TAMU administrative role within or beyond the department level. Visibility refers to extra-University professional service including but not limited to organizing a conference or academic event; serving on an editorial board or program advisory board beyond TAMU; holding office in a professional organization; serving as a tenure or promotion reviewer for another institution; serving as an invited peer reviewer for a journal, book publisher, or grant giving organization.

To meet expectations over a five-year period: a tenured faculty member should present a record of consistent good citizenship within and beyond the department, including service to the profession at large, appropriate to rank and length of service and as evidenced by factors such as:

- Membership (need not be concurrent) on at least two standing or ad hoc departmental committees (e.g., EC, USC, GSC, Tenure and Promotion, Strategic Planning, Diversity, search committees), or on one departmental committee and one committee beyond the department level, such as a college or university committee (e.g., Faculty Senate, Liberal Arts Council, Writing Center Course Advisory Committee).

- A record of consistent participation in ad hoc departmental service opportunities such as presentations at brown-bags, the shepherding of visitors, coordination of guest speakers for departmental or interdisciplinary working groups, mentoring, assisting with graduate student placement efforts, and the like. Some of these endeavors (such as mentoring first-time teachers) clearly take more time and energy than others, and the evaluation committee is urged to consider the amount of effort on display as a factor when determining whether service expectations have been met or exceeded.
Service to the profession as measured by at least five instances over the five-year period of some combination of any of the following: a book review in a quality peer-reviewed venue, a report for a professional journal/publisher/grants agency, an invited tenure or midterm faculty review, invited service as the external member on a thesis/dissertation committee for another university, assembling (and perhaps also chairing) a panel at a national or international conference, membership on the organizing committee for a local or regional conference.

To exceed expectations: a tenured faculty member should show one or more of the below:

- Unusually deep/extensive fulfillment of expectations from the above list or similar achievements.
- Evidence of good departmental citizenship as measured by factors such as those on the above list, in combination with successful administrative leadership within or beyond the department.
- Evidence of good departmental citizenship as measured by factors such as those on the above list, in combination with evidence of national reputation such as elected or appointed office in a relevant professional organization, membership on (or chairship of) the organizing committee for a national or international conference, membership on an editorial board, editorship of a book series, or invited service on a national or international grant review committee.

TEACHING

Faculty should demonstrate teaching competence in three broad areas: classroom instruction, graduate and undergraduate mentoring, and course development. Instructional competence includes all activities associated with the fair and effective management of regularly scheduled, multi-student courses at both the graduate and undergraduate levels. Mentoring involves participation on graduate committees as appropriate to rank and field and may also include directed readings at the graduate and undergraduate levels and the direction of significant undergraduate research projects. Course development entails the ongoing maintenance of syllabi in regularly scheduled courses, contributions to course offerings in the form of proposals for senior seminars, single-author studies, or graduate seminars, and availability to teach a reasonable variety of courses at all levels over the course of a five-year period.
To meet expectations over a five-year period: a tenured faculty member should present a record of consistent, high-quality teaching as evidenced by the following:

- coherent and comprehensive syllabi that reflect departmental course descriptions and university policies and require assessments and assignments appropriate to the level of the course
- adherence to university policies regarding the timely submission of syllabi, curriculum vitae and grades
- availability to teach courses at all levels and within a range of subject areas as appropriate for rank and field
- an annual average ranking of “satisfactory” on university and departmental teaching evaluations
- active service on graduate committees and honors thesis committees as required by field and appropriate to rank

A faculty member may exceed expectations in the area of teaching: by winning a teaching award recognized by the Faculty Senate or from a professionally recognized body external to the university, doing significant service on eight or more graduate or honors thesis committees*, chairing three or more Ph.D. committees*, or by demonstrating a consistent record of achievement with at least two of the following:

- an annual average score on university and/or departmental evaluations that is markedly higher than the departmental average.
- evidence of frequent engagement in pedagogical training such as CTE or technology workshops
- evidence of significant technological innovation or of significant course development related to the implementation of technology
- evidence of substantial contributions to course development or creation
- significant course development that furthers university initiatives in service learning, study abroad, or diversity
- a grant for teaching or course development
- evidence of significant and sustained mentoring of individual students at the graduate or undergraduate levels

*numbers are subject to change upon the advice of the Director of Graduate Studies in response to changing conditions such as enrollments.
RESEARCH

The goal of the evaluation is to determine whether the individual demonstrates an active research or creative agenda. The desired profile for research demonstrates the creation and the completion of significant research projects which might culminate in a monograph, scholarly edition, digital project, or a thematically coherent set of essays, published in well-regarded print or electronic peer-reviewed venues. The standards defined in this document for “meets” and “exceeds” expectations in research are intended to encourage faculty to be consistently productive, to produce high quality work and to be ambitious in placing that work (whether authored or editorial in nature) with top peer-reviewed presses, in nationally and internationally prominent peer-reviewed journals, and in other high impact print and electronic venues including edited collections from prestigious presses.

Scholarship

To meet or exceed expectations over a five-year period: a faculty member should present a record of consistent, substantive, and significant peer-reviewed scholarly or creative work, as evidenced by achievements such as, but not limited to the following unranked list:

- a substantial monograph published with a respected university or trade academic press
- a substantial critical edition with an introduction and scholarly apparatus
- digital databases, archives, and research tools whose creation involves serious intellectual work and is consistent with best practices in digital scholarship
- a book manuscript under contract with a respected university or trade academic press
- peer-reviewed scholarly articles in good-quality venues
- book chapters in edited volumes
- a substantial edited book from a respected university or trade academic press
- editing a scholarly journal
- external fellowships and grants
- invited work in prominent venues
- editing an issue of a scholarly journal
- a textbook from a respected publisher of textbooks
- omnibus reviews or article-length reviews
• internal grants

Following norms at peer and aspirational peer institutions, the benchmark for meets expectations is 3 substantial, well-placed peer-reviewed articles, or the equivalent as part of a profile of ongoing scholarly and creative activity to be evaluated in relation to normative criteria in the discipline, including number, length, venue, visibility, and impact. It should not be assumed that a higher number of publications is automatically superior to 3 high-visibility, high-impact placements or than any three articles necessarily meet this standard.

The category of exceeds expectations demonstrates accomplishment significantly surpassing the basic benchmark taking into account number, length, venue, visibility, and impact.

Creative Writing

The benchmark for meets expectations is one of the following, to be evaluated in relation to length, venue, visibility, and impact: fifteen or more poems; 4-6 stories; a novella; a play performed in a respected venue; a screenplay optioned by a studio; 4-6 creative non-fiction essays in respected venues.

The category of exceeds expectations demonstrates accomplishment significantly surpassing the basic benchmark taking into account number, length, venue, visibility, and impact. Examples would include: a book of poetry; a novel; a substantial short story collection; a collection of novellas; a collection of non-fiction essays.

Guidelines for Department Head and Evaluation Advisory Committee in Conducting the Annual Review

As stated in the preamble to this document, the annual evaluation process is designed to enable and encourage the individual faculty member’s development of significant and sustained scholarly and creative projects as defined in the narrative statement, to permit the faculty member to present consistent and verifiable patterns in terms of teaching practices, and to confirm the nature and extent of committee work and professional service both inside and external to the university.
In evaluating teaching and service, the five-year window is designed to encourage flexibility and discretion in assessing the individual faculty member’s performance in the context of the broader goals of promoting consistent, high-quality teaching, active citizenship in the department, high impact service within the university, and highly visible contributions to the profession at large. The Head and the Advisory Committee will need to make judgments about the different responsibilities and impacts of varying teaching and service activities, and should also take into account the rhythms, stages and one-time factors marking individual careers that affect faculty performance in these areas. It is evident, for example, that factors such as class size and level, honors designation and the luck of the draw can all affect course evaluation numbers in a given semester. A faculty member may develop several new courses over a period of a few years, followed by a period of appropriately repeating and refining those courses, and in a given year (i.e. a faculty development leave or external fellowship) may do no teaching at all. Similarly, opportunities for faculty service will naturally vary at different stages of individual careers. A full professor may be more likely to be asked to serve on a major university committee than a newly-tenured associate professor. Someone who serves as President of a national scholarly organization will, in all probability, never be asked to serve in that capacity again, just as someone who is awarded a college or university teaching award is unlikely to receive the same award in the years immediately following.

In the area of research, a one-size-fits-all set of criteria is especially difficult to define. Given the widely varied research profiles of department faculty, the Department Head and Evaluation Committee must show flexibility and discretion in evaluating the individual faculty member’s scholarly and/or creative work over the five-year window. Evaluators need to consider not only the number and length of faculty publications, but also the visibility and impact of the work in the discipline. Visibility and impact are indicators of quality: visibility is an assumption about the prominence of the venue; impact requires more time to manifest itself in such things as book prizes and awards, invitations to give talks, reprints, frequency and prominence of citations, etc.

In practice, such flexibility in evaluating faculty research will necessitate a variety of judgment calls. For example, in determining whether a given faculty member has met expectations as defined (“3 substantial peer-reviewed articles, or the equivalent as part of a profile of ongoing scholarly and creative activity”), certain non-refereed publications/activities might be judged equivalent to a peer-reviewed article, for instance, a substantial invited contribution to a high-impact edited collection, or responsibility for publishing a “The Year’s Contributions to _________ Studies” round-up in a respected journal. Again, while we want to encourage publication in top journals (PMLA or ELH, for example), evaluators should also recognize significant
placements published in high-quality but more specialized venues that are likely to have major impact in specific sub-fields.

Similarly, in determining what level/kind of productivity “exceeds expectations” (defined as “accomplishment significantly surpassing the basic benchmark”), evaluators will need to consider such factors as: the visibility and impact of journal-editing and special-issue-editing activity; the nature and origin of an edited book collection (how prominent is the press? how prominent are the contributors? does the book include a substantial introduction? is the volume a lightly-edited “conference proceedings” or a more originally-conceived and more substantial scholarly product?); the difference between a lightly-edited paperback edition and a full-scale scholarly edition; the distinctions between conference papers and invited keynote addresses, or between major national grants (ACLS, Guggenheim) and internal grants (i.e. Glasscock Center fellowships); etc. Moreover, it should be recognized that certain kinds of professional accomplishment—keynote addresses at particular conferences; publication in some venues; receipt of specific major national grants—are not likely to be frequently repeated.

Evaluators should bear in mind the fact that some faculty members may present achievements in both creative and scholarly endeavors. Finally, given the complexity and variety of judgments to be made, the Head and the Committee are urged to seek guidance as needed from appropriate faculty with regard to the prominence of particular venues (presses, journals, book collections) and activities (conferences organized; editorial work) in particular subfields within the discipline; reputable external peer-reviewing groups and committees (for example, in the field of digital humanities) may also be consulted as needed.
Appendix J

Guidelines for Progress Towards Tenure for Assistant Professors

Department of English

Preamble: This document rearticulates the expectations regarding progress towards tenure that appear in the College of Liberal Arts Guidelines on Review, Tenure, and Promotion (http://dof.tamu.edu/sites/default/files/tenure_promotion/Tenure_and_Promotions_Guidelines_CLLA.pdf) and in the Department’s own guidelines in a form that suggests how the candidate might reduce a more than five-year process to manageable year-long aims with the advice of an engaged mentor knowledgeable about college and departmental expectations. In addition to the discrete suggestions for annual accomplishment detailed below, we offer the following general advice, applicable to the entire process of advancing towards tenure: The candidate should be aware that while he or she is on the tenure track, the bulk of attention in assessment will be focused on research. Consequently, candidates should develop the habit of sharing work with colleagues in the department and specifically with the mentor, although the candidate obviously has discretion about what and with whom he or she shares his or her work. Making work available to senior colleagues can assist in scholarly development as well as making the candidate’s scholarship more visible in the department, which in turn will help the faculty as a whole make the best possible case for the candidate’s importance to the department, the college, and the university at the time of the tenure decision. These guidelines are designed not to constrain but to guide assistant professors through potential shoals by suggesting where effort may most profitably be focused in the creation of a solid case for tenure. The department recognizes the autonomy of assistant professors in both research and teaching; these guidelines are therefore presented in the awareness that progress towards tenure is idiosyncratic and individual.

Research:

As a general matter, by the time of tenure review, the candidate should have completed a major scholarly project (typically but not necessarily a book derived from the dissertation) and have placed 3-4 articles, including 1-2 signaling the existence of a substantial second project. The relation of each article to the major projects should be clearly identified. The
candidate should discuss with the mentor and head the relation of the major project to the completed dissertation and attend to this distinction in workshops led by the College. Not all sub-disciplines in English Studies focus on book publication. A candidate who anticipates a different trajectory should discuss research and publication goals with the mentor, head, and potentially the associate dean. Publications prior to a tenure-track appointment to the department faculty will be considered as part of the overall research record considered for tenure and promotion. However, publications and acceptances during the probationary period (six years) will be weighed more heavily than those prior to appointment. Similarly, all publications of candidates who transfer years on the tenure clock will be part of the overall research record considered for tenure and promotion, but work published or accepted during the (roughly) six years prior to tenure review (excepting stops of the tenure clock, if any) will weigh most heavily. Plans should be outlined in writing as part of this consultation process.

1st year: The candidate should produce a written trajectory, to be shared with his/her mentor and the department head, to take him/her through the tenure process.

2nd year: The candidate should be progressing according to the plan formulated above; at least one (ideally two) article(s) should be submitted to highly regarded publication venues; substantial progress on the major project should have been made.

3rd year: A completed or nearly completed major project should be in a condition to be made available for examination in the third-year review binders by January. At least one (preferably two) article(s) should be accepted for publication in a refereed, quality journal or equivalently selective anthology. The candidate may want to take the experience of preparing for the third-year review as an opportunity to reevaluate and reformulate with his or her mentor the trajectory originally composed during the first year. If the project is a book, a prospectus should be circulating to recognized university or academic presses by the summer following the third year.

4th year: At the conclusion of the spring semester, the major project should already be under review at a quality press. Following a successful midterm review and during the midterm leave this academic year, the candidate’s attention should move to a second project, ideally demonstrated by the submission of an article based on this project to a highly regarded venue.

5th year: The first major project should have been officially accepted by the editorial board of the press. To signal serious engagement with the second project, the candidate should have placed at least one peer-reviewed, article-length publication in a highly regarded venue and/or have received from an outside source a major, peer-reviewed grant related to this project.

6th year: The book or major project should have been produced or formally accepted for production; at least one portion of the second project should have been placed with/accepted by a highly regarded venue, and the candidate should have a draft prospectus, including a chapter outline and a sample chapter, for the second project as a whole.
Teaching:

During the probationary period, the assistant professor should plan to teach six (but not more than eight) new course preparations. Six preparations would be ideal for many, but more may suit the individual’s research agenda. Candidates, in consultation with the Associate Head, should contain the number of preparations in the first three years. More course preparations are not to be considered necessarily preferable in the tenure dossier. In consultation with the Associate Head, the candidate should include one graduate class and one service course in this rotation (service courses are generally those at the 200-level, though there are exceptions). The candidate’s service course will be established with the advice of the department head.

The College of Liberal Arts requires written peer teaching reviews at least twice in the year leading up to the midterm review and at least twice in the year leading up to the tenure and promotion review. Consequently, the tenure and promotion portfolio should include letters from four tenured colleagues, two of those letters dated within the last calendar year. In addition, we advise candidates to invite the mentor to visit the class informally in the first year.

Make an effort to get a reasonable rate of completion on student evaluations. Though student evaluations are not the primary means of assessing effective teaching, as noted in the Department of English Promotion and Tenure Policy Guidelines in section 2 (attached), there should be no courses omitted from evaluation.

Service:

As a good department citizen, plan to attend all faculty meetings for which you are available and participate in voting.

Make a point of discussing with the mentor the costs and benefits of involvement in service activities such as standing departmental and college or university committees, working groups, and student advising and mentoring. Make a plan that balances your research priorities with service opportunities.

Annual Reviews:

Each faculty member completes an annual review at the end of each calendar year and is evaluated by the Evaluation Advisory Committee in conjunction with the head. Consider consulting with the mentor in the preparation of this document. Each faculty member receives a written evaluation from and attends a subsequent meeting with the head. Consider also consulting with the mentor to assimilate and interpret this yearly written evaluation.
APPENDIX K

DEPARTMENTAL GUIDELINES FOR PROMOTION AND TENURE

Department of English
Texas A&M University

In order to be considered for promotion and tenure in the Department of English, faculty members must demonstrably meet departmental standards of excellence in three categories: 1) published research and creative work, 2) teaching, and 3) service. The eligibility of all candidates will be assessed initially by committees chosen by the head in consultation with the candidate and charged with evaluating the quality of published work, potential for significant contribution to the discipline, and commitment to teaching and service. Candidates for promotion to professor should have achieved a level of accomplishment in these areas beyond the criteria presented for promotion to associate professor. In all cases, promotion is contingent upon a positive vote from a majority of eligible faculty after review of the candidate's materials and the drafted committee report.

Research and Publication

General Expectations

The department expects all faculty members to be active in pursuing a scholarly agenda that leads to the regular publication of work in professionally recognized outlets as appropriate by sub-field. Scholarly and creative productivity is not judged by quantity alone, but, above all, takes into account the quality of work published as determined by such measures as refereed vs. non-refereed journals and presses, professional standing of journals and presses, invited (potentially non-refereed) submissions from particularly prestigious journals and presses, reviews, awards, external grants, competitive residencies, invited readings and talks, and other evidence of impact on one or more scholarly and/or creative subfields within English studies as well as closely related interdisciplinary or multi-media fields, such as Film Studies and Digital Humanities.
Substantial, high-impact scholarly or creative works (including refereed books, edited collections, scholarly articles, book chapters, and creative projects) are often the most highly valued because they reflect the most serious investment of scholarly research and creativity. Collaborative work in any format can represent an equally serious scholarly investment. In evaluating collaborative work, the department will take into account the nature of the faculty member’s contribution as well as the work’s quality and impact. For Digital humanities projects, the quality of the faculty member’s scholarly contribution (and of the project itself) rests upon indicators of impact such as external grant funding, the publication of peer-reviewed scholarship based upon the digital project, reviews or citations of the project, invited presentations, or other professional recognition.

