2026 Departmental Excellence in Teaching Award Application

Department of English (ENGL)

The Department of English is a dynamic pedagogical department comprised of a variety of disciplines—literary studies, rhetorical studies, writing studies, creative writing, technical communication, film and media studies, and linguistics—devoted to students' critical reception of and production of literate, aesthetic, and rhetorical texts. Faculty view English as a "teaching subject" and understand English studies as centered in students' development of textual power—their abilities to interpret cultural texts and to create their own aesthetic and rhetorical texts that make change in the world.[1] Our department's mission statement reads, in part:

> [The] Department of English is committed to uphold the values of open, respectful discourse and exchange of ideas from the widest variety of intellectual, religious, class, cultural, and political perspectives. […] The Department of English develops the reading and writing skills of students, increases their understanding of contemporary discourse and literary heritage, and strengthens their creative and analytical abilities. Using a variety of theories and methodologies, faculty members contribute to research and creative activity in the humanities to advance knowledge and serve the public good.

The English Department has been at the forefront of pedagogical innovation at Texas Tech for decades, including the development of some of the first online humanities graduate programs in the nation, creating labs and studios for student research and multimedia production, supporting a suite of Core courses at the 1000- and 2000-level, starting a new MFA in Creative Writing in 2025, and consistently adapting our pedagogies for new technological and workplace literacies. As the Department continues to steadily grow (graduate student enrollment increased by 10%

[1] The phrase "teaching subject" comes from Joseph Harris's 1997 book *A Teaching Subject*. The term "textual power" comes from Robert Scholes's 1985 book *Textual Power*.

this year over last, and the department has 10% more SCH this year than last year), and as we continue to innovate at the undergraduate and graduate level and adapt to new delivery models (our undergraduate programs are joining TTU Online+ in Fall 2026), DETA funds will help us make improvements in teaching and learning for undergraduate education for both onsite and online students.

Criterion 1: Efforts to Improve Teaching

The English Department engages in many efforts and initiatives to improve teaching in the department: 1) We provide robust pedagogical preparation for first- and second-year graduate students teaching in the program. We believe this is vitally important because first- and second-year TAs and GPTIs teach ENGL 1301 and 1302, the core written communication courses, which reaches 4,000+ students a semester. First-year TAs and GPTIs attend a 1-week orientation before their first semester that introduces them to writing pedagogy and to teaching at TTU. Additionally, new GPTIs and TAs enroll in a 1-credit practicum course (ENGL 5067) each of their first three-semesters in the program. This course, taught by Dr. Alison Wells, introduces graduate students to writing pedagogy, institutional policies, and being reflective practitioners. The third semester of the course introduces students to best practices for teaching writing online. In addition to this support for new graduate students, the department offers pre-semester workshops and in-semester workshops for new and returning teachers (whether graduate students, faculty, or instructors) on various topics, such as reflective teaching, teaching writing in the age of artificial intelligence, teaching multimodal literacies, and more. These workshops are often developed and run by advanced graduate students who serve as assistant administrators for the writing program.

The department also has a robust mentoring program for novice teachers. We have designed a lecture–discussion model of ENGL 1301 and 1302, and the lead teacher serves as a mentor for first-year TAs. These mentoring teams meet regularly to lesson plan and discuss pedagogy, observe each other teach, receive feedback on their grading and feedback from the lead teacher, and are observed by the lead teacher. First-year GPTIs are assigned a peer mentor (an advanced PhD student), who leads a group of novice teachers and provides a similar mentoring approach.

2) We provide ongoing professional development and pedagogical support for advanced GPTIs who go on to teach 2000- and 3000-level courses. To be eligible to teach 2000-level courses, graduate students take ENGL 5392: Teaching College Literature (to teach 2000-level literature courses) or ENGL 5366: Teaching Technical Communication (to teach ENGL 2311: Introduction to Technical Writing). The department has just developed ENGL 5395: Teaching Creative Writing, which will soon be a requirement to teach undergraduate creative writing classes. In these courses, GPTIs learn how to craft syllabi, manage classroom conversation, respect students' opinions, build an ethos of teamwork, grade assignments, and meet with students—among many other skills.

Mentoring and professional development for GPTIs does not stop there. The department provides further mentoring by having tenure-line faculty meet with and observe advanced GPTIs teach (which usually involves a pre-meeting, an observation, a review of feedback on student assignments, a post-meeting, and a written report). Dr. Kellie Gray, Course Coordinator for ENGL 2311, also holds monthly workshops with GPTIs and instructors teaching the course to provide professional development around teaching technical communication. The Department's

Undergraduate Studies Committee also coordinates observations of part-time instructors, which follows the same model as observations of GPTIs.

3) For full-time faculty, the department has a robust peer evaluation and mentoring programing that supports teaching across ranks. Faculty who are pre-tenure or pre-continuing appointment receive a teaching observation at least once a year. A tenured faculty member meets with them before the teaching observation, reviews their teaching materials, observes the class, reviews their feedback on writing assignments, and meets with them post-observation. This process leads to robust teaching observation letters that become part of the junior faculty member's dossier for promotion and tenure or continuing appointment. Starting this academic year, we have implemented a similar process (though every few years instead of annually) for faculty with tenure or continuing appointment, guaranteeing that every faculty member in the department receives feedback on their teaching on a regular basis.

4) The department has also supported various other professional development opportunities for faculty around pedagogy. For instance, in 2023-2024, the department supported reading groups, and a few reading groups selected to read pedagogical theory and invite authors to campus to provide a talk and lead a discussion about teaching. In 2023, the department made travel funding equitable across the department so that non-tenure-line faculty can go to conferences, whether to learn about effective teaching or to present on their own research (previously, travel funds were only available to tenure-line faculty).

5) Finally, our department has a yearlong Professional Development Curriculum (PDC), which all funded graduate students are required to attend, and all online graduate students are invited to attend. The hour-long meetings occur every other week (roughly 16 meetings per year) and take place in the evenings when the students are free of teaching and night seminars have not

yet begun. Run by the Associate Director of Graduate Studies, the PDC introduces students to many diverse aspects of life in academe—from designing syllabi to writing seminar papers and navigating the academic job market.

Criterion 2: Contributions to the Scholarship of Teaching and Learning

The English Department values publications and conference presentations about the scholarship of teaching and learning as much as it does non-pedagogical research. Appendix B (section 2) provides a list of publications and conference presentations by faculty related to teaching and learning (many of which are coauthored with students). Faculty publish on a variety of areas related to teaching and learning, including the teaching of literature, the professional development of novice instructors, the integration of technology in the teaching of writing, and online literacy pedagogy. Faculty have also published multiple textbooks, instructional materials, and other related material.

Criterion 3: Variety of Teaching Pedagogies

Teachers in the department deploy a wide variety of teaching pedagogies. The department offers courses in a variety of modalities—face-to-face, synchronous online, asynchronous online, hybrid (a portion of the class face-to-face and a portion asynchronous online), and hyflex (face-to-face students meeting synchronously with online students). In Fall 2026, the department will have both its undergraduate degrees in the new TTU Online+ 8-week asynchronous program. Further, teachers across the department use a variety of modes of instruction and activities, all with the goal of meeting students where they are at, teaching information and helping students retain that information, helping students to put what they've learned into practice, and promoting the transfer of their learning to future situations and contexts. Here are a few examples that are illustrative of some of the principles that guide diverse pedagogy in the department:

Teaching and Learning Should Be Accessible. While all teachers in the department strive to provide accessible instruction, one example of innovation is Dr. Aaron Braver's (Associate Professor, Linguistics) collaboration with a blind graduate student to make his linguistics course accessible for blind and low-vision students. Braver used the 3-D printing lab at TTU to make a 3-D model of the human mouth and throat, which allowed students to *feel* what happens in the mouth and throat during vocalization. Dr. Braver and the graduate student, Nikki Lyssy, are writing an article on accessible linguistics pedagogy for a peer-reviewed journal.

Literacy Pedagogy Is Not Solely About Words but Also About Materiality. For example, Dr. Marta Kvande (Associate Professor, British Literature) has her students construct a pre-modern book or manuscript, such as a leather-bound book or using an old printing-press, for their final project, along with a final reflective essay. In another example, Dr. Lisa Phillips (Assistant Professor, Technical Communication and Rhetoric) developed an assignment, "Mapping the Environment with Sensory Perception," in which students address a community-based problem wherein noise or odor pollution has a negative impact on human health or interactions. Students conduct qualitative and quantitative research to determine the source of the problem, create a multimodal map of the source and trajectory, research solutions, conduct interviews where appropriate, and propose a collaborative solution to the problem.

Assessment Should Be Intentional, Transparent, and Formative, and Provide Opportunities for Students to Learn and Improve. Many teachers experiment with assessment practices to support student learning. For example, Dr. Deena Varner (Assistant Professor of Practice, Literature) uses a collaborative grading scheme. First, she provides students with rubrics containing detailed explanations about how to attain proficiency. She then returns students' work with these rubrics and substantive written feedback—but no letter grade or

score. Students synthesize the feedback and develop a revision plan. Finally, they assign themselves a letter grade for their original submission and their revised submission. Together, Varner and her students then determine an appropriate grade for the entire project. This model of assessment (and similar experiments in the department) promotes students' reflection on and ownership of their learning.