Criteria for Promotion to Associate Professor with Tenure

Given the variety of research conducted within English, there is no single template for a successful tenure candidacy. A monograph or creative work or its equivalent, such as a major digital project, a cohesive series of scholarly articles or a series of shorter creative works, combined with evidence of a clear agenda for future productivity, are the requisite criteria for tenure and promotion to associate professor. In English, first books are often an extensive revision of the dissertation.

Candidates may also present a coherent body of publications or a significant digital or creative project that demonstrates a level of scholarly or creative engagement and potential disciplinary importance equivalent to a scholarly monograph. All scholarly work presented for consideration will be evaluated for potential impact on the discipline by colleagues and also by specialists outside the department chosen by the head and tenure committee in consultation with the candidate. Evidence of a promising scholarly or creative trajectory include acceptance in prominent venues of articles, book chapters, and other forms of scholarship drawn from new research, significant external grants or fellowships for work in progress, and other significant recognitions that suggest a sustainable line of inquiry.

Criteria for Promotion to Professor

Successful candidates for promotion to full professor will provide evidence of a scholarly or creative agenda with national and/or international reach and significance. The candidate’s entire body of scholarship, rather than the total productivity since tenure, should demonstrate high quality and impact on the field, as well as evidence of a promising trajectory. These criteria may be met by an additional published book, major digital or creative project or equivalent and related publications in prominent venues. The case for impact may also include awards, external grants, fellowships, and residencies for completed work or work in progress, citations of published work in peer-reviewed scholarship, service on
national or international grant funding panels, and other significant recognitions of research and creative work that suggest a sustainable and significant line of scholarly inquiry or creative endeavor.

Criteria for Evaluating Teaching

The department expects every faculty member to teach at a consistently meritorious level. The successful candidate for promotion to associate or full professor will present clear evidence of constructive engagement with students. Such evidence may include course syllabi, peer observations, written statements from undergraduate and graduate students, course evaluations, contributions to the curriculum through course and program development, direction of graduate theses and dissertations, participation on graduate committees, direction of undergraduate honors projects, internships, and research opportunities, publications related to pedagogy, course development grants, and documented participation in departmentally approved trainings or enrichment opportunities.

For assistant professors, the College of Liberal Arts requires written peer teaching reviews at least twice in the year leading up to the midterm review and at least twice in the year leading up to the tenure and promotion review. Consequently, the tenure and promotion portfolio should include letters from four tenured colleagues, two of those letters dated within the last calendar year. In addition, candidates for promotion to associate professor are advised to invite tenured colleagues to visit the class informally in the first year and to make an effort to get a reasonable rate of completion on student evaluations.

For promotion to full professor, the College of Liberal Arts requires that teaching report include peer observations by at least two full professors, either in the semester in which the case is considered or in the prior year. In addition to the criteria for promotion to associate professor with tenure, candidates for promotion to full may also demonstrate outstanding teaching through student achievements and leadership in the development of programs and curricula, as well as in their commitment to graduate teaching and mentoring graduate students.

Criteria for Evaluating Service

The department expects every member to participate constructively in the life of the department. Such participation is normally demonstrated by regular attendance at meetings, constructive participation in decision-making and other aspects of the functioning of the department, advising of students (as distinct from teaching), constructive colleagueship (i.e., mentoring or assistance of others in fulfilling their duties and maturing as scholars), and service on elected and/or appointed committees. It may also be demonstrated by service on the Faculty Senate or on College or University committees and service to the profession (such as reviewing
papers for journals, chairing sessions at conferences, or serving as an officer of a professional society), although service of this kind does not replace participation in the life of the department.

Candidates for promotion to full professor should demonstrate significant service, both at the departmental level and at the university or disciplinary level.

Approved by the faculty on September 11, 2015.
APPENDIX M

PUBLICATIONS BY ENGLISH FACULTY SINCE LAST ACADEMIC
PROGRAM REVIEW: 2007–15

This chronobibliography is a near-complete listing of significant publications between 2007 and 2015 by all faculty on the OGAPS 2014–15 “core” faculty list, plus those hired during that year to join the core faculty. Entries enclosed in square brackets are reissues or light revisions of earlier works; these are not counted as new publications but are included as demonstrations of continued relevance. Book reviews and encyclopedia entries are excluded except where they reach article length or are deemed to have special importance. Introductions to edited volumes are not included as separate article-type publications because that is a normal part of the work elsewhere credited to the editor. The listing for each year concludes with a supplementary section of publications by non-core faculty, if any.

ONGOING PUBLISHED WORKS

Earhart, Amy, proj. director and ed. The 19th-Century Concord Digital Archive.
Earhart, Amy and Toniesha Taylor, proj. directors. White Violence, Black Resistance.
    https://sites.google.com/site/bkresist/.
Harner, James, ed; Estill, Laura, ed. The World Shakespeare Bibliography.
Mandell, Laura, technical ed. The Collected Letters of Robert Southey
    (http://www.rc.umd.edu/editions/southey_letters).
2015

Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)


Smaller-Scale by Core Faculty (articles and shorter creative works)


Estill, Laura, Dominic Klyve, and Kate Bridal, “‘Spare your arithmetic, never count the

turns’: A Statistical Analysis of Writing about Shakespeare, 1960-2010,” Shakespeare

Ezell, Margaret. “Handwriting and the Book,” in The Cambridge Companion to the History of the


Ezell, Margaret. “The Times Displayed: Late Seventeenth-Century English Commemorative

Broadsheets and Media Hybridity,” in English Literature and Book History, special issue,


Literature (Blackwell, 2015).

Howell, Jessica. “The Boy Doctor of Empire: Malaria and Mobility in Kipling’s Kim.”

Literature and Medicine (accepted May 2015; forthcoming, Fall 2015)

Howell, Jessica. “Nurse Going Native: Language and Identity in the Colonial Context.”


forthcoming

Johansen, Emily. “The Banal Conviviality of Neoliberal Cosmopolitanism,” Textual


Johansen, Emily. “Bureaucracy and Narrative Possibilities in Kazuo Ishiguro’s Never Let

Me Go,” Journal of Commonwealth Literature. Available online 2015; print version

forthcoming.

Johansen, Emily. “Muscular Multiculturalism: Bodies, Space, and Living Together in

Andrea Levy’s Small Island,” Critique: Studies in Contemporary Fiction 56.4 (2015): 1-

16.

[Kendall, Shari and Deborah Tannen. “Discourse and Gender” (2001), in The Handbook of

Discourse Analysis, 2nd ed., ed. Deborah Schiffrin, Deborah Tannen, and Heidi Hamilton

(Blackwell, 2015), 548–67.]

Loving, Jerome. “The Day the Century Ended: Francis Irby Gwaltney’s ‘Sequel’ to The Naked and


Loving, Jerome. Introduction, Signet Classic Book of Mark Twain’s Short Stories. New York:

(Penguin, 2015).

Machann, Clinton. “Immigration of the Czechs and Their Early History in Texas,” in Centennial of

Czech Studies at the University of Texas at Austin, ed. Lida Cope and Mark Hopkins (Nortex


Chinese).


Literature, ed. Dino Franco Felluga et al. (Blackwell, 2015).


Conduct and Numerous Receipts for the Toilette (orig. pub. 1825). Chawton House


Oliver, Larry. “‘Apocalyptic and Slow Violence’: The Environmental Vision of W. E. B. Du Bois’s


Publications by Non-Core Faculty

Small, Nancy. “Culture and Qatar’s Globalized Citizenry: Challenges for the Public Sphere,” in *Deconstructing Global Citizenship: Political, Cultural and Ethical Perspectives* (Rowan and Littlefield/Lexington Press, 2015).

2014

Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)

Dworkin, Ira, ed. *Narrative of the Life of Frederick Douglass, An American Slave* (1845) by Frederick Douglass, new ed. with “What to the Slave Is the Fourth of July?” (1852) and *The Heroic Slave* (1853) (Penguin Classics, 2014).
   [http://digitalactingparts.tamu.edu/dap/](http://digitalactingparts.tamu.edu/dap/).


Tuhkanen, Mikko. See also Jackson and Tuhkanen, above.


**Smaller-Scale by Core Faculty (articles and shorter creative works)**


Harris, Jason Marc. “Slender and Gray” [story], Riding Light Review 1 (2014).

2013

Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)


Smaller-Scale by Core Faculty (articles and shorter creative work)


Ezell, Margaret. “Cooking the Books, Or the Three Faces of Hannah Wolley,” in Reading and Writing Recipe Books, ed. Michelle di Meo and Sara Pennell (University of Manchester Press, 2013), 159-78.


Publications by Non-Core Faculty

Harris, Jason Marc. “Why We Eat the Dead” [story], *Everyday Fiction* (Fall 2013). Web.

White, Lowell Mick. “Guernsey Cows” [story], *Kestrel* (Fall 2013).

2012

Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)


Nelson, Claudia. See also Morey and Nelson (2012), above.


### Smaller-Scale by Core Faculty (articles and shorter creative work)


Publications by Non-Core Faculty


Harris, Jason Marc. “Traveling With Winter” and “Unyielding Spring” [poems], The Contributor (2012).

2011

Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)


Dworkin, Ira, ed. The Other Americas, special issue, Alif: Journal of Comparative Poetics 31 (2011).


Smaller-Scale by Core Faculty (articles and shorter creative work)


[Ives, Maura. “‘Her life was in her books’: Jean Ingelow in the Literary Marketplace” (2007) reprinted in Poetry Criticism, vol. 119 (Gale Cengage Learning, 2011), 26-36.]


Morey, Anne. “Grotesquerie as Marker of Success in Aging Female Stars,” in In the Limelight and Under the Microscope: Forms and Functions of Female Celebrity, ed. Su Holmes and Diane Negra (BFI/Palgrave, 2011), 103-124.


Nelson, Claudia. See also Morey and Nelson (2011), above.


2010

**Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)**


**Smaller-Scale by Core Faculty (articles and shorter creative work)**


Harris, Jason Marc. “Union of the Snake” [story], *CC&D: The Unreligious, Non-Family-Oriented Literary and Art Magazine* 212 (2010): 61-76.


**Publication by Non-Core Faculty**


**2009**

**Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)**


Berthold, Dennis. *American Risorgimento: Herman Melville and the Cultural Politics of Italy* (Ohio State UP, 2009).


Ives, Maura. See Ives and Earhart (2009), above.


Smaller-Scale by Core Faculty (articles and shorter creative work)


**Publications by Non-Core Faculty**


White, Lowell Mick. Long Time Ago Good: Sunset Dreams from Austin and Beyond (Slough Press, 2009).


2008

**Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)**


Smaller-Scale by Core Faculty (articles and shorter creative work)

Ezell, Margaret. “Never Boring, Or Imagine my Surprise: Interregnum Women and the Culture of Reading Practices,” in The Eighteenth-Century British Imagination: Contiguities and


Johansen, Emily. “‘The streets are the dwelling place of the collective’: Public Space and Cosmopolitan Citizenship in What We All Long For,” *Canadian Literature* 196 (2008): 48-62.


Reynolds, Larry J. “Righteous Violence: The Roman Republic and Margaret Fuller’s Revolutionary Example,” in Margaret Fuller: Transatlantic Crossings in a Revolutionary Age, ed. Charles Capper and Cristina Giordelli (University of Wisconsin Press, 2008), 252-280.


Publications by Non-Core Faculty

Harris, Jason Marc. Folklore and the Fantastic in Nineteenth-Century British Fiction (Ashgate, 2008).

White, Lowell Mick. “Cindy’s Shirt” [story], Concho River Review (Fall 2008).


White, Lowell Mick. “Wildlife Rehabilitation” [story], Southwestern American Literature (Fall 2008).
2007

Full-Scale by Core Faculty (authored and edited books and guest-edited special journal issues)

Kallendorf, Craig. The Other Virgil: Subversive Readings of the Aeneid in Early Modern Culture (Oxford University Press, 2007).
Kallendorf, Craig. The Virgilian Tradition: Book History and the History of Reading in Early Modern Europe (Ashgate, 2007).
Killingsworth, M. Jimmie (writer) and D. Gentry Steele (photography). Reflections of the Brazos Valley [creative nonfiction] (Texas A&M UP, 2007).

Smaller-Scale by Core Faculty (articles and shorter creative work)


Publication by Non-Core Faculty

# APPENDIX N

## ENGLISH DEPARTMENT EXTERNAL GRANTS AND AWARDS, 2000-2015

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Organization</th>
<th>Year Awarded</th>
<th>Amount (if applicable/known)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Boenig</td>
<td>Mythopoeic Society</td>
<td>2015</td>
<td></td>
<td>Book award</td>
</tr>
<tr>
<td>W. B. Clark</td>
<td>Noel Foundation</td>
<td>2013</td>
<td>$1000</td>
<td></td>
</tr>
<tr>
<td>Michael Collins</td>
<td>Institute for the Medical Humanities, University of Texas Medical Branch</td>
<td>2010</td>
<td>$12,000</td>
<td>Visiting Scholar</td>
</tr>
<tr>
<td>Donald Dickson</td>
<td>American Council on Education</td>
<td>2000</td>
<td></td>
<td>Fellowship</td>
</tr>
<tr>
<td>Ira Dworkin</td>
<td>Fulbright US Scholar</td>
<td>2005-06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ira Dworkin</td>
<td>Yasuo Sakakibara Prize of the American Studies Association</td>
<td>2011</td>
<td></td>
<td>Prize for the best paper to be presented by an international scholar at the annual meeting</td>
</tr>
<tr>
<td>Ira Dworkin</td>
<td>John Hope Franklin Research Center for African American History and Culture, Duke</td>
<td>2012</td>
<td>$1000</td>
<td></td>
</tr>
<tr>
<td>Amy Earhart</td>
<td>NEH Summer Stipend</td>
<td>2007</td>
<td></td>
<td>“Reports of the Selectmen and Other Officers of the Town of Concord (1841-1865),” <em>The 19th-Century Concord Digital Archive</em></td>
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<tr>
<td>Amy Earhart</td>
<td>Participant and primary workshop leader (Earhart), NEH Institute for Advanced Topics in the Digital Humanities</td>
<td>2010-12</td>
<td>$4000</td>
<td>Series of summer workshops on “Emerging Issues in Digital Scholarship”</td>
</tr>
<tr>
<td>Amy Earhart</td>
<td>Young Scholars Award,</td>
<td>2013</td>
<td>No direct</td>
<td></td>
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<tr>
<td>Name</td>
<td>Institution/Project</td>
<td>Year(s)</td>
<td>Amount(s)</td>
<td>Notes</td>
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<td>---------------------------</td>
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<tr>
<td>VolkswagenStiftung. 2013</td>
<td>funds (travel, meals, lodging provided)</td>
<td>2004-05</td>
<td></td>
<td>Fellow</td>
</tr>
<tr>
<td>Marian Eide</td>
<td>Tanner Humanities Center, University of Utah, 2004-2005</td>
<td>2004-05</td>
<td></td>
<td>Fellow</td>
</tr>
<tr>
<td>Laura Estill</td>
<td>Banting Postdoctoral Fellow, SSHRC</td>
<td>2011-13</td>
<td>$140,000</td>
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<tr>
<td>Laura Estill and Margaret Ezell</td>
<td>American Library Association, Folger Shakespeare Library, Cincinnati Museum Center, National Endowment for the Humanities</td>
<td>2015</td>
<td>$38,000</td>
<td></td>
</tr>
<tr>
<td>Laura Estill</td>
<td>Folger Shakespeare Library</td>
<td>2015</td>
<td>$50,000</td>
<td>World Shakespeare Bibliography</td>
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<tr>
<td>Margaret Ezell</td>
<td>John Simon Guggenheim Fellowship</td>
<td>2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert Griffin</td>
<td>John Simon Guggenheim Fellowship</td>
<td>2007</td>
<td></td>
<td></td>
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<tr>
<td>Robert Griffin</td>
<td>Huntington Library Fellowship</td>
<td>2004-05</td>
<td></td>
<td></td>
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<tr>
<td>Robert Griffin</td>
<td>NEH Research Fellowship</td>
<td>2000-2001</td>
<td></td>
<td></td>
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<tr>
<td>Jessica Howell</td>
<td>Researcher Development Open Competition, King's College London</td>
<td>2011</td>
<td>$800</td>
<td>“Rereading Nursing”</td>
</tr>
<tr>
<td>Jessica Howell</td>
<td>Centre for the Humanities and Health Internal Research and Development Award, King's College London</td>
<td>2012</td>
<td>$48,000</td>
<td>“Scripting Nursing”</td>
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<tr>
<td>Jessica Howell</td>
<td>BBC Radio 4</td>
<td>2014</td>
<td></td>
<td>“Women’s Hour” commission for a series of radio plays dramatizing overseas nurses’ lives and experiences</td>
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<tr>
<td>Maura Ives</td>
<td>Bibliographical Society of the UK</td>
<td>2012</td>
<td>$1500</td>
<td></td>
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<tr>
<td>Maura Ives</td>
<td>Elmer L. Anderson Research Scholar, University of Minnesota Libraries</td>
<td>2012</td>
<td>$700</td>
<td></td>
</tr>
<tr>
<td>Craig Kallendorf</td>
<td>Fellowship for University Teachers, NEH</td>
<td>2012-2013</td>
<td>$50,400</td>
<td></td>
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<tr>
<td>Craig Kallendorf</td>
<td>Delmas Foundation</td>
<td>2006-2007</td>
<td>$25,000</td>
<td>Grant in support of a conference on the Venetian book</td>
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<tr>
<td>Craig Kallendorf</td>
<td>Obert C. and Grace A. Tanner Visiting Fellowship from the University of Utah Humanities Center</td>
<td>2000-2001</td>
<td>$28,500</td>
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<tr>
<td>Jerome Loving</td>
<td>NEH Fellowship</td>
<td>2007-2008</td>
<td>$40,000</td>
<td>Research funding for Mark Twain</td>
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<tr>
<td>Jerome Loving</td>
<td>NEH Summer Stipend</td>
<td>2002</td>
<td></td>
<td></td>
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<tr>
<td>Jerome Loving</td>
<td>John Simon Guggenheim Fellowship</td>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinton Machann</td>
<td>Czech Ministry of Foreign Affairs</td>
<td>2000</td>
<td></td>
<td>Jan Masaryk Gratis Award</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Participant and project leader, NEH Institute for Advanced Topics in the Digital Humanities</td>
<td>2010-12</td>
<td>$4000</td>
<td>Series of summer workshops on “Emerging Issues in Digital Scholarship”</td>
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<tr>
<td>Name</td>
<td>Organization</td>
<td>Year(s)</td>
<td>Amount</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Mellon Foundation Grant (&quot;OCR’ing Early Modern Text&quot;)</td>
<td>2012-14</td>
<td>$734,000</td>
<td>“OCR’ing Early Modern Text”</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Mellon Officer’s Grant</td>
<td>2010</td>
<td>$41,000</td>
<td>“18thConnect and Open-Access Full-Text”</td>
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<tr>
<td>Laura Mandell</td>
<td>SSHRC Partnership Grant</td>
<td>2014</td>
<td>$120,000</td>
<td>“Text Mining the Novel: Establishing the Foundations of a New Discipline”</td>
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<tr>
<td>Laura Mandell</td>
<td>NEH Office of Digital Humanities Implementation Grant</td>
<td>2015</td>
<td>$215,830</td>
<td>“Reading First Books: Multilingual, Early Modern Optical Character Recognition for Primeros Libros”</td>
</tr>
<tr>
<td>Laura Mandell</td>
<td>Teagle Foundation</td>
<td>2010</td>
<td>$9000</td>
<td>“Assessment in the Humanities: A National Symposium”</td>
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<tr>
<td>Britt Mize</td>
<td>Sewanee Medieval Colloquium</td>
<td>2015</td>
<td>$500</td>
<td>Susan J. Ridyard Prize for best paper</td>
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<tr>
<td>Anne Morey</td>
<td>Robert Penn Warren Center for the Humanities, Vanderbilt University</td>
<td>2010-11</td>
<td>$45,000</td>
<td>Visiting Associate Professor and William S. Vaughn Visiting Fellow</td>
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<tr>
<td>Claudia Nelson</td>
<td>Children’s Literature Association</td>
<td>2003</td>
<td></td>
<td>Award for the best 2001 scholarly article in the field of children’s literature, for “Drying the Orphan’s Tear”</td>
</tr>
<tr>
<td>Claudia Nelson</td>
<td>NEH Fellowship for College Teachers and Independent Scholars</td>
<td>1999-2000</td>
<td>$30,000</td>
<td>“From Waif to Treasure: Representations of Adoption and Fosterage in America, 1851-1929”</td>
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<tr>
<td>Mary Ann O’Farrell</td>
<td>Chawton House fellowship</td>
<td>2012</td>
<td>No direct funds</td>
<td>(lodging and other expenses provided)</td>
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<tr>
<td>Vanita Reddy</td>
<td>Asian American Studies Association East of California/Penn State University Faculty</td>
<td>2011</td>
<td>No direct funds</td>
<td></td>
</tr>
<tr>
<td>Vanita Reddy</td>
<td>Postdoctoral Fellowship, Indiana University, Bloomington, Department</td>
<td>2013-14</td>
<td>No direct funds</td>
<td></td>
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<tr>
<td>Name</td>
<td>Organization</td>
<td>Year</td>
<td>Amount/Description</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>Elizabeth Tebeaux</td>
<td>Andrew Mellon Research Fellowship, Huntington Library</td>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mikko Tuhkanen</td>
<td>The Academy of Finland</td>
<td>2004</td>
<td>Research Grant</td>
<td></td>
</tr>
<tr>
<td>Mikko Tuhkanen</td>
<td>Postdoctoral Fellow, The Academy of Finland</td>
<td>2001-2003</td>
<td></td>
<td></td>
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<tr>
<td>Nancy Warren</td>
<td>National Humanities Center</td>
<td>September 2007-May 2008</td>
<td>$35,000 plus research and travel expenses, Research fellowship</td>
<td></td>
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<tr>
<td>Nancy Warren</td>
<td>Council of Graduate Schools Gustave O. Arlt Award</td>
<td>2004</td>
<td>Book award for <em>Spiritual Economies</em></td>
<td></td>
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<tr>
<td>Nancy Warren</td>
<td>British Academy Neil Ker Memorial Grant</td>
<td>2003</td>
<td>Research grant</td>
<td></td>
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</tbody>
</table>
**APPENDIX O**

**ENGLISH DEPARTMENT PROFESSIONAL SERVICE AND LEADERSHIP (Core Faculty)**

Note: Information in these tables is drawn from 2014 annual checklists and complete CVs, and may not be represented on the short CVs included in the Self-Study.

**LEADERSHIP POSITIONS IN DISCIPLINARY ORGANIZATIONS, 2000-2015 (*2010-2015)**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Organization</th>
<th>Role</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>*N. Bhattacharya</td>
<td>MLA Division on Comparative Studies in Eighteenth-century Literature</td>
<td>Executive committee member</td>
<td>2006-2010</td>
</tr>
<tr>
<td>*W. B. Clark</td>
<td>Center for Robert Penn Warren Studies, Western Kentucky University</td>
<td>Member, Advisory Committee</td>
<td>ongoing</td>
</tr>
<tr>
<td>*W. B. Clark</td>
<td>Warren-Brooks Award for Literary Criticism</td>
<td>Member of Jury</td>
<td>ongoing</td>
</tr>
<tr>
<td>*D. Dickson</td>
<td>Committee on Scholarly Editions, Modern Language Association</td>
<td>Committee member, co-chair (2008-2010)</td>
<td>2005-2010</td>
</tr>
<tr>
<td>D. Dickson</td>
<td>South-Central Renaissance Conference.</td>
<td>Executive Committee</td>
<td>2005-2008</td>
</tr>
<tr>
<td>D. Dickson</td>
<td>John Donne Society</td>
<td>Executive committee member</td>
<td>2007-2009</td>
</tr>
<tr>
<td>*Ira Dworkin</td>
<td>American Studies Association</td>
<td>Chair, Yasuo Sakakibara International Scholar Paper Prize Committee</td>
<td>2015-16</td>
</tr>
<tr>
<td>*Ira Dworkin</td>
<td>American Studies Association</td>
<td>International Committee</td>
<td>2012-2015</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Years</td>
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<td>-----------------------</td>
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</tr>
<tr>
<td>*Earhart</td>
<td>MLA Discussion Group, Computer Studies in Language and Literature Member</td>
<td>2010-2013</td>
<td></td>
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<tr>
<td>Earhart</td>
<td>NINES (Networked Infrastructure for Nineteenth-Century Electronic Scholarship) Executive board member</td>
<td>2008-</td>
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<tr>
<td>Earhart</td>
<td>NINES Americanist board member</td>
<td>2007-</td>
<td></td>
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<tr>
<td>*M. Ezell</td>
<td>American Society for Eighteenth Century Studies Gottschalk Prize committee</td>
<td>2011-12</td>
<td></td>
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<tr>
<td>*M. Ezell</td>
<td>MLA Prize for Distinguished Scholarly Edition Selection Committee</td>
<td>2015-2016</td>
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<tr>
<td>*M. Ezell</td>
<td>MLA Division on Methods of Literary Research Elected member</td>
<td>2007-2011</td>
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<tr>
<td>M. Ezell</td>
<td>MLA Committee on Scholarly Editing Appointed member</td>
<td>2002-05</td>
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<td>*M. Ezell</td>
<td>Folger Institute, Folger Shakespeare Library Executive Council</td>
<td>2011-</td>
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<tr>
<td>*M. Ezell</td>
<td>The Centre for Women’s Writings and Literary Culture, Aberystwyth University, UK International Advisory Board</td>
<td>2010-</td>
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<tr>
<td>*M. Ives</td>
<td>MLA Division on Methods of Literary Research Elected member</td>
<td>2007-2012</td>
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<tr>
<td>*M. Ives</td>
<td>Text Encoding Initiative elector for Texas A&amp;M Appointed</td>
<td>2008-2011</td>
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<tr>
<td>*C. Kallendorf</td>
<td>International Association for Neo-Latin Studies President</td>
<td>2015-</td>
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<tr>
<td>*C. Kallendorf</td>
<td>Vergilian Society (U.S.) President</td>
<td>2010-2013</td>
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<td>*C. Kallendorf</td>
<td>Renaissance Society of America Publication chair, member of executive committee</td>
<td>2009-2015</td>
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<tr>
<td>*J. Loving</td>
<td>American Literature Association Member, Executive committee</td>
<td>1989-</td>
<td></td>
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<tr>
<td>*Mary Ann O’Farrell</td>
<td>MLA Delegate Assembly Elected member</td>
<td>2012-</td>
<td></td>
</tr>
<tr>
<td>*C. Machann</td>
<td>Czech Educational Foundation of Texas (CEF) Chairman, Board of Directors</td>
<td>1996-</td>
<td></td>
</tr>
<tr>
<td>*L. Mandell</td>
<td>ARC (Advanced Research Consortium) Director</td>
<td>2011-</td>
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<tr>
<td>*L. Mandell</td>
<td>NASSR (North American Society for Romantic Studies) Advisory Board</td>
<td>2011-2013</td>
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<tr>
<td>*L. Mandell</td>
<td>NINES Associate Director</td>
<td>2007-2012</td>
<td></td>
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<tr>
<td>*L. Mandell</td>
<td>MLA Committee on Information Technology Elected member</td>
<td>2008-2011</td>
<td></td>
</tr>
<tr>
<td>*L. Mandell</td>
<td>18th Connect Director</td>
<td>2009-</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Organization</td>
<td>Position/Role</td>
<td>Years</td>
</tr>
<tr>
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<tr>
<td>L. Mandell</td>
<td>NITLE Digital Humanities Council</td>
<td>Appointed member</td>
<td>2011-</td>
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<tr>
<td>L. Mandell</td>
<td>TAPoR Advisory Committee</td>
<td>Member</td>
<td>2011-</td>
</tr>
<tr>
<td>L. Mandell</td>
<td>TEI (Text Encoding Initiative)</td>
<td>Elected member, Board of Directors</td>
<td>2011-2013</td>
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<tr>
<td>D. McWhirter</td>
<td>Society for the Study of Southern Literature</td>
<td>Elected Member, Executive Council</td>
<td>2014-2016</td>
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<tr>
<td>D. McWhirter</td>
<td>Henry James Society</td>
<td>Elected President</td>
<td>2010</td>
</tr>
<tr>
<td>D. McWhirter</td>
<td>Eudora Welty Society</td>
<td>Vice-President 2010-2011; Elected President, 2012-13</td>
<td>2010-2013</td>
</tr>
<tr>
<td>B. Mize</td>
<td>Texas Medieval Association</td>
<td>President and lead conference organizer</td>
<td>2016</td>
</tr>
<tr>
<td>B. Mize</td>
<td>Southeastern Medieval Association</td>
<td>Executive Board</td>
<td>2015-</td>
</tr>
<tr>
<td>Anne Morey</td>
<td>Children’s Literature Association</td>
<td>Member, Publications Board</td>
<td>2012-2015</td>
</tr>
<tr>
<td>Claudia Nelson</td>
<td>Children’s Literature Association</td>
<td>Vice President (2011-12), President (2012-13), and Past President (2013-14)</td>
<td>2001-2014</td>
</tr>
<tr>
<td>Claudia Nelson</td>
<td>Alliance for the Study of Adoption and Culture</td>
<td>Member, steering committee</td>
<td>2012-</td>
</tr>
<tr>
<td>Claudia Nelson</td>
<td>International Girls’ Studies Association</td>
<td>Member, steering committee</td>
<td>2011-</td>
</tr>
<tr>
<td>N. Perry</td>
<td>International Sidney Society</td>
<td>Board of Directors (member-at-large)</td>
<td>2012-</td>
</tr>
<tr>
<td>Andrew Pilsch</td>
<td>The Society For Literature, Science, and the Arts</td>
<td>Member-at-large, Executive Committee</td>
<td>2015-2017</td>
</tr>
<tr>
<td>L. Reynolds</td>
<td>Margaret Fuller Society</td>
<td>President (2012-2014); 1st Vice President (2009-2011), 2d Vice President (2007-2009), Executive Officer (1993-2007), Co-founder with Bell Chevigny (1993)</td>
<td>1993-</td>
</tr>
<tr>
<td>L. Reynolds</td>
<td>Louisa May Alcott Society</td>
<td>Advisory Board</td>
<td>2005-07</td>
</tr>
<tr>
<td>N. Warren</td>
<td>Medieval Academy of America</td>
<td>Schalleck Fellowship Awards Committee</td>
<td>2009-2015</td>
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</tbody>
</table>
**Faculty on Editorial Boards (2007-2015)**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Publication or project</th>
<th>Date</th>
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<tbody>
<tr>
<td>R. Boenig</td>
<td>Litencyc.com</td>
<td>2013-</td>
</tr>
<tr>
<td>R. Boenig</td>
<td>Medievalia et Humanistica</td>
<td>1994-</td>
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## Journal or Book Series Editors

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<td>Editor, Seventeenth-Century News</td>
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<td>Laura Estill</td>
<td>Editor, World Shakespeare Bibliography</td>
<td>2013-</td>
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<td>M. Ezell</td>
<td>Editor, 17th Century Section, Blackwell Literature Compass, (U.K.)</td>
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<td>R. Griffin</td>
<td>Associate Editor, Poetics Today</td>
<td>1996-2010</td>
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<tr>
<td>J. Hannah</td>
<td>Fiction Editor, Short Story</td>
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<tr>
<td>M. Ives</td>
<td>Ashgate Studies in Publishing History: Manuscript, Print and Digital.</td>
<td>2013-</td>
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<td>S. Jackson</td>
<td>Caribbean Studies Book Series, Co-Founder and Co-Editor. University Press of Mississippi</td>
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<td>C. Kallendorf</td>
<td>Editor, Neo Latin News</td>
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<td>Series Editor, Renaissance Society of America Texts and Studies series, Brill Academic Publishers</td>
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<td>C. Machann</td>
<td>Editor, Kosmas: Czechoslovak and Central European Journal (Czechoslovak Society of Arts and Sciences)</td>
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<td>D. McWhirter</td>
<td>Consulting Editor (American Literature), South Central Review</td>
<td>2008-</td>
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## Grant and Manuscript Reviewing, 2010-2015

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### Book Manuscript Reviewing

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**College or University Committee Memberships, 2010-2015**

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APPENDIX P

STUDENT-FACULTY RATIOS

According to the Data and Research Services (DARS) report “Course Profile by Major by Level,” the total Semester Credit Hour (SCH) number for all ENGL and LING courses in fall 2014 was 16,223. Of these, 632 SCHs were at the graduate level and 15,591 were at the undergraduate level. DARS does report (both internally and externally) a student-to-faculty ratio based on a Full-Time Equivalent (FTE) computation, but this official number is incorrect owing to the inclusion by DARS of graduate teaching assistants in the “faculty” total. Moreover, DARS does not observe the “core”/“non-core” distinction among faculty that is required for the Academic Program Review; this distinction is used only by the Office of Graduate and Professional Studies (OGAPS) and is determined by a list provided by that office. For these reasons, manual counting is necessary to calculate the correct student-to-faculty ratio and the ratios of students to core and non-core faculty.

By manual count, 3045 of the 16,223 SCHs in fall 2014 were in courses taught by graduate students, so there were 13,178 faculty-taught SCHs (including the 632 SCHs at the graduate level). Of the 13,178 SCHs accounted for by faculty in fall 2014, 10,205 (including all of the 632 graduate SCHs) were taught by core faculty and 2973 were taught by faculty not on the core list provided by OGAPS (including 657 ENGL SCHs taught by non-ENGL faculty).

The number of student FTEs is determined according to DARS’s methodology: the number of undergraduate SCHs is divided by 15, and the number of graduate SCHs is divided by 9. By this definition of a student FTE, the 632 graduate SCHs in fall 2014 amounted to 70.2 graduate student FTEs, and the 15,591 undergraduate SCHs amounted to 1039.4 undergraduate student FTEs, for a total of 1109.6 student FTEs.

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3 DARS considers 9 hours to be the Ph.D.-level load only, but all graduate ENGL students take 9 hours per semester as a full load, whether they are M.A. or Ph.D. students.