Experiential Learning Is Important for Students to Learn and for Job and Civic Preparation. The department has partnered with a variety of industry leaders to offers both undergraduate and graduate students internship credit. For example, Dr. Katie Cortese (Associate Professor, Creative Writing) supervises internship courses for ENGL and WDTC majors who work as interns for a semester with TTU Press, where they learn about and put into practice editorial practices for publishing monographs with a press.

Criterion 4: Quality of Programs

The Department of English offers two undergraduate degrees—BA in English, and BA in Writing, Design, and Technical Communication—which are offered both onsite and online. The department also offers five graduate degrees: MA in English (online and onsite), MA in Technical Communication (online and onsite), MFA in Creative Writing (onsite only, approved in 2025), PhD in English (onsite only), and PhD in Technical Communication and Rhetoric (online and onsite). We engage in frequent assessment of these programs to ensure their quality, including annual assessment through the Office of Planning and Assessment, external reviews (the most recent in 2022-23 for the PhD in English), and other qualitative and quantitative metrics. We revise curriculum and pedagogical approaches in response to data collected and feedback we receive. For example, a few years ago faculty in the department interviewed students in the MA in Technical Communication program and discovered that students were

struggling with their final portfolio, particularly in understanding the connections between program outcomes and their projects. The program responded by developing a capstone class that provides scaffolding and support as students create their portfolio. In this section, we provide just three pieces of evidence for the quality of our programs: A) student awards, B) recent student publications, and C) recent placements.

A. Student Awards

Our students are exemplary for their ability to win awards. Below is a selected list of external awards received by our students (TTU Internal awards are listed in Appendix B):

- Emma Aylor, PhD in English (2025): Barrow Street Book Prize from Barrow Street Press (2023), Ralph Angel Poetry Prize from Foundlings Press (2023), Elsa Nettels Prize for a Beginning Scholar from the Edith Wharton Society (2021)
- Meghalee Das, PhD in TCR (2024): Kairos Graduate Student Award for Service (2023), Phi Kappa Phi Love of Learning Award (2023), Amplification Award and Graduate Research Award, Association of Teachers of Technical Writing (both awarded in 2022)
- Marcos Leon Vargas, PhD in English (expected graduation in 2026): Mellon Crossing Latinidades Program at the University of Illinois—Chicago, Crossing Latinidades Humanities Research Initiative (2024, $30,000)
- Harrison Mmerenu, PhD in English (expected graduation in 2028): Sinclair Lewis Fellowship from the Beinecke Rare Book and Manuscript Library (2026, $10,000)
- Jennifer Tubbs, PhD in English (expected graduation in 2028): Fulbright U.S. Student Award to conduct research in Ireland (2025-2026)

B. Student Publications

Students in our graduate programs publish prolifically in academic journals, in scholarly presses, and in creative writing venues. Many students publish in leading academic journals before they graduate, including, for example, *Technical Communication Quarterly* (Das, PhD, 2024), *Edith Wharton Review* (Aylor, PhD, 2025), *Canadian Review of American Studies* (Garrelts, current PhD student), *Christianity and Literature* (Koleva, current PhD student), *Journal of Popular Culture* (Kroon, current PhD student), and *Journal of Business and Technical Communication* (Littlefield, current PhD student). Almost all PhD students in creative writing publish fiction, poetry, and nonfiction in leading literary journals. And perhaps most impressively, creative writing PhD students often publish a book *before* they graduate, including Emma Aylor's (PhD, 2025) *Close Red Water* (2023), Linda Masi's (PhD, 2025) *Fine Dreams*, Sara Ryan's (PhD, 2023) *I Thought There Would Be More Wolves* (2021), and Jennifer Loyd's (PhD, 2025) *Ghost in the Archive*, just to name a few recent examples.