4 Details of Fall 2014 SCHs and their conversion to student FTEs (all decimals rounded to nearest tenth):
• Total SCHs: 16223 (632 graduate = 70.2 FTEs, 15591 undergrad = 1039.4 FTEs)
• SCHs taught by graduate students: 3045 (all undergraduate = 203 FTEs)
• SCHs taught by faculty: 13178 (632 graduate = 70.2 FTEs, 12546 undergrad = 836.4 FTEs; total FTEs taught by faculty = 906.6)
• SCHs taught by core faculty: 10205 (632 graduate = 70.2 FTEs, 9573 undergrad = 638.2 FTEs; total FTEs taught by core faculty = 708.4)
• SCHs taught by faculty not on our core list: 2973 (all undergraduate = 198.2 FTEs)
• SCHs taught by non-core ENGL faculty: 2316 (all undergraduate = 154.4 FTEs)
• SCHs taught by non-ENGL faculty: 657 (all undergraduate = 43.8 FTEs)
The number of faculty FTEs is determined by the department’s payroll and adjusts for joint and part-time appointments. The 54 core ENGL faculty in 2014–15, according to the OGAPS list, amounted to 49.75 core faculty FTEs in terms of payroll. The 8 non-core ENGL faculty in 2014–15 (Cooper, Gutierrez, Harris, Hawkins, Kinkead, Nair, E. Robinson, Small) amounted to 7 non-core faculty FTEs in payroll. This number excludes 4 non-ENGL faculty who taught ENGL courses in fall 2014 (Ellis, Garritano, Rosenthal, Wilson).

Ratios of students (i.e., student FTEs) to faculty (i.e., faculty FTEs) can be derived as follows (all decimals rounded to the nearest tenth):

- Students to faculty: 19.6:1
- Students taught by faculty to faculty: 18.2:1
- Students taught by core faculty to core faculty: 14.2:1
- Students taught by non-core ENGL faculty to non-core ENGL faculty: 22.1:1

It must be observed that computations based on student FTEs, while useful in large-scale assessments of resources and demand, have little to do with the actual experience of students taking ENGL courses as they navigate the curriculum. In particular, these FTE numbers must not be taken as even roughly correlative to expected class size. For trends in class size, see Appendix Q.
APPENDIX Q

TRENDS IN UNDERGRADUATE CLASS OFFERINGS, CLASS SIZE, AND INSTRUCTIONAL STAFFING

The budget reduction described in this self-study largely reflects the loss of tenure-stream faculty during a period when hiring has not kept pace with losses: we have seen a net loss of nearly one tenured or tenure-track FTE per year over the past decade, from 53 in FY 2007 to 43.5 in FY 2016. This reduction in teaching force would present its own considerable problem, but other events have exacerbated the trend and created a perfect storm for the availability of instructional personnel. These events, too, are reported elsewhere, but bringing them together here will allow analysis of their combined effect on classes and staffing:

• Budget cuts in 2011 forced the discontinuation of many year-to-year Lecturer positions that had previously been routinely renewed.
• At the same time, the department was instructed by the College to discontinue one-year postdoctoral fellowships that had been used to support recent Ph.D. graduates navigating the job market (and also as a recruitment incentive to prospective graduate students). These two changes together—the loss of many Lecturer positions and the loss of the postdoctoral fellowship program—resulted cumulatively in a reduction of non-tenure-stream faculty FTEs from 31 in FY 2007 to 9 in FY 2016.
• Moreover, College directives to reduce the size of our doctoral program and to cease funding M.A. students in a way that allows them to serve as instructors of record have combined with policy changes in the university Office of Graduate and Professional Studies (discontinuation of a possible 6th year of doctoral funding) to result, over time, in a reduction by more than 40% of the number of graduate students holding teaching assistantships. We had 35 in fall 2015, down from 60 in Fall 2009.

To compensate for the loss of teaching personnel, the department increased graduate students’ standard teaching assignment from 1/1 to 2/1 (or 1/2) in fall 2011. More recently, one-year Lecturers have been shifted from a 3/3 to a 4/4 standard teaching assignment.

These adjustments have not offset the losses. From fall 2009 to fall 2015, the number of undergraduate classes offered has dropped from 225 to 144: a loss of more than 35% (Table A).
During the same period, the number of English majors has declined, though not commensurately: from 678 to 574, or a loss of about 15%. Similarly, the total number of undergraduates taught in classes has gone from 5941 to 5326, a loss of only about 10% (see Table B).

Table A: Total Undergraduate Classes Taught, Fall 2009–Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>By graduate students</th>
<th>By non-tenure-stream faculty</th>
<th>By tenure-stream faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>250</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>200</td>
<td>125</td>
<td>75</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>175</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>150</td>
<td>175</td>
<td>75</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>125</td>
<td>200</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>100</td>
<td>225</td>
<td>25</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>75</td>
<td>250</td>
<td>5</td>
</tr>
</tbody>
</table>

Table B: Total Undergraduates Taught in Classes, Fall 2009–Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>By graduate students</th>
<th>By non-tenure-stream faculty</th>
<th>By tenure-stream faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>6500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>5500</td>
<td>400</td>
<td>500</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>5000</td>
<td>450</td>
<td>500</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>4500</td>
<td>350</td>
<td>500</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>4000</td>
<td>300</td>
<td>500</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3500</td>
<td>250</td>
<td>500</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>3000</td>
<td>200</td>
<td>500</td>
</tr>
</tbody>
</table>
The bar graphs in Tables A and B show a rapid decline in both the total number of classes taught and the total number of undergraduates taught from fall 2009 to fall 2012, followed by a period of some recovery from fall 2013 to fall 2015. The tops of those bar graphs, with their fairly smooth dip-then-rise trajectory, mask underlying disorder in the data that is represented by their colored bands. Instructional staffing strategies in these years have been characterized by emergency, ad-hoc, or experimental tactics adopted in the attempt to counteract the effects of multiple policy and funding changes in rapid succession. Wild fluctuations in what segments of the department’s personnel are bearing what portion of the burden for our undergraduate teaching are better illustrated by Tables C and D:

Table C: Undergraduate Classes Taught by Tenure-Stream Faculty, Non-Tenure-Stream Faculty, and Graduate Students, Fall 2009–Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-stream faculty</td>
<td>102</td>
<td>64</td>
<td>67</td>
<td>80</td>
<td>59</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>Non-tenure-stream faculty</td>
<td>59</td>
<td>62</td>
<td>40</td>
<td>29</td>
<td>38</td>
<td>36</td>
<td>32</td>
</tr>
<tr>
<td>Graduate students</td>
<td>2078</td>
<td>2453</td>
<td>2491</td>
<td>2299</td>
<td>2357</td>
<td>2748</td>
<td>2438</td>
</tr>
</tbody>
</table>

Table D: Undergraduates Taught in Classes by Tenure-Stream Faculty, Non-Tenure-Stream Faculty, and Graduate Students, Fall 2009–Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-stream faculty</td>
<td>2649</td>
<td>2453</td>
<td>2491</td>
<td>2299</td>
<td>2357</td>
<td>2748</td>
<td>2438</td>
</tr>
<tr>
<td>Non-tenure-stream faculty</td>
<td>2078</td>
<td>1763</td>
<td>1928</td>
<td>1364</td>
<td>1354</td>
<td>1366</td>
<td>1585</td>
</tr>
<tr>
<td>Graduate students</td>
<td>1244</td>
<td>1506</td>
<td>1117</td>
<td>1062</td>
<td>1102</td>
<td>1015</td>
<td>1303</td>
</tr>
</tbody>
</table>
Despite the unpatterned year-to-year fluctuation in relative teaching burden among these groups (tenure-stream faculty, non-tenure-stream faculty, and graduate students), the two line graphs have similar shapes, with the plots for each group being generally consistent between Tables C and D. Even this similarity masks an underlying difference that is cause for concern. Note that while the blue and green lines in Table C end near (actually slightly below) the place they began, the blue and green lines in Table D both end significantly higher than they began. (The number of non-tenure-stream faculty has changed so greatly that comparing the red lines between the graphs is not informative.)

This means that to the extent that we have been able to maintain numbers of English majors and other undergraduate students taught—a partial success—this has been done only by increasing class size. From fall 2009 to fall 2015, the average size of classes taught by tenure-stream faculty has increased from 32.5 to 39.3. The average size of classes taught by graduate students has gone from 21.1 to 29.4. An even more radical change has occurred with the reduced number of non-tenure-stream faculty, who now teach an average of 46.5 students in each of their classes, and the average class size in the department overall has increased from 26.4 to 37.0 (Table E).

Table E: Average Number of Students per Undergraduate Class Taught by Tenure-Stream Faculty, Non-Tenure-Stream Faculty, and Graduate Students

The standard courseload of tenure-stream faculty has remained a stable 2/2, such that the average number of students taught in an academic year for faculty on that standard load has increased from 130 to 157.2. The greater problem, again, lies in the workload of graduate students. With the change from a 1/1 to a 2/1 standard teaching assignment, in combination with increasing class sizes, the average number of undergraduates taught by each graduate assistant in an academic year has more than doubled, increasing from 42.2 to 88.2. By the
measure of the number of classes assigned, each graduate assistant’s workload increased by 50% with the change from two to three classes per year; but by the measure of students taught, the workload has increased by about 110% between Fall 2009 and Fall 2015. For these trends see Table F.

Table F: Undergraduates Taught per Year with Standard Courseload

<table>
<thead>
<tr>
<th>Year</th>
<th>By tenure-stream faculty</th>
<th>By graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>130</td>
<td>42.2</td>
</tr>
<tr>
<td>2010-11</td>
<td>146.4</td>
<td>46.4</td>
</tr>
<tr>
<td>2011-12</td>
<td>163.2</td>
<td>72.3</td>
</tr>
<tr>
<td>2012-13</td>
<td>156</td>
<td>77.1</td>
</tr>
<tr>
<td>2013-14</td>
<td>157.2</td>
<td>75</td>
</tr>
<tr>
<td>2014-15</td>
<td>161.6</td>
<td>84.6</td>
</tr>
<tr>
<td>2015-16</td>
<td>157.2</td>
<td>88.2</td>
</tr>
</tbody>
</table>

These trends are further informative when viewed in relation to the proportion of the total teaching force that graduate students account for, as in Table G:

Table G: Proportions of Teaching Personnel and Undergraduates Taught That Are Accounted for by Graduate Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion of total teaching personnel made up by graduate students</th>
<th>Proportion of undergraduates taught by graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>0.42</td>
<td>0.21</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>0.43</td>
<td>0.26</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>0.44</td>
<td>0.35</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>0.38</td>
<td>0.29</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>0.34</td>
<td>0.23</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>0.33</td>
<td>0.2</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>0.4</td>
<td>0.3</td>
</tr>
</tbody>
</table>
Again, as with the superficial similarity between Tables C and D, these lines’ similar shapes might appear to represent a relatively stable correlation; but the more extreme fluctuation of the red line results in a significantly different relationship between the two at the end of the period than at the beginning. A net gain of .09 in the total proportion of the department’s undergraduate teaching done by graduate students (from .21 to .30) is a 43% increase from the 2009 level in the teaching burden that graduate students bear for the department, while during the same period the proportion of the total teaching force made up by graduate students has seen a net decrease from .42 to .40, or –5%, since 2009.
APPENDIX R

GRADUATE COURSE OFFERINGS, FALL 2011–FALL 2015

Graduate classes taught, by semester, since the implementation of our new curriculum.

Fall 2011
- ENGL 602 First Year Seminar
- ENGL 603 Bibliography and Literary Research
- ENGL 608 Readings in Medieval Literature
- ENGL 623 Topics in Creative Fiction: Fictional Forms
- ENGL 642 Topics in Genre: The American Bildungsroman in the Long Shadow of Darwin
- ENGL/COMM 654 History and Theory of Rhetoric to 1800
- ENGL 665 Topics in Cultural and Interdisciplinary Studies: Blindness
- ENGL 670 Topics in Latino/a Literature and Culture: Chicano/a Theory and Practice
- ENGL 673 Topics in Transnational Literature and Culture: Atlantic Slavery and Transatlantic Romanticism
- ENGL 683 Topics in Theory: Postcolonial Theory
- ENGL 697 Pedagogy

Spring 2012
- ENGL 613 Readings in Early Modern Literature and Culture
- ENGL 624 Advanced Creative Writing Workshop
- ENGL 634 Readings in 10th-Century British Literature and Culture
- ENGL 645 Topics and Gender, Literature and Culture: The Gendered Remembering of Ireland in the Modern Age
- ENGL/COMM 655 History and Theory of Rhetoric since 1800
- ENGL 658 Topics in Film History: South Asian Cinema from Modern to Postmodern
- ENGL 666 Topics in Textual Studies and Book History: The Emergence of Digital Literary Studies
- ENGL 669 Topics in African-American and Africana Literature and Culture: Black Postmodernism
- ENGL 671 Readings in American Literature to 1900
- ENGL 672 Topics in American Literature and Culture to 1900: American Gothic, from Mary Rowlandson to Edith Wharton
- ENGL/WGST 680 Theories of Gender
- ENGL 681 Placement Seminar
• ENGL 683 Topics in Theory: Enunciation, A Genealogy
• ENGL 695 Publication and Professionalization
• LING 602 Topics in Sociolinguistics: World Englishes

Fall 2012
• ENGL 602 First Year Seminar
• ENGL 603 Bibliography and Literary Research
• ENGL 607 Topics in Medieval Literature and Culture: The Ballad
• ENGL/LING 610 Topics in the History of the English Language: Old English I
• ENGL 618 Readings in 18th Century British Literature and Culture
• ENGL 622 Elements of Creative Writing
• ENGL 650 Readings in 20th and 21st Century Literature and Culture
• ENGL 645 Topics in Gender, Literature and Culture: Recovering 19th Century Women Writers
• ENGL 659 Topics in Film Theory: Transnational Cinema
• ENGL 667 Topics in the History and Theory of Rhetoric: New Approaches to Civic and Religious Rhetoric
• ENGL 669 Topics in African-American and Africana Literature and Culture: The Slave Narrative in English, 1760s to 1860s
• ENGL/WGST 680 Theories of Gender
• ENGL 689 Special Topics: Queer Theory
• ENGL 689 Special Topics: Image, Meaning, Text: Composing and Reading in Virtual Space
• ENGL 697 Pedagogy

Spring 2013
• ENGL 608 Readings in Medieval Literature and Culture
• ENGL/LING 610: Topics in the History of the English Language: Old English II, Beowulf
• ENGL 611 Topics in Early Modern Literature and Culture: Radical Religious Writing
• ENGL 623 Topics in Creative Writing: Conflict in Creative Writing
• ENGL 640 Topics in Children’s Literature and Culture: Social Engineering
• ENGL 642 Topics in Genre: The Novel of Manners
• ENGL 653 Topics in 20th and 21st Century Literature and Culture: Mississippi Modernism
• ENGL/COMM 654 History and Theory of Rhetoric to 1800
• ENGL 665 Topics in Cultural and Interdisciplinary Studies: Digital Representations of Africana Literature
• ENGL 671 Readings in American Literature and Culture to 1900
• ENGL 672 Topics in American Literature and Culture to 1900: Political Violence and the American Renaissance
• ENGL 681 Placement Seminar
• ENGL 683 Topics in Theory: Postmodern Culture and Film Theory
• ENGL 695 Publication and Professionalization

Fall 2013
• ENGL 602 First Year Seminar
• ENGL 607 Topics in Medieval Literature and Culture: Intertextual Chaucer
• ENGL 613 Readings in Early Modern Literature and Culture
• ENGL 622 Elements of Creative Writing
• ENGL 634 Readings in 19th Century British Literature and Culture
• ENGL 650 Readings in 20th and 21st Century Literature and Culture
• ENGL 658 Topics in Film History: Early Cinema and the Invention of Modern Life
• ENGL 666 Topics in Textual Studies and Book History: The History and Impact of the Kelmscott Press
• ENGL 673 Topics in Transnational Literature and Culture: Atlantic Slavery and Transatlantic Romanticism
• ENGL 683 Topics in Theory: Poststructuralism and After
• ENGL 697 Pedagogy

Spring 2014
• ENGL 603 Bibliography and Literary Research
• ENGL 607 Topics in Medieval Literature and Culture: Early English Drama
• ENGL 618 Readings in 18th Century British Literature and Culture
• ENGL 624 Advance Creative Writing Workshop
• ENGL 638 Topics in 18th and 19th Century British Literature and Culture: Some Words of George Eliot
• ENGL 642 Topics in Genre: The American Novel and its Genres
• ENGL 653 Topics in 20th and 21st Century Literature and Culture: The Literature of Justice and Incarceration
• ENGL 658 Topics in Film History: History and Historiography of Weimar Cinema
• ENGL/WGST 680 Theories of Gender
• ENGL 681 Placement Seminar
• ENGL 695 Publication and Professionalization
• LING 670 Topics in Linguistics and Discourse Analysis: Gender and Discourse

Fall 2014
• ENGL 602 first Year Seminar
• ENGL 603 Bibliography and Literary Research
• ENGL 604 Topics in Digital Research: Visualizing Knowledge
• ENGL 608 Readings in Medieval Literature and Culture
• ENGL/LING 610 Topics in the History of the English Language: Old English I
• ENGL 611 Topics in Early Modern Literature and Culture: Early Modern English Musical Theater
• ENGL 622 Elements of Creative Writing
• ENGL 640 Topics in Children's Literature and Culture: Constructing the Female Citizen
• ENGL 659 Topics in Film Theory: Postmodern Culture and Film Theory
• ENGL 672 Topics in American Literature and Culture to 1900: American Writers and the Civil War
• ENGL 673 Topics in Transnational Literature and Culture: Atlantic Slavery and Transatlantic Romanticism
• ENGL 683 Topics in Theory: Philosophy, Racial Sciences, and Literature from Rousseau to the 20th Century
• ENL 697 Pedagogy

Spring 2015
• ENGL/LING 601 Topics in the History of the English Language: Old English II, Beowulf
- ENGL 613 Readings in Early Modern Literature and Culture
- ENGL 624 Advanced Creative Writing Workshop
- ENGL 645 Topics in Gender, Literature and Culture: Gender and Cold War Narrative
- ENGL 650 Readings in 20th and 21st Century Literature and Culture
- ENGL 673 Topics in Transnational Literature and Culture: The Contemporary Cosmopolitan Novel
- ENGL/WGST 680 Theories of Gender
- ENGL 681 Placement Seminar
- ENGL 683 Topics in Theory: Late Foucault
- ENGL 695 Publication and Professionalization

Fall 2015
- ENGL 602 First Year Seminar
- ENGL 608 Readings in Medieval Literature and Culture
- ENGL 618 Readings in 18th Century British Literature and Culture
- ENGL 642 Topics in Genre: Women's Travel Writing
- ENGL 645 Topics in Gender, Literature and Culture: Alternative Intimacies
- ENGL 653 Topics in 20th and 21st Century Literature and Culture: Representations of Violence
- ENGL 658 Topics in Film History: Film Noir
- ENGL 673 Topics in Transnational Literature and Culture: Black Transnationalisms
- ENGL 669 Topics in African-American and Africana Literature and Culture: James Baldwin and Others
- ENGL 683 Topics in Theory: Queer of Color Critique
- ENGL 697 Pedagogy
APPENDIX S


GRADUATE STUDENT PUBLICATIONS, 2008–15


Carmona, Christopher. beat. College Station, TX: Slough Press, 2011.


———. “Pacific Rim.” SFRA Review (1000 word review). Accepted.

———, Todd Samuelson, Ed., and Laura Perrings, Asst. Ed. Deeper Than Swords: Celebrating the
[———.] Todd Samuelson and Catherine Coker. “Mind the Gap: Integrating Special Collections Teaching.” Portal. Accepted for Fall 2013.
[———.] Todd Samuelson and Catherine Coker. “How We Brought 3,000 People to the Library (With the Help of Mr. George R. R. Martin).” College and Research Library News 74.7 (2013): 342-45, 56.


[———]. See item listed at Torabi, Kathy below.


[———]. See item listed at Dunai, Amber, above.


Kelsey, Bailey. See item listed at Dunai, Amber, above.


Lagarde, Glynnis. See item listed at Dunai, Amber, above.


Lemos, Gisele Cardoso de. “A ‘antropafagia indiana’ has obras” in *In An Antique Land e Calcutta*.


Moore, Shawn W. “Margaret Cavendish’s Plays, Never before Printed (1668): The Tale of Two Texts.” *The Female Spectator* 17 (forthcoming 2013).
———. “Controlled Fall” (fiction). *Conclave: A Journal of Character* 8 (Fall 2014).
———. “A Room with a Door” (fiction). *Qwerty Magazine* 31 (Spring 2014).

———. "Of the Drowned Girl" (poem). (Translation of "Vom ertrunkenen Mädchen" by Bertolt Brecht) *Able Muse* (Summer 2014).


[Pluck, Laura.] See item listed at Coker, Catherine, above.

[————.] See item listed at Dunai, Amber, above.

[————.] See item listed at Torabi, Kathy below.

[Peterson, Noah]. See item listed at Dunai, Amber, above.


Snider, Jessi. “Be the Tree: Classical Literature, Art Therapy, and Transcending Trauma in Speak.” Children’s Literature in Education.


Torabi, Kathy. See item listed at Tarpley, Bryan, above.


White, Lowell Mick. “Cindy’s Shirt,” <i>Concho River Review</i> (Fall 2008).

——-. <i>Long Time Ago Good: Sunset Dreams from Austin and Beyond</i> (Slough Press, 2009).

——-. “The Quiet Sport,” <i>Broken Bridge Review</i> (Fall 2008).

——-. “The Road Back to Destruction Bay,” <i>Callaloo</i> (Spring 2009).

——-. <i>That Demon Life: A Novel</i> (Gival Press, 2009).

——-. “12 Things I Remember about Home,” <i>You Are Here: The Journal of Creative Geography</i> (Summer 2008).

——-. “Wildlife Rehabilitation,” <i>Southwestern American Literature</i> (Fall 2008).

Wilson, Galen. "The Bigger the Lie, the More They Believe": Cinematic Realism and the Anxiety of Representation in David Simon’s <i>The Wire</i>. <i>South-Central Review</i> (Summer 2014).


CONFERENCES AT WHICH GRADUATE STUDENTS PRESENTED, 2010–2015

2010-11

Christopher Carmona
  • An International Conference on the Life and Work of Gloria Anzaldua, San Antonio, TX, November 2010
  • Southwest/Texas Popular Culture/American Culture Association Conference, Albuquerque, NM, February 2011
  • National Association for Chicana and Chicano Studies Association, McAllen, TX, February 2011
  • Annual Meeting of the Texas Historical Society, El Paso, TX, March 2011

Christina Cedillo-Tootalian
  • Annual Convention of the Modern Language Association, Los Angeles, CA, January 2011

Dayoung Chung
  • American Comparative Literature Association Conference, Vancouver, BC, March 2011

Casie Cobos
  • Annual Conference of the National Women’s Studies Association, Denver, CO, November 2010
  • An International Conference on the Life and Work of Gloria Anzaldua, San Antonio, TX, November 2010

Claire Cothren
  • Southern American Studies Association, Atlanta, GA, February 2011

Kimberly Cox
  • Northeast Modern Language Association Conference, New Brunswick, NJ, April 2011

Matthew Davis
  • International Congress on Medieval Studies, Kalamazoo, MI, May 2011

Marcos Del Hierro
  • Annual Conference of the National Women’s Studies Association, Denver, CO, November 2010
  • An International Conference on the Life and Work of Gloria Anzaldua, San Antonio, TX, November 2010
  • Conference on College Composition and Communication Annual Convention, Atlanta, GA, April 2011

Patricia Droz
  • Sixth Biennial Meeting of the International Gender and Language Association, Tokyo, Japan, September 2011

Jessica Durgan
  • Thomas Hardy at Yale Conference, New Haven, CT, June 2011

Melissa Elston
  • Victorian Interdisciplinary Studies Association of the Western United States, Honolulu, HI, October 2010
  • Conference on College Composition and Communication Annual Convention, Atlanta, GA, April 2011

Ayde Enriquez-Loya
  • University of Texas-San Antonio Graduate Symposium, San Antonio, TX, May 2011
• Conference on College Composition and Communication Annual Convention, Atlanta, GA, April 2011
Adrienne Foreman
  • Conference on Film and History, Milwaukee, WI, November 2010
  • Society for Cinema and Media Studies Annual Conference, New Orleans, LA, March 2011
Kohei Furuya
  • The First Congress of the World Literature Association, Beijing, China, July 2011
Teresa Habbestad
  • The Western Conference on British Studies, Austin, TX, September 2010
  • Victorian Interdisciplinary Studies Association of the Western United States, Honolulu, HI, October 2010
Rebecca Harris
  • Interrogating Complicities: The Postcolonial and the Queer, Minneapolis, MN, November 2010
Sarah Hart
  • Literature, Rhetoric, and Values Conference, University of Waterloo, Canada, June 2011
Ji Nang Kim
  • Northeast Modern Language Association Conference, New Brunswick, NJ, April 2011
Amy Larsen
  • Literature, Rhetoric, and Values Conference, University of Waterloo, Canada, June 2011
Joori Lee
  • Mardi Gras Conference, Baton Rouge, LA, March 2011
Shawna McDermott
  • Midwest Modern Language Association Conference, Chicago, IL, November 2010
  • Children’s Literature Association Conference, Roanoke, VA, June 2011
Laura Morris
  • Nimrod Literary Arts Awards Conference for Writers and Readers, Tulsa, OK, October 2010
Rebecca Morris
  • Children’s Literature Association Conference, Roanoke, VA, June 2011
Ryan Neighbors
  • National Popular Culture Association Conference, San Antonio, TX, April 2011
Julie Newberry
  • South-Central Renaissance Society, St. Louis, MO, March 2011
Garrett Nichols
  • Conference on College Composition and Communication Annual Convention, Atlanta, GA, April 2011
Lacie Osbourne
  • International Conference on Romanticism, Lubbock, TX, November 2010
Meghan Parker
  • American Society of Eighteenth-Century Studies, Vancouver, BC, March 2011
Laura Perrings
  • University of Virginia English Graduate Conference, Charlottesville, VA, April 2011
Gabriela Rios
  • Annual Conference of the National Women’s Studies Association, Denver, CO, November 2010
  • An International Conference on the Life and Work of Gloria Anzaldua, San Antonio, TX, November 2010
Jacob Schornick
  • Conference on College Composition and Communication Annual Convention, Atlanta, GA, April 2011

Genci Shehu
  • Conference on College Composition and Communication Annual Convention, Atlanta, GA, April 2011

James Stamant
  • Annual Convention of the Modern Language Association, Los Angeles, CA, January 2011

Elizabeth Talafuse
  • Children’s Literature Association Conference, Roanoke, VA, June 2011

Stephanie Wheeler
  • Annual Conference of the National Women’s Studies Association, Denver, CO, November 2010
  • Conference on College Composition and Communication Annual Convention, Atlanta, GA, April 2011

Galen Wilson
  • Film and History Conference, Milwaukee, WI, November 2010

Shannon Wilson
  • Annual Susan B. Anthony Institute of Gender and Women’s Studies Interdisciplinary Conference, Rochester, NY, March 2011

Dennis Winston
  • Annual Conference on African American Culture and Experience, Greensboro, NC, October 2010

Brian Yost
  • American Comparative Literature Association Conference, Vancouver, BC, March 2011

2011-12

Candace Benefiel
  • National Popular Conference Association Conference, Boston, MA, April 2012

Casie Cobos
  • Conference on College Composition and Communication, St. Louis, MO, March 2012

Catherine Coker
  • National Popular Conference Association Conference, Boston, MA, April 2012
  • International Congress on Medieval Studies, Kalamazoo, MI, April 2012

Claire Cothren
  • South Methodist University Conference on Questions of Identity, Dallas, TX, November 2011

Lisa D’Amico
  • Rhetoric Society of America Conference, Philadelphia, PA, May 2012

Matthew Davis
  • International Congress on Medieval Studies, Kalamazoo, MI, April 2012

Marcos Del Hierro
  • Rice University Graduate Student Symposium, October 2011

Jessica Durgan
  • Interdisciplinary Nineteenth-Century Studies Conference, Lexington, KY, March 2012
  • Victorian Interdisciplinary Studies Association of the Western United States Conference, Houston, TX, October 2011

Melissa Elston
• Victorian Interdisciplinary Studies Association of the Western United States Conference, Houston, TX, October 2011
• Conference on College Composition and Communication, St. Louis, MO, March 2012
• American Literature Association Conference, San Francisco, CA, May 2012
Ayde Enriquez-Loya
• Conference on College Composition and Communication, St. Louis, MO, March 2012
Adrienne Foreman
• Society for Cinema and Media Studies Conference, Boston, MA, March 2012
Teresa Habbestad
• Victorian Interdisciplinary Studies Association of the Western United States Conference, Houston, TX, October 2011
Rebecca Harris
• National Women’s Studies Association Conference, Atlanta, GA, November 2011
Sarah Hart
• 20th Annual Conference on 19th and 20th Century British Literature, Boulder, CO, June 2012
Chan Hee Hwang
• Midwest Popular Culture Association Conference, Milwaukee, WI, October 2011
Ji Nang Kim
• Pacific Ancient and Modern Language Association Conference, Claremont, CA, November 2011
Amy Larsen
• Rhetoric Society of America Conference, Philadelphia, PA, May 2012
Joori Lee
• Cultural Studies Association Conference, San Diego, CA, March 2012
Ernest Loesser
• Rocky Mountain Modern Language Association Conference, Scottsdale, AZ, October 2011
• Midwest Popular Culture Association Conference, Milwaukee, WI, October 2011
Shawna McDermott
• Children’s Literature Association Conference, Boston, MA, June 2012
Candice Melzow
• Rhetoric Society of America Conference, Philadelphia, PA, May 2012
Shawn Moore
• Conference on College Composition and Communication, St. Louis, MO, March 2012
• Renaissance Society of America Conference, Washington DC, March 2012
Laura Morris
• Popular Culture Association of the South/Texas/American Culture Association Conference, New Orleans, LA, October 2011
Rebecca Morris
• Children’s Literature Association Conference, Boston, MA, June 2012
Ryan Neighbors
• First Annual Beat Poetry and Arts Festival, Bryan, TX, November 2011
Garrett Nichols
• Conference on College Composition and Communication, St. Louis, MO, March 2012
Lacie Osbourne
• American Society for Eighteenth-Century Studies, San Antonio, TX, March 2012
Laura Perrings
• Victorian Interdisciplinary Studies Association of the Western United States Conference, Houston, TX, October 2011
• Victorian Media: An International Conference, Victoria, BC, April 2012
Joon Hyung Park,
• Midwest Popular Culture Association Conference, Milwaukee, WI, October 2011
Noah Peterson
• Annual Convention of the Modern Language Association, Seattle, WA, January 2012
• International Congress on Medieval Studies, Kalamazoo, MI, May 2012
Debbie Pfuntner
• American Society for Eighteenth-Century Studies, San Antonio, TX, March 2012
Elizabeth Talafuse
• Children’s Literature Association Conference, Boston, MA, June 2012
Rene Trevino
• American Literature Association Conference, San Francisco, CA, May 2012
Alma Villanueva
• Feminisms and Rhetorics Conference, Mankato, MN, October 2011
Stephanie Wheeler
• Conference on College Composition and Communication, St. Louis, MO, March 2012
Galen Wilson
• Society for Cinema and Media Studies Conference, Boston, MA, March 2012

2012-13
Catalina Bartlett
• American Association for Chicana and Chicano Studies Association, San Antonio, TX, March 2013
Claire Cothren
• International Conference of the Eudora Welty Society, College Station, TX, April 2013
• Southern American Studies Association Conference, Charleston, SC, January 2013
Matthew Davis
• International Congress on Medieval Studies, Kalamazoo, MI, May 2013
• International Congress on Medieval Studies, Leeds, UK, July 2013
Marcos Del Hierro
• Conference on College Composition and Communication, Las Vegas, NV, March 2013
• American Association for Chicana and Chicano Studies Association, San Antonio, TX, March 2013
Victor Del Hierro
• Conference on College Composition and Communication, Las Vegas, NV, March 2013
Melissa Elston
• Conference on College Composition and Communication, Las Vegas, NV, March 2013
Derek Fisher
• South Central Modern Language Association Conference, San Antonio, TX, November 2012
• American Comparative Literature Association Conference, Toronto, Canada, April 2013
Amber Foster
• Conference on Writers and Writing Programs, Boston, MA, March 2013
Kohei Furuya
• The First International Deleuze Studies in Asia Conference, Tamsui, Taiwan, June 2013
Teresa Habbestad
• Northeast Modern Language Association Conference, Boston, MA, March 2013
Shawn Moore
• American Society for Eighteenth-Century Studies, Cleveland, OH, April 2013
Laura Morris
• Conference on College Composition and Communication, Las Vegas, NV, March 2013
Kate Ozment
• American Society for Eighteenth-Century Studies, Cleveland, OH, April 2013
• South Central Society for Eighteenth-Century Studies, Austin, TX, February 2013
Debbie Pfuntner
• British Society of Eighteenth-Century Studies, UK, January 2013
Amanda Rico
• Autobiography as Writing Strategy Conference, Farmington, MN, May 2013
Laura Smith
• Popular Culture Association Conference, Washington, DC, 2013
Elizabeth Talafuse
• Children’s Literature Association Conference, Biloxi, MS, June 2013
Bryan Tarpley
• American Comparative Literature Association Conference, Toronto, Canada, April 2013
• Kule Institute for Advanced Studies Around the World Symposium, Alberta, Canada, May 2013
Eralda Tarpley
• American Comparative Literature Association Conference, Toronto, Canada, April 2013
Katayoun Torabi
• International Congress on Medieval Studies, Kalamazoo, MI, May 2013
• American Society for Eighteenth-Century Studies, Cleveland, OH, April 2013
• Kule Institute for Advanced Studies Around the World Symposium, Alberta, Canada, May 2013
Rene Trevino
• Conference on Computers and Writing, Frostburg, MD, June 2013
• American Literature Association Conference, Boston, MA, May 2013
Alma Villanueva
• Conference on College Composition and Communication, Las Vegas, NV, March 2013
Stephanie Wheeler
• Society for Disability Studies, Orlando, FL, June 2013
• Conference on College Composition and Communication, Las Vegas, NV, March 2013
Brian Yost
• American Comparative Literature Association Conference, Toronto, Canada, April 2013

2013-14
Catalina Bartlett
• Society for the Study of Gloria Anzaldua Conference, San Antonio, TX, November 2013
• Native American and Indigenous Studies Association Conference, Austin, TX, May 2014
Soham Bose
• American Comparative Literature Association Conference, New York, NY, March 2014
Caitlin Brenner
• International Congress on Medieval Studies, Kalamazoo, MI, May 2014
Crystal Bustamante
• Society for the Study of Gloria Anzaldua Conference, San Antonio, TX, November 2013
• Native American and Indigenous Studies Association Conference, Austin, TX, May 2014
  Catherine Coker
  • Popular Culture Association/American Culture Association Conference, Chicago, IL, April 2014
  Marcos Del Hierro
  • Conference on College Composition and Communication, Indianapolis, IN, March 2014
  • Society for the Study of Gloria Anzaldua Conference, San Antonio, TX, November 2013
  • Council for Programs in Technical and Scientific Communications, Cincinnati, OH, October 2013
  Amber Dunai
  • International Congress on Medieval Studies, Kalamazoo, MI, May 2014
  Melissa Elston
  • Rhetoric Society of America Conference, San Antonio, TX, May 2014
  Derek Fisher
  • South Central Modern Language Association Conference, New Orleans, LA, November 2013
  • American Literature Association Conference, Washington, DC, May 2014
  Amber Foster
  • Society for Utopian Studies Conference, Charleston, SC, November 2013
  Cliff Hudder
  • American Literature Association Conference, Washington, DC, May 2014
  Boosung Kim
  • Society for the Study of Southern Literature, Arlington, VA, March 2014
  Ethan Knight
  • American Literature Association Conference, Washington, DC, May 2014
  Eralda Lameborshi
  • South Central Modern Language Association Conference, New Orleans, LA, November 2013
  Laura Morris
  • South Atlantic Modern Language Association Conference, Atlanta, GA, November 2013
  Ryan Neighbors
  • International Conference on Narrative, Boston, MA, March 2014
  Kate Ozment
  • American Society for Eighteenth-Century Studies, March 2014
  • Aphra Behn Society Biennial Conference, Tulsa, OK, October 2013
  Laura Perrings
  • Annual Music Encoding Initiative, Mainz, Germany, May 2013
  • Detecting Objects: The Material Object and Detective Fiction, Portsmouth, UK, June 2014
  Noah Peterson
  • Digital Humanities Conference, Lausanne, Switzerland, July 2014
  Jonathan Quick
  • Southeastern Medieval Association, Boone, NC, October 2013
  • International Congress on Medieval Studies, Kalamazoo, MI, May 2014
  Amanda Rico
  • Annual African Studies Conference, Flint, MI, October 2013
  Sally Schutz
  • Victorian Institute Conference, Murfreesboro, TN, November 2013
• Rethinking the Ballad Conference, Columbus OH, February 2014
Jessi Snider
• South Atlantic Modern Language Association Conference, Atlanta, GA, November 2013
Rashelle Spear
• International Congress on Medieval Studies, Kalamazoo, MI, May 2014
Bryan Tarpley
• Association for Computing Machinery Symposium, Florence, IT, September 2013
Katayoun Torabi
• Association for Computing Machinery Symposium, Florence, IT, September 2013
Rene Trevino
• American Literature Association Conference, Washington, DC, May 2014
Alma Villanueva
• Critical Ethnic Studies Conference, College Park, MD, June 2014
Stephanie Wheeler
• Conference on College Composition and Communication, Indianapolis, IN, March 2014
Brian Yost
• American Comparative Literature Association Conference, New York, NY, March 2013

2014-15
Somi Ahn
Catalina Bartlett
• Society for the Study of Gloria Anzaldua, Austin, TX, May 2014
Crystal Bustamante
• Society for the Study of Gloria Anzaldua, Austin, TX, May 2014
Gisele Cardoso de Lemos
• Conference on Global Discourse, Mursfreesboro, TN, March 2015
Catherine Coker
• Publishing Feminisms Conference, Banff, Canada, May 2015
Amanda Covington
• American Literature Association Conference, Boston, MA, May 2015
Amber Dunai
• International Congress on Medieval Studies, Kalamazoo, MI, May 2015
Amber Foster
• Society for Utopian Studies Conference, Montreal, Canada, October 2014
Nicole Hagstrom-Schmidt
• International Congress on Medieval Studies, Kalamazoo, MI, May 2015
Youmi Jung
• American Society for Eighteenth-Century Studies, Newark, DE, November 2014
Boosung Kim
• South Atlantic Modern Language Association Conference, Atlanta, GA, November 2014
• University of Louisville on Literature and Culture since 1900, Louisville, KY, February 2015
Ethan Knight
• American Literature Association Conference, Boston, MA, May 2015
Eralda Lameborshi
• American Comparative Literature Association Conference, Seattle, WA, March 2015
• Portuguese Center for Global History International Conference, Lisbon, Portugal, July 2015
Nigel Lepianka
• Textual Encoding Initiative Conference, Evanston, IL, October 2014
• American Literature Association Conference, Boston, MA, May 2015
Laura Morris
• Symposium on Higher Education and Prisons, Urbana, IL, October 2014
Ryan Neighbors
• Conference on College Composition and Communications, Tampa, FL, March 2015
• Native American and Indigenous Studies Conference, Washington, DC, March 2105
Kate Ozment
• Burney Society of North America Conference, Montreal, Canada, October 2014
Laura Perrings
• Interdisciplinary Nineteenth-Century Studies Conference, Atlanta, GA, April 2015
• North American Victorian Studies Association Conference, Honolulu, HI, July 2015
Noah Peterson
• International Congress on Medieval Studies, Kalamazoo, MI, May 2015
Tommy Pfannkoch
• International Congress on Medieval Studies, Kalamazoo, MI, May 2015
Leah Sandlin
• Interdisciplinary Nineteenth-Century Studies Conference, Atlanta, GA, April 2015
Nelson Shake
• American Comparative Literature Association Conference, Seattle, WA, March 2015
Huma Sheikh
• Calaloo Creative Writing Workshop, Providence, RI, May 2015
Jessi Snider
• Annual Convention of the Modern Language Association, Vancouver, BC, January 2015
Deanna Stover
• Victorian Association of Western Canada Conference, Mateo, Canada, April 2015
• Children’s Literature Association Conference, Richmond, VA, June 2015
Frances Thielman
• North American Victorian Studies Association Conference, Honolulu, HI, July 2015
• Dickens Universe Conference, Santa Cruz, CA, July 2015
Katayoun Torabi
• International Congress on Medieval Studies, Kalamazoo, MI, May 2015
Rene Trevino
• The Fourth International Conference on Edgar Allan Poe, New York, NY, February 2015
Alma Villanueva
• Conference on College Composition and Communications, Tampa, FL, March 2015
## APPENDIX T

### PLACEMENT OF RECENT PH.D. GRADUATES

<table>
<thead>
<tr>
<th><strong>Year of Graduation</strong></th>
<th><strong>Current Placement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009</strong></td>
<td></td>
</tr>
<tr>
<td>Seunggu Lew</td>
<td>TT Assistant Professor, Gangneung-Wonju National University, South Korea</td>
</tr>
<tr>
<td>Nicole McDaniel-Carder</td>
<td>TT Assistant Professor, Agnes Scott College, GA</td>
</tr>
<tr>
<td>Nancy Bradley</td>
<td>NTT Full-time faculty, Blinn College, TX</td>
</tr>
<tr>
<td>Dana Lawrence Center</td>
<td>TT Assistant Professor, Director of Academic Success, University of South Carolina-Lancaster</td>
</tr>
<tr>
<td>Nicholas Lawrence</td>
<td>TT Assistant Professor, University of South Carolina-Lancaster</td>
</tr>
<tr>
<td>Miranda Green-Barteet</td>
<td>TT Assistant Professor of Writing and Women’s Studies, University of Western Ontario</td>
</tr>
<tr>
<td>Rosemarie Coste</td>
<td>Owner, Scribionics, San Antonio, TX</td>
</tr>
<tr>
<td>Abigail Bowers</td>
<td>TT Assistant Professor, Kent State University, Ashtabula</td>
</tr>
<tr>
<td>Sarah Peters</td>
<td>TT Assistant Professor, East Central University, Ada, OK</td>
</tr>
<tr>
<td>Julie Groesch</td>
<td>NTT Full-time faculty, San Jacinto College, TX</td>
</tr>
</tbody>
</table>
Jacob Heil
Mellon Digital Postdoctoral Scholar
Ohio Five Consortium

Leslie Gautreaux-Edwards
Business owner
San Antonio, TX

2010

Olivia Burgess
Teaching Assistant Professor
Colorado School of Mines

Jaemin Choi
TT Assistant Professor
Mokpo National University, South Korea

Dragana Djordjevic
NTT Instructional Assistant Professor
TAMU-Galveston

Soo Yeon Kim
TT Assistant Professor
Kookmin University, South Korea

Byoung Chun Min
TT Assistant Professor
Seoul National University, South Korea

Gina Terry
Adjunct Instructor
Germanna Community College, VA

Ho-Rim Song
TT Assistant Professor
Pukyoung National University, South Korea

Courtney Beggs
NTT Lecturer in Women’s and Gender Studies
University of Massachusetts-Dartmouth

Sara Day
TT Assistant Professor
Southern Arkansas University

Beverly Van Note
NTT Instructor
Temple College, TX

Sarah Spring
Associate Professor and Director of the Writing Center
The College at Southwestern (Southwestern Baptist Theological Seminary), TX

Asmahan Sallah
TT Assistant Professor
University of Wisconsin-Whitewater

Lowell White
NTT Lecturer
Texas A&M University
(Formerly TT Assistant Professor, Pittsburg State University, Kansas)

Sonya Fritz  
TT Assistant Professor  
University of Central Arkansas

Malek Mohammed  
NTT Assistant Professor  
American University of Kuwait

Sun-jin Lee  
TT Assistant Professor  
Pusan National University, South Korea

2011

Anne-Marie Womack  
Postdoctoral Fellow  
Tulane University

Sunjoo Lee  
Postdoctoral Fellow  
Yonsei University, South Korea

Jin Man Jeong  
TT Assistant Professor  
Yeungman University, South Korea

Jeffrey Stumpo  
NTT Adjunct Professor  
University of Scranton

Kimberly Beilfuss  
NTT Visiting Assistant Professor  
Oklahoma State University

Brad Thomas  
NTT Adjunct faculty  
Temple College, TX

Christina Cedillo  
TT Assistant Professor  
University of Houston-Clear Lake

Jae Young Park  
TT Assistant Professor  
Kankuk University, South Korea

2012

Jessica Durgan  
TT Assistant Professor  
Bemidji State University, MN

Rebecca Harris  
NTT Professor  
Florida SouthWestern College

Dagmar Scharold  
TT Assistant Professor, Director of Writing Center  
University of Houston-Downtown
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayde Enriquez-Loya</td>
<td>TT Assistant Professor, Fayetteville State University, NC</td>
</tr>
<tr>
<td>Gabriela Rios</td>
<td>NTT Adjunct faculty, South Seattle College (formerly TT Assistant Professor, University of South Florida)</td>
</tr>
<tr>
<td>Casie Cobos</td>
<td>Seeking a job (formerly TT Assistant Professor, Illinois State University)</td>
</tr>
<tr>
<td>Christopher Carmona</td>
<td>TT Assistant Professor and Graduate Advisor, University of Texas-Rio Grande Valley</td>
</tr>
<tr>
<td>Bumsoo Jon</td>
<td>NTT Assistant Professor, Korea University</td>
</tr>
<tr>
<td>Michael Beilfuss</td>
<td>NTT Adjunct faculty, Oklahoma State University</td>
</tr>
<tr>
<td>Lacie Luciano</td>
<td>NTT Instructor, Temple College, TX</td>
</tr>
<tr>
<td>Joon Hyung Park</td>
<td>NTT Assistant Professor, Kyungnam University, South Korea</td>
</tr>
<tr>
<td>Seenhwa Jeon</td>
<td>TT Assistant Professor, Incheon National University, South Korea</td>
</tr>
<tr>
<td>Candace Melzow</td>
<td>NTT Full-time faculty, Blinn College, TX</td>
</tr>
<tr>
<td>Sarah Hart</td>
<td>NTT Lecturer, University of Denver</td>
</tr>
<tr>
<td>Dennis Winston</td>
<td>NTT Full-time faculty, Howard University</td>
</tr>
<tr>
<td>Amy Larsen</td>
<td>NTT Instructor, Lone Star College, TX</td>
</tr>
<tr>
<td><strong>2013</strong></td>
<td></td>
</tr>
<tr>
<td>Jung Sun Choi</td>
<td></td>
</tr>
<tr>
<td>Emily Monteiro</td>
<td>NTT Full-time faculty, Blinn College, TX</td>
</tr>
</tbody>
</table>
Tracy McLawhorn
Technology Editor/Asst. Editor, John Donne Variorum Project at East Carolina University

Hyangi-Mi Lee

Meghan Parker
NTT Adjunct Professor
Hardin-Simmons University, TX

Marina Trninic
NTT Full-time faculty
Prairie View A&M University, TX

Garret Nichols
TT Assistant Professor
Bridgewater State University, MA

Joori Lee
NTT Lecturer
Seoul National University, South Korea

Adrienne Foreman
General Manager, Strongpages (digital marketing)
Austin, TX

Robert Wyckoff
NTT Adjunct faculty
Southern Connecticut State University

Lisa D’Amico
NTT Instructor
Weatherford College, TX

Matthew Davis

James Stamant
NTT Instructor
Agnes Scott College, GA

Yeonsik Jung
TT Assistant Professor
Sungkyunkwan University, South Korea

2014

Mary Melissa Elston
TT Assistant Professor and Coordinator of Writing Center, Northwest Missouri State University

Brian Yost
TT Assistant Professor
Abraham Baldwin College, GA

Marcos Del Hierro
TT Assistant Professor
University of New Hampshire

Stephanie Wheeler
TT Assistant Professor
University of South Florida

Damian Carpenter
Postdoctoral Fellow
East Tennessee State University

Galen Wilson

Elizabeth Talafuse

Kathleen Flacy NTT Instructor, English Language Institute, TAMU

Seunghee Lee

2015

Ji Nang Kim

Amber Dunai TT Assistant Professor
Texas A&M University-Central Texas

Kohei Furuya TT Assistant Professor (equivalent)
Wayo Women’s University, Japan

Laura Morris TT Assistant Professor
Furman University, SC

Patricia Droz TT Assistant Professor
University of Houston-Clear Lake

Claire Cothren Upper School Teacher
Hockaday School, Dallas, TX

Amber Foster NTT Lecturer
University of Southern California
## APPENDIX U

**GRADUATE STUDENT FEES AT PEER AND ASPIRATIONAL PEER INSTITUTIONS**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fees waived or paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>yes</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>some</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>yes</td>
</tr>
<tr>
<td>Purdue University</td>
<td>no (~$350/yr)</td>
</tr>
<tr>
<td>University of Florida</td>
<td>yes</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>By application</td>
</tr>
<tr>
<td>University of Texas</td>
<td>yes</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>yes</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>no (~$2400/yr)</td>
</tr>
</tbody>
</table>
APPENDIX U

GRADUATE STUDENT STIPENDS AND TEACHING ASSIGNMENTS AT PEER AND ASPIRATIONAL PEER INSTITUTIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Beginning Stipend for Ph.D. Students</th>
<th>Teaching Load</th>
<th>Tuition Waived or Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Maryland</td>
<td>$19,403</td>
<td>Varies*</td>
<td>yes</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>$19,350</td>
<td>Varies**</td>
<td>yes</td>
</tr>
<tr>
<td>Purdue University</td>
<td>$17,100</td>
<td>1-1</td>
<td>yes</td>
</tr>
<tr>
<td>University of Texas</td>
<td>$16,708</td>
<td>1-1</td>
<td>yes</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>$15,588</td>
<td>1-1</td>
<td>yes</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>$15,000</td>
<td>1-1</td>
<td>yes</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>$13,500</td>
<td>2-2</td>
<td>yes</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>$11,970</td>
<td>2-1</td>
<td>yes</td>
</tr>
<tr>
<td>University of Florida</td>
<td>$10,731</td>
<td>1-1</td>
<td>yes</td>
</tr>
</tbody>
</table>

*No teaching first year, 1-1 in years two and three, 2-1 in years four and five
**They report 5 courses every two years
ADDITIONAL DOCUMENT I

2010–2015 STRATEGIC PLAN, COLLEGE OF LIBERAL ARTS

CREATING AND SUSTAINING EXCELLENCE
2010 – 2015

STRATEGIC PLAN FOR THE COLLEGE OF LIBERAL ARTS, TEXAS A&M UNIVERSITY

Mission
The mission of the College of Liberal Arts is to

- Produce informed graduates able to apply their knowledge of the liberal arts to solve the complex problems challenging our state, our nation, and the world community,

- Articulate and transmit knowledge of the human condition and social environment, and to advance that knowledge through original scientific, humanistic, and artistic work and reflection,

- Promote values of honesty, intellectual independence, and respect for human difference.

Overview
The College of Liberal Arts at Texas A&M University is poised to take up a position of national leadership among public universities in North America. Building on the addition of 48 faculty members during the Faculty Reinvestment program begun by President Gates and the advances achieved under the leadership of former Dean Johnson, the College stands ready to help Texas A&M University reach its Vision 2020 goal of becoming a consensus top-10 public university.

In order to achieve this ambitious goal the College plans to

1) Pursue national leadership in research and scholarship,

2) Enhance the Liberal Arts undergraduate experience to provide a challenging and rewarding intellectual environment that prepares students for leadership and responsibility,

3) Elevate our graduate programs until they are competitive with the best in the country,

4) Make the College a standard-bearer as a diverse and inclusive working environment,
(5) Strengthen our development efforts and build a budgetary framework to support the continued growth and advancement of the College,

(6) Develop a communications strategy to disseminate the College’s achievements and strengths to stakeholders in Texas and beyond,

(7) Enhance the built environment for academic departments and other academic units,

(8) Develop the IT infrastructure for teaching and research.

This strategic plan identifies specific goals and strategies for each of these eight areas. These goals and strategies were initially identified by specially convened working groups, and then refined after feedback from faculty and staff.

1 National leadership in research and scholarship

"Elevate Our Faculty and Their Teaching, Research, and Scholarship" (Imperative #1 of Vision 2020).

Goal 1A: The College will work to have at least 2 departments generally held to be in the top 10 among public universities, with at least 4 in the top 25.

- Strategy: Initiate an ongoing strategic planning process for departments to set realistic goals and monitor progress towards those goals.
- Strategy: Use the strategic planning process to allocate resources and positions.
- Strategy: Pursue development funds in order to recruit and retain outstanding scholars in strategic areas.

Goal 1B: The College will increase the number of competitive national and international prizes, fellowships, and research awards won by faculty members.

- Strategy: Initiate a regular research opportunities newsletter to increase faculty awareness of programs and deadlines.
- Strategy: Work with the office of the Vice President for Research to streamline the process of applying for external funding.
- Strategy: Sponsor regular workshops to help faculty members share their experience of pursuing external funding.
- Strategy: Ensure that incentives are in place at the department level to encourage pursuit of external funding.
- Strategy: Use competitive seed grant programs to encourage and support the early stages of fundable projects.
Goal 1C: The College will develop and enhance its research infrastructure.

- Strategy: Enhance the humanities research support provided through the Glasscock Center by, e.g., pursuing external funding for a program of postdoctoral research fellows.
- Strategy: Develop an endowed center that will do for research in the social sciences what the Glasscock Center does for scholarship in the humanities.
- Strategy: Provide research grant support for humanities faculty within the Dean's office.
- Strategy: Increase technical support for research enterprise (e.g., IT support; software, statistical and data management consulting; efficiency in licensing; equipment availability).

Goal 1D: The College will promote interdisciplinary research and scholarship.

- Strategy: Continue to support the strategic initiatives identified by the Academic Master Plan (the Institute for Neuroscience and the Digital Humanities Institute).
- Strategy: Pursue external funding for an interdisciplinary Census Data Research Center.
- Strategy: Review the College's interdisciplinary majors to explore how they can be catalysts for interdisciplinary research, as well as interdisciplinary teaching.

2 The Liberal Arts Undergraduate Experience

"Enhance the Undergraduate Academic Experience" (Imperative #3).
"Diversify and Globalize the A&M Community" (Imperative #6).

Goal 2A: The College will promote intellectually challenging, innovative, high-impact curricular or co-curricular experiences.

- Strategy: Use competitive funding to encourage innovative pedagogy and curriculum design among departments and program units.
- Strategy: Increase the number of learning communities.
- Strategy: Enhance our undergraduate research profile by increasing the quantity of capstone experiences, independent research, or undergraduate honors theses.
- Strategy: Pursue external funding for undergraduate research.
Goal 2B: The College will work to raise the level of recruitment to the College of Liberal Arts.

- Strategy: Pursue development funds to increase merit-based scholarships and bursaries.
- Strategy: Participate more actively in university-wide recruitment activities.
- Strategy: Increase and enhance the College's presence online and in social media.
- Strategy: Work harder to explain the career benefits of a Liberal Arts education.

Goal 2C: The College will encourage the development of programs that are designed to increase our students' participation in an international experience.

- Strategy: Facilitate learning abroad options for students by increasing the number of faculty-led study abroad trips and opportunities for semester-long programs.
- Strategy: Encourage departments and interdisciplinary programs to incorporate international experiences into the curriculum.
- Strategy: Pursue new reciprocal exchange programs.
- Strategy: Provide support for applications for Rhodes, Marshall, and Fulbright fellowships.
- Strategy: Integrate language training into the international undergraduate experience.

Goal 2D: The College will enhance the career opportunities for undergraduate students.

- Strategy: Increase engagement with the community and the state through service learning.
- Strategy: Ensure that graduates have strong writing and analytical skills.
- Strategy: Increase the range of potential employers participating in the College's annual career fair.
- Strategy: Increase the number of internship opportunities.

Goal 2E: The College will increase the number of undergraduate students from underrepresented minorities.

- Strategy: Engage counselors in community colleges in Houston, San Antonio, Dallas, and elsewhere to encourage minority students to the College.
- Strategy: Explore the development of a major in Africana Studies.
• Strategy: Continue the College’s faculty Diversity in Pedagogy Learning Communities.
• Strategy: Monitor departmental progress through the Indicators of Success and through benchmarking with peer and aspirant peer institutions.

Goal 2F: The College will continue to develop interdisciplinary learning and research and will strengthen its interdisciplinary programs in terms of curriculum, infrastructure, and intellectual community.

• Strategy: Seek out a common space and facility for interdisciplinary programs.
• Strategy: Work to enhance interdisciplinary programs’ intellectual climate through guest speakers, conferences, and joint undergraduate and faculty colloquia.

Goal 2G: The College will promote the study and appreciation of the Arts.

• Strategy: Invest in symposia, conferences, speakers, and activities to raise the visibility of Arts programs in the College nationally and internationally.
• Strategy: Take a leadership role in organizing the artistic and musical life of the campus.

Goal 2H: The College will strengthen and increase programs in language instruction.

• Strategy: Explore additions to the portfolio of languages taught on campus, particularly languages of emerging importance to the corporate and government worlds.
• Strategy: Develop a coordinated approach to language instruction within the College.
• Strategy: Rethink the relation between language instruction, area studies, and literature studies.
3 Excellence in Graduate Education

"Strengthen Our Graduate Programs" (Imperative #2).
"Diversity and Globalize the A&M Community" (Imperative #6).

Goal 3A: The College will elevate the caliber of incoming graduate student classes.

- **Strategy:** Work to make graduate stipends in each department competitive with peer and aspirant peer departments in public universities.
- **Strategy:** Offer and promote "quality" graduate experiences over and above financial packages (e.g., mentoring programs, career development programs, support for academic travel).
- **Strategy:** Increase proportion of students with external fellowships.

Goal 3B: The College will improve the placement record of departments across the College.

- **Strategy:** Use targeted funds to facilitate graduate student participation in leading professional conferences.
- **Strategy:** Encourage collaborations across departments to share best practices in student placement and preparation of dossiers.
- **Strategy:** Ensure that graduating PhDs go onto the job market as well-prepared teachers.
- **Strategy:** Sponsor workshops and other activities to prepare students for the job market.
- **Strategy:** Monitor departmental progress on placement through the Indicators of Success program.

Goal 3C: The College will create a college-wide intellectual community among graduate students.

- **Strategy:** Add graduate student members to relevant college committees
- **Strategy:** Support opportunities for graduate students to interact socially and intellectually (e.g., poster sessions for winners of Liberal Arts dissertation fellowships).
- **Strategy:** Create a Cornerstone Fellows program for graduate students.

Goal 3D: The College will recruit and retain a diverse graduate student population.

- **Strategy:** Foster links with HBCUs and HSIs (particularly those within the TAMU system) to encourage applications to our graduate programs.
- **Strategy:** Aggressively pursue university-level diversity fellowships.
Strategy: Support the Diversity Certificate currently being offered through the Department of Multicultural Services by expanding the number of classes that count toward the certificate.

Strategy: Develop mentoring programs at College and department levels, linked in to University-wide professional networks for underrepresented minorities.

**Goal 3E: The College will improve completion rates among PhD students.**

- Strategy: Offer incentives for timely completion of program benchmarks (e.g., payment of semester fees for completing prelims).
- Strategy: Monitor completion rates within and across departments.
- Strategy: Provide targeted funds to increase successful applications for external funding for dissertation research.
- Strategy: Pursue development funds for research bursaries.

4 **A diverse and inclusive working environment**

"Diversify and Globalize the A&M Community" (Imperative #6).

**Goal 4A: The College will continue to recruit, retain, and promote a diverse faculty.**

- Strategy: Hold departments and programs accountable for efforts and progress in this realm through the annual Indicators of Success and other incentive mechanisms.
- Strategy: Retain funds centrally for opportunity hires that will enhance the diversity of the faculty.
- Strategy: Provide training for search committees in encouraging and recruiting from a diverse applicant pool.
- Strategy: Encourage department-based mentoring programs to support faculty from underrepresented minorities both before and after tenure.

**Goal 4B: The College will encourage women and minorities to take up leadership positions within departments and within the College.**

- Strategy: Require academic units to develop programs to prepare female and minority faculty for administrative roles.
- Strategy: Create leadership roles in the College that do not require a full-time administrative commitment.
- Strategy: Raise awareness of the work of organizations such as HERS (Higher Education Resource Services) and CSWEP (Committee on the Status of Women in the Economics Profession).  

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Goal 4C: Assess and enhance the climate for diversity in the College.

- Strategy: Set up periodic meetings for the Dean to meet small groups of faculty and staff to identify and act upon factors that foster or impede a positive climate for all faculty, staff and students across the College.
- Strategy: Develop a blueprint for assessing the climate within particular academic units.
- Strategy: Maintain the College committee on Diversity and Intellectual Climate as a permanent committee with representation from each of the academic.
- Strategy: Ensure that staff members are afforded opportunities to attend diversity-related events.

Goal 4D: Cultivate a family-friendly environment that respects expanded definitions of family.

- Strategy: Support the concept of "plus one" health insurance benefits.
- Strategy: Lead University efforts to expand affordable childcare options on-campus for faculty, staff, and students.
- Strategy: Actively support and expand options for partner placement.

5 Budget, planning, and development

"Demand Enlightened Governance and Leadership" (Imperative # 10).
"Attain Resource Parity with the Best Public Universities" (Imperative #11).

Goal 5A: The College will develop a flexible funding model allowing for strategic hiring and resource allocation while giving departments predictability in their planning.

- Strategy: Restore base reserves in the College in order to support departments through temporary periods of financial difficulty.
- Strategy: Develop a Strategic Change Fund to allocate temporary funds in order to support important new initiatives in research and teaching that will significantly advance the College and that would not take place without dedicated funding.
- Strategy: Review the current salary retrieval policy in order to arrive at a policy better suited for the foreseeable short- and medium-term financial environment.
- Strategy: Ensure that there is an effective College-level committee charged with advising the Dean on strategic planning and efficiency of resource allocation.
Goal 5B: The College will increase philanthropic giving, both to the College and to individual departments. By the end of the next capital campaign we aim to have an endowment of $100M.

- Strategy: Broaden the focus of development activities in order to engage with a much broader constituency of former students.
- Strategy: Develop new channels of communication to involve former students more closely in the intellectual life of the College.
- Strategy: Increase development activity at the department level through
  - Departmental excellence funds,
  - Departmental developmental webpages,
  - Department-generated prospect lists.
- Strategy: Enhance the effectiveness of the Liberal Arts Development Council to identify prospects, assist in establishing relationships within the College, and aid in stewarding gifts.
- Strategy: Tie development efforts much more closely to strategic planning and priorities in the College.

Goal 5C: The College will create an entrepreneurial culture, with the aim of doubling external research funding from federal agencies and private foundations.

- Strategy: Develop a program of seed grants to support significant projects to a point where they can attract external funding.
- Strategy: Improve indirect cost returns for PIs in the College.
- Strategy: Use the Indicators of Success to provide incentives and rewards for increasing research funding.
- Strategy: Sponsor proposal development workshops and build closer links with funding agencies and private foundations.
- Strategy: Use the Strategic Change Fund to support the early stages of collaborative research projects with funding potential.

Goal 5D: The College will develop a program of corporate relations to fund instructional/research activities and to promote student career development.

- Strategy: Increase the number of companies participating in the annual Career Fair.
- Strategy: Develop internship opportunities for Liberal Arts majors with companies that have a record of recruiting our graduates.
- Strategy: Explore possibilities for revenue-generating workshops in executive education.
- Strategy: Convene an advisory board to build corporate relations and guide the development of corporate philanthropy.
6 Communicating our achievements

"Demand Enlightened Governance and Leadership" (Imperative #6).
"Meet Our Commitment to Texas" (Imperative #12).

Goal 6A: The College will measurably improve its web presence, including our social media participation.

- Strategy: Develop a new College website.
- Strategy: Support units' websites by creating a template with consistent marketing copy and branding.
- Strategy: Train staff in all units to follow effective social media strategies and utilize them.
- Strategy: Integrate the College web presence with University tools, such as the TAMUmobile Apps.

Goal 6B: The College will promote the successes of faculty, students, and staff in order to highlight our strengths and the overall mission of the College.

- Strategy: Improve the College communication intern program and collect metrics for assessment and improvement.
- Strategy: Better utilize electronic communication to disseminate our stories of success.
- Strategy: Ensure that departments are accurately presented and highlighted in marketing materials.
- Strategy: Select and place stories appropriately, utilizing Texas A&M News and Information Services to promote stories outside the University.

Goal 6C: The College will highlight our service to the State of Texas.

- Strategy: Help departments and units think about the ways they serve Texas and communicate this service on the College website and other unit websites.
- Strategy: Features news stories and spotlights that draw attention to these areas.
- Strategy: Emphasize service to the State in communications with incoming students, parents, and other stakeholders.
7 Enhancing the built environment

"Enrich Our Campus" (Imperative #8).

Goal 7A: The College will leverage the new Arts and Humanities Building and the renovated YMCA Building to enhance academic programs.

- Strategy: Work closely with TAMUS, the University and contractors to ensure that the buildings, when completed in 2012, meet faculty and student needs.
- Strategy: Pursue philanthropic support for both buildings but especially the Arts and Humanities Building.
- Strategy: Use the advent of the Arts and Humanities Building and Rothrock Chair funds over the next three years to raise the national visibility of College programs in the Arts.

Goal 7B: The College will reallocate vacated space in the Academic Building and Bolton Hall to address major space challenges.

- Strategy: Use projected student growth in all programs (including new/expanded language instruction), program visibility and faculty performance as primary determinants of allocation to College units remaining in these buildings.
- Strategy: Strive to move graduate students and lecturers physically back to their home units.

Goal 7C: The College will work closely with the University to expand space resources.

- Strategy: Continue to press a long-term plan for Beutel Hall to house interdisciplinary research programs in Psychology and the social sciences when it is vacated by Student Health Service.
- Strategy: Work in the near term to identify appropriate space to enhance social science research infrastructure.
- Strategy: Develop plans for new buildings to house the Departments of Psychology, Economics, and Political Science on the main campus.
8 Using and developing information technology

"Increase Access to Knowledge Resources" (Imperative #7).

Goal 8A: The College will increase the types of IT services to match our Vision 2020 peers.

- Strategy: Build research IT infrastructure to better support the social sciences.
- Strategy: Consolidate server, web, and file and print services in order to move local IT staff to specialized services more focused on unit needs.
- Strategy: Provide infrastructure support for digital scholarship.

Goal 8B: Create appropriate efficiencies; do more with less.

- Strategy: Consolidate server hardware and create server support and development teams
- Strategy: Consolidate web development/design assistance.
- Strategy: Integrate IT staff in the culture of academic units.

Goal 8C: The College IT staff will partner with faculty and staff to enhance teaching and research.

- Strategy: Partner with the University to use the NetID login for all College services.
- Strategy: Update and improve the Summer Institute for Instructional Technology Innovation and highlight completed projects more effectively.
- Strategy: Partner with University IT services to offer distance learning solutions and web-based forms of content delivery.
ADDITIONAL DOCUMENT II

WORKING DRAFT,
2015–2020 UNIVERSITY STRATEGIC PLAN

Source:
http://provost.tamu.edu/initiatives/WORKINGDOCStrategicInitiatives20152020v2415426p.pdf
Strategic Plan 2015-2020

Texas A&M University Commits to redefining the Land Grant mission for the 21st century, leveraging its many strengths as one of the nation’s leading public research universities.

The public rightly expects 21st century universities to serve the public good. Texas A&M University will reach the ambitious ideals of Vision 2020 through redefining the founding principles of the Morrill Land-Grant Act of 1862 – to provide access to students, generate meaningful research, and take discoveries to the people.

Texas A&M University will be an engine of social transformation and economic growth. To achieve these goals Texas A&M University can harness its size (over 62,000 students), a comprehensive range of graduate and professional programs, and one of the largest research enterprises in the nation (over $850 million in research expenditures in 2014).

A balanced university mission requires us to educate a large number of undergraduate and graduate students, reflecting the changing social and cultural demographics of Texas and the nation. We must also ensure that our students are highly sought after upon graduation and are prepared to lead, learn, and serve for a lifetime. To achieve this, we commit to a spirit of excellent stewardship for the resources entrusted to us.

Our research, scholarly, and creative activities will redefine fields of study, influence funding entities, and improve the quality of life in Texas and the world. We will use the full resources of Texas A&M University to work on society’s grand challenges – major problems that can only be tackled through large-scale collaboration across the full spectrum of a comprehensive research university.

Faculty, students, and staff commit to influence communities and serve the public good. We will help Texas provide prospective students with hope and direction for a brighter and stronger future, by helping families to understand, value, and plan for their children’s educational aspirations; and work with practitioners to incorporate new ideas and knowledge into their daily practices. We will not be an exclusive ivory tower.

To realize our Vision 2020 aspirations, we will need to commit to even greater effectiveness, efficiency, and excellence. Excellence demands that we establish university, as well as unit-based campus metrics, that will help us be accountable, and measure how well the university is progressing in our land-grant mission and our mission as a first class university.
Working Draft Document on Texas A&M University 2015-2020 Strategic Planning

Presented to University constituencies for dialog:

We expect to focus our dialog during the campus wide forums:

Forum 1. February 10, 11:30-1:30, Rudder 601, Items I-III (people will be invited to comment on these for 2 weeks after forum)

Forum 2. February 26, 11:30-1:30, Rudder 601, Item IV

Forum 3. March 13, 11:30-1:30, Rudder 601, Item V

Forum 4. April 1, 11:30-1:30, rudder 601, Item VI

All the strategic planning open forums will be live-streamed; go to http://tamu.tamu.edu/index.php?e=Streams and click on “Channel 6 - Scheduled Live Webcasts.” Select “Strategic Planning Open Forum” for the appropriate date. Input may be submitted at any time at visor2020@tamu.edu

In addition we have the following dialogs scheduled and the host will determine and send invitations:

Annual Academic Department Heads Meeting, Friday, February 6, 8 – 10 a.m. 1400 MSC

College of Geosciences Friday, February 6, 10:30-11:30 a.m., 110 O&M Building

Distinguished Professors Executive Committee, Friday, February 6, Noon-1:30, University Club

Liberal Arts Council Meeting, Wednesday, February 11, 3:00-4:00, 206A Cole Building

College of Education and Human Development, Tuesday, February 17, 11:00-12:00, 601 Harrington

Budget and planning retreat for Deans and VPs, Monday, February 23, 8:00-9:00, TBD

College of Agriculture & Life Sciences Leadership, Monday, April 6, 12:30-1:30, 2nd floor Ag/Life Conference Room

University Libraries, Wednesday, April 8, 10:00-11:00, 204E Evans Library

Law School, Thursday, April 9, 12:00-1:30, Law School in Fort Worth

Texas A&M Baylor College of Dentistry, Thursday, April 16, 3:00-4:30, TAMBCD in Dallas

Texas A&M University at Qatar, Wednesday, April 22, TEO Qatar Campus

(Proposed) Council of Principal Investigators, Wednesday, May 13, Noon-12:30, 601 Rudder

I. To be considered among the top ten public universities in the US we must:

1. Be considered among the best in serving our students needs
2. Be considered among the best as intellectual leaders
3. Be considered among the best in serving the public through effectiveness and efficiencies

II. Will success in these nine objectives allow us to be who we are and among the top ten public universities?

1. The timely graduation of a large number of the students representing a very high proportion of the students who matriculate into Texas A&M University.
2. When our students graduate the quality and rate of their subsequent placement is exceptional in the State and Nation.
3. Our former students remain satisfied with their educational experiences at the University long after graduation.
4. Our student body represents, in enrollment and graduation, the richness of diversity of the State and world, especially in terms of gender, race and ethnicity, and social and economic factors.
5. The works that our University's scholars produce clearly impact the fields, professions and society as evidenced by the fact that experts in the field cite and build upon our publications and practitioners use our results.
6. Our scholars are noted thought leaders in their fields and entities such as government agencies, corporations, non-profit organizations, and communities extensively fund or commission their work.
7. Our scholars' leadership in impacting their fields and society result in notable recognitions and awards for their contributions.
8. We serve the public good and enhance the economic strength of the State by:
   i. Graduating large numbers of students, with diverse cultural and economic backgrounds, and in a comprehensive set of disciplines.
   ii. Accelerating the translation of existing and new knowledge into practical use in fields.
Working Draft Document on Texas A&M University 2015-2020 Strategic Planning

iii. Outreach to strengthen the educational aspirations of prospective students and knowledge and skills of professionals.

9. We are superb stewards of state resources.

III. Will the following key performance indicators properly monitor and evidence our progress in the objectives we choose?

1. The timely graduation of a large number of the students representing a very high proportion of the students who matriculate into Texas A&M University.
   A. FTFT (First Time in college Full Time students is a nationally used benchmark) students 60% in 4 years and 80% in 5 years (current values 50.7% and 75.5%)
   B. FTF (First Time at TAMU Transfer undergraduate) students 25% in 2 years and 85% in 4 years (current values 16.7% and 81.3%)
   C. FTM (First Time Master) students 75% in 2 years and 90% in 3 years (current values 70.9% and 88.4%)
   D. FTD (First Time Doctorate except DVM, MD, PharmD, DDS) students 50% in 5 years and 70% in 6 years (current values 44% and 57.8%)
   E. FTP (First Time Professional Doctorate) 3 year (Law) or 4 Year 95% on time (current values TBD)
   F. By 2020 12,000 Bachelor, 3,800 Master, 1,000 Doctoral, and 700 Professional Doctoral Degrees (current values 9,918, 2,504, 744, and 707)

2. When our students graduate the quality and rate of their subsequent placement is exceptional in the State and Nation:
   G. 85% placed in jobs, or competitive programs and assignments, within 6 months of graduation (current value is 76.6% within 90 days of graduation)
   H. 75% of placements are in top quintile placements for the field (TBD)

3. Our former students remain satisfied with their educational experiences at the University long after graduation:
   I. 85% of our graduates report high satisfaction with their overall Texas A&M University educational experience and its value in preparing them 3 to 5 years after graduation (80% PhD graduates reported "Good to Excellent" 2 years after graduation)

4. Our student body represents, in enrollment and graduation, the richness of diversity of the State and world, especially in terms of gender, race and ethnicity, and social and economic factors.
   J. We graduate a student body that is over 0% African American, 25% Latino/a, and 50% women, and where there are no racial, ethnic, or gender-based achievement gaps. (current values 2.9%, 13.9%, and 48.8%)
   K. We graduate a student body that is over 25% First-Generation students and 30% Pell Grant recipients (current values 25.1% and 28.6%)

5. The works that our University's scholars produce clearly impact the fields, professions and society as evidenced by the fact that experts in the field cite and build upon our outputs and practitioners use our results:
   L. Experts in the fields positively cite our faculty members on average more than 30 times per year per faculty member (current value 17.8 across campus but greatly varies by field)
   M. 25% of our scholars' works in the form of patents, copyrights, procedures, textbooks, and art are adopted or displayed prominently (TBD)

6. Our scholars are noted thought leaders in their fields and entities such as government agencies, corporations, non-profit organizations, and communities extensively fund or commission their work:
   N. Our faculty members generate research expenditures of over $470K/TT faculty member FTE annually with over 60% from federal resources (current value $401K TT FFTE and 39% across campus but greatly varies by field)
   O. 30% of our faculty members excel in being commissioned or invited to contribute to important works, studies, and presentations (such as significant study groups, design, standards, editorial posts, or performances). (TBD)

7. Our scholars' leadership abilities in impacting their fields and society result in notable recognitions and awards for their contributions:
   P. Over 40 of our faculty members are in the federal National Academies (current value 22)
   Q. Over 5% of our faculty members have been awarded an NRC very high prestige award (and over 25% NRC prestigious awards) (Current value is 7% and 7%)

8. We serve the public good and enhance the economic strength of the State by:
Working Draft Document on Texas A&M University 2015-2020 Strategic Planning

i. Graduating large numbers of students who are burdened with little school debt.
ii. Maintain less than 50% of our students acquiring student debt while at TAMU, and the average student debt per graduate with debt, is less than $25,000. (Current values 46.6% have $24,505 debt for FY14 Bachelor level degrees)

iii. Accelerating the translation of existing and new knowledge into practical use in fields.
S. Our patents and commercial licenses for innovations exceed x and y per year (TBD)
T. We offer a comprehensive set of opportunities for post-baccalaureate short courses and workshops (TBD)

iii. Outreach to strengthen the educational aspirations of prospective students and well-being of our communities.
U. All of our Colleges serve to advance the educational aspirations, health and well-being, or skills and knowledge for low income and under-served populations in the State (Current all are operating in at least one of these areas)

IV. We are superb stewards and magnifiers of State resources.
V. Our Administrative costs (NACUBO) will remain less than 4% (Currently 3.6%)
W. We will remain ranked as the top university in Texas for ROI for our students and the State (Currently #1 in state according to best value rankings by US News, Princeton Review, Smart Money, Payscale and Washington Monthly, and second by Kiplinger)

IV. If these are appropriate objectives and metrics, what are the primary obstacles that will inhibit our attainment of our objectives and thus our vision? What are the opportunities that we should capitalize on to achieve our objectives and visions?

V. What are the strategies that we can expect to have enough resources to invest, or re-invest, in that will enable our success in meeting our objectives and vision?

VI. Discussion of the draft of the strategic plan based on inputs thus far.
ADDITIONAL DOCUMENT III

Texas A&M University: The Ideal 21st-Century University (Working Draft)

Source: http://provost.tamu.edu/initiatives/SPDraftMar29revised1117Tuesday.pdf
Working Draft Document on Texas A&M University 2015-2020 Strategic Planning

Texas A&M University: The Ideal 21st Century University

Texas A&M University will attain the ambitious ideals and aspirations of Vision 2020: Creating a Culture of Excellence by:

- fulfilling its commitment to the founding principles of the Morrill Act of 1862, also known as the Land-Grant College Act:
  - to provide students across the population access to higher education,
  - to generate meaningful research and scholarship, and
  - to transfer discoveries to the people of the State and beyond; and
- strengthening its commitment to the modern purposes expected of AAU research universities:
  - to serve society through basic and applied research,
  - to lead in graduate education, and
  - to be an engine of social transformation and economic growth.

This balanced commitment to founding principles and expectations is the mandate from students, faculty, legislators, and the public for excellent universities of the 21st century.

To achieve our vision, Texas A&M University will:

GOAL 1: Provide an outstanding educational experience for all students as evidenced by:

- Enhanced learning outcomes
- Strong appreciation for the value of the educational experience
- High completion rates
- Timely graduation norms
- High placements upon graduation

Texas A&M University’s mission requires that we provide an exceptional education to undergraduate and graduate students who reflect the changing social and cultural demographics of Texas and the nation. We must ensure that our graduates are highly sought after, and are prepared to lead, learn, and serve for a lifetime. We must do this while serving the State and Nation in the effective utilization of resources, by striving for high completion rates, in a timely manner, which will lead to lower student debt accumulation. We must accomplish this educational aspect of our mission by enhancing innovative approaches and strong standards in our curricula.

In the 2013/14 academic year in the State of Texas, Texas A&M University had the lowest average time to degree for full-time undergraduates (4.1 years), the highest percentage of 4-year graduating full-time students (55.6%), the highest 3-year and 6-year graduation rates (77% and 80.4%), and the highest 4-year graduation rate for community college transfer students (85%). Large percentages of our graduate students complete their degrees, 73.1% of master’s students in two years and 72.4% of doctoral students in 6 years. The average time for students to receive their master’s degree was 2.1 years, and for the doctorate it was 5.9 years. Over 78% of our students had job or graduate school placement within 3 months of graduation. All programs are achieving appropriate learning outcomes near or above national norms. In a survey of our graduating students, we found that 79% were sure the
cost of attendance was well worth the benefits received, and 20% indicated it was probably worth it. More than 75% of the graduating students believed that their experience at Texas A&M enhanced their communication skills, reasoning skills, social and global awareness, team participation and leadership skills, and respect for other cultures. In 2014, 22% of our former students contributed funds that have supported Texas A&M University.

WE CAN DO EVEN BETTER.
Among our Vision 2020 peers, we are 15th in 4-year undergraduate completion rates and 13th in 6-year completion rates; our graduate student completion rate appears to be in line with our Vision 2020 peers, and our student satisfaction at the time of graduation and beyond seems to compare well among these peers. (Alumni donations to Texas A&M are second only to Georgia Tech among these peers.) Among our graduating students, only 69% believe we have helped them to effectively integrate knowledge from other fields into their efforts in their own field, only 40% believe we have helped them appreciate history, art and literature and their effect on society.

To improve, we will:

STRATEGY 1: Commit to a University culture that values timely completion of degrees at all levels.

STRATEGY 2: Commit to a University culture that ensures all students engage in high-impact learning experiences in their curricular, co-curricular, and extra-curricular experiences.

STRATEGY 3: Review and enhance all academic units' curricular, pedagogical, and career preparation activities to optimize value to our students.

STRATEGY 4: Strengthen administrative structures for multidisciplinary programs and initiatives, and reinforce their alignment with and recognition by existing disciplinary structures.

STRATEGY 5: Enhance our ability to ensure that all faculty, staff, and students, regardless of their identity, are recognized and valued for their contributions at Texas A&M University.

GOAL 2: Produce impactful new knowledge, innovations, and creative works as evidenced by:
- High citation, utilization, and display of scholarly outputs
- High levels of support for our scholars
- Recognition of our scholars
- Contributions to solving society's grand challenges
Our research, scholarly, and creative activities must redefine fields of study, steer future pursuits, and improve the quality of life in Texas and the world. We will use the full resources of Texas A&M University to address society’s grand challenges—tough problems that can only be solved through large-scale collaboration involving experts representing the full spectrum of knowledge and competencies at our university.

In the 2013/14 academic year, we had the highest total research expenditures in the State of Texas (over $850 million), the second highest number of citations, and 628 faculty members who received prestigious awards.

WE CAN DO EVEN BETTER.
Among our Vision 2020 peers, we are 13th in total research expenditures, 18th in federal research expenditures, 15th in faculty with prestigious awards, 18th in number of National Academy members, and 18th in citations for our scholars’ work.

To improve, we will:

STRATEGY 4: (same as above) Strengthen administrative structures for multidisciplinary programs and initiatives, and reinforce their alignment with and recognition by existing disciplinary structures, especially in University focused areas of grand challenges.

STRATEGY 6: Review and refine faculty and staff annual performance and promotion evaluation processes and merit-based incentives to reinforce expectations and reward impact and productivity.

STRATEGY 7: Facilitate and support our faculty to publish and exhibit in top tier venues, to succeed in garnering external funding for their work, and be successfully nominated for significant awards and recognitions.

STRATEGY 8: Refine and implement unit budgeting processes to ensure investments are made in facilities, equipment, and personnel that reinforce University expectations.

GOAL 3: Place the needs of the public good at the forefront of our mission as evidenced by:
- Graduating large number of graduating students
- Increased number of graduating students who identify as African-American or Hispanic
- Graduating more than 25% of our students who are first generation college attenders or whose family income is below the State poverty level
- Graduating students with a low student debt burden
- Translating rapidly our scholarly and creative works to serve and improve society’s economic and human condition
- Exercising responsible stewardship of the State’s resources
To realize our Vision 2020 aspirations, we commit to even greater effectiveness, efficiency, and excellence. Excellence demands that we establish and be accountable to university-wide and unit-based metrics that measure progress toward meeting our mission as a first class land-grant public research university. Our faculty, students, and staff must influence communities and serve the public good. We will provide students from Texas and around the globe with hope and direction for a brighter and stronger future by helping families understand, value, and plan for their childrens’ educational aspirations; and by working with practitioners to incorporate new ideas and knowledge into daily practices. In the 2013/14 academic year, we interacted with numerous of pre-college students and assisted hundreds of school teachers and administrators through development and research. We awarded 13,913 degrees. Of the degrees awarded, 48.8% to women and 17.1% identified as African Americans, Native Americans, or Hispanics. Our students’ debt was below the national average. We submitted 18 invention disclosures and had 5 patents issued. Our administrative costs were the lowest in the State at 3.6%.

WE CAN DO EVEN BETTER.
Although we have an increasingly diverse university community (students, faculty, and staff) compared to some of our peers, considering the changing demographics of the State of Texas, we can do even better. We strive to be an even more diverse and inclusive institution of higher education. Our faculty continue to encounter cumbersome procedures for bringing their ideas to the public, so administrative hurdles must be minimized to increase the amount of time dedicated to achieving our goals.

To improve, we will:

**STRATEGY 5:** [same as above, but ensure University wide] Enhance our ability to ensure that all faculty, staff, and students, regardless of their identity, can thrive at Texas A&M University.

**STRATEGY 8:** [same as above but ensure University wide] Refine and implement University wide budgeting processes to reinforce University expectations.

**STRATEGY 9:** Align administrative procedures and operations to optimize our teaching, research, and service mission.

**STRATEGY 10:** Reinforce and support procedures and initiatives to improve the recruitment and retention of faculty, staff, and students at all levels and from all backgrounds.
ADDITIONAL DOCUMENT IV

VISION 20/20: CREATING A CULTURE OF EXCELLENCE

Link only:
ADDITIONAL DOCUMENT V

QUALITY ENHANCEMENT PLAN:
AGGIES COMMIT TO LEARNING FOR A LIFETIME

Source: http://provost.tamu.edu/initiatives/quality-enhancement-plan/qep
QEP: Aggies Commit to Learning for a Lifetime

Quality Enhancement Plan (QEP)

Aggies Commit to Learning for a Lifetime: A Quality Enhancement Plan [PDF]
- Aggies Commit: Executive Summary [PDF]
Quick Reference Sheet for TAMU QEP (2012) [PDF]

General Information
As defined by the Southern Association of Colleges and Schools (SACS), the Quality Enhancement Plan (QEP) “describes a carefully designed course of action that addresses a well defined and focused topic or issue related to enhancing student learning” and “should be embedded within the institution’s ongoing integrated institution-wide planning”. The QEP must be “forward looking” and “launches a process that can move the institution into the future characterized by creative, engaging, and meaningful learning experiences for students.” The QEP is a key component of the reaffirmation process. More . . .

Current QEP Committee and Its Charge
List of Members
The Quality Enhancement Plan (QEP) submitted as part of our reaffirmation bid that Texas A&M University form a standing university-level QEP Advisory Committee. Its membership includes QEP Administrators named by each college or branch campus, representation from other important academic support offices, and members of the faculty, staff, and student body. The QEP Advisory Committee is charged with advising the provost’s office on matters related to our 10-year QEP, “Aggies Commit to Learning for a Lifetime.”

2012 QEP Committee and Its Charge
List of Members
The QEP committee was charged to develop the Quality Enhancement Plan (QEP) for SACS accreditation. The topic of the QEP will be centered on some aspect(s) of Aggies Commit which is based on the Aggie Core Values, our Teaching and Learning Roadmap of the Academic Master Plan, Action 2015: Education First, and nationally recognized student learning outcomes and high-impact educational practices.

Frequently Asked Questions for Faculty

Q: What is QEP?
A: An institutional Quality Enhancement Plan focused on improving student learning. The QEP is a required component of our decennial application for reaffirmation of accreditation by the Southern Association of Colleges and Schools’ Commission on Colleges (familiarly known as SACS). (See http://www.sacscoc.org/ for more information.) Without a meaningful, carefully designed QEP, our reaccreditation would be in jeopardy.
According to SACS guidelines, the QEP “describes a course of action for enhancing educational quality. Core Requirement 2.12 requires that an institution develop an acceptable Quality Enhancement Plan that focuses on learning outcomes and/or the environment supporting student learning.”
The QEP should be part of the institutional culture of ongoing planning and evaluation. Our full QEP report is submitted to SACS six weeks prior to our on-site peer review team’s visit (April 2-5, 2012). Download all FAQs for Faculty.

Resources
- Aggies Commit
- Academic Master Plan Teaching and Learning Roadmap Committee Report
- Action 2015: Education First
- AAC&U High-Impact Educational Practices
- Quality Enhancement Plan Commitment to Excellence Dialogue—February 2, 2012
- SACS Handbook for Institutions Seeking Reaffirmation-QEP section
- SACS Handbook for Review Committees-QEP section