C. Student Placement

Our students go on to successful careers in industry and academia. Below is a partial list of exemplary academic placements that show the quality of our academic programs:

- Dr. Emma Aylor (PhD, English, 2025): Assistant Professor, Stephen F. Austin State U.
- Dr. Rachel Jordan (PhD, TCR, 2024): Assistant Professor, South Carolina U.
- Dr. Caleb Braun (PhD, English, 2024): Assistant Professor, Bethany College
- Dr. Meghalee Das (PhD, TCR, 2024): Assistant Professor, James Madison U.
- Jamal Hossain (MA, English, 2024): Ph.D. student at U. of Wisconsin–Milwaukee
- Dr. Jiaxan Zhang (PhD, TCR, 2024): Assistant Professor, U of North Texas
- Josephine Lawson (MA, Technical Communication, 2024): PhD student at Syracuse U
- Dr. Sara Ryan (PhD, English, 2023): Assistant Professor, Virginia Wesleyan U
- Dr. Brook McClurg (PhD, English, 2023): Assistant Professor, San Jose State U
- Dr. Khaleel Abusal (PhD, English, 2023): Assistant Professor, International U of Kuwait
- Kennedy Mcleod, (MA, English, Literature, 2023): PhD student at U of Mississippi

Criterion 5: Planned Use of Award Money

The English Department is committed to improving the teaching and learning of literacy practices by 1) developing meaningful student learning experiences, 2) improving classroom technologies to promote collaborative learning, and 3) improving online asynchronous literacy instruction. Consequently, we propose using the award money in the following ways:

1) Four (4) grants of $2,000 each that support undergraduate research, with the goal to promote undergraduate research and experiential learning. Total Cost: $8,000.

2) Classroom technology upgrades to support collaborative student projects: Many of our undergraduate classes have collaborative projects, but our classroom spaces are not designed to promote group projects (instead, they are designed to support whole class lectures or conversations or hyflex learning, which makes small-group projects involving technology difficult). We propose a technology upgrade to Humanities 358 that would support collaborative group projects in our undergraduate courses. Technology upgrades to Room 358: approximately $11,000. (The department will support furniture replacement to support the technology upgrades.)

3) Three (3) visiting specialists in online literacy instruction that can address the diversity of specialties in the department. Estimated cost for each is a $1,000 stipend and $1,000 for travel, hotel, and meals (each visiting specialist: $2,000 total). Total Cost: $6,000.

Item	Cost	Quantity	Total
Undergraduate Research Grants	$2,000	4	$8,000
Technology Upgrade to Humanities 358 (includes mounting monitors for small group work, installing inputs and controls to change displays between monitors, and audio inputs/outputs). Estimated.	$13,000	1	$11,000
Visiting Specialists in Online Literacy Instruction	$2,000	3	$6,000
Total			$25,000

APPENDIX A

Overview of Data About the Department of English

Number of FTE faculty: 56, including 44 tenure-line faculty and 12 full-time non-tenure-line faculty
A complete list of departmental faculty and staff is provided on page 13 (page 3 of Appendix A).

Number of funded graduate students in Spring 2026: 96

- Dissertation Completion Fellows: 2
- Graduate Part-Time Instructors: 78
- Teaching Assistants: 16

Overview of Majors:

- English Undergraduate Majors: 279
- Writing, Design, and Technical Communication Majors: 41
- English MA students: 56
- Technical Communication MA students: 17
- English PhD students: 50
- Technical Communication & Rhetoric PhD students: 81
- Graduate Certificate Students (not enrolled in the above programs): 9
- Graduate Certificate Students who are also enrolled in above degree programs: 11

More detailed information about students in the department is provided in the table on the next page.

2025-2026 Enrollment (as of January 29, 2026, includes TTU Proper and TTU Online 16-week and 8-week terms)

Level	Fall 2025 Enrollment	Fall 2025 SCH	Spring 2026 Enrollment	Spring 2026 SCH
1000-level	4,596	13,788	4,392	13,176
2000-level	2,033	6,099	1,957	5,871
3000-level	702	2,106	724	2,172
4000-level	181	543	204	612
Graduate-level	472	1,551	448	1,503
Total	**7,984**	**24,087**	**7,725**	**23,334**

Enrollment Data: Majors, Minors, Concentration Students, and Graduate Students

Category	Subcategory	Spring 2026 Enrollment
English Undergraduate Majors	TTU Lubbock	137
	TTU Online	142
	Total	**279**
WDTC Undergraduate Majors	TTU Lubbock	14
	TTU Online	27
	Total	**41**
Total Dept. Undergraduate Majors		**320**
English Undergraduate Minors	TTU Lubbock	95
	TTU Online	17
	Total	**112**
WDTC Undergraduate Minors	TTU Lubbock	18
	TTU Online	70
	Total	**88**
Other Interdisciplinary Minors Supported by the Department		**56**
Total Dept. Undergraduate Minors		**256**
Interdisciplinary undergraduate majors with a concentration in ENGL	TTU Lubbock	37
	TTU Online	26
	Total	**63**
Interdisciplinary undergraduate majors with a concentration in WDTC	TTU Lubbock	16
	TTU Online	7
	Total	**21**
Total Undergrad Concentrations in Dept.		**84**
MA in English	TTU Lubbock	22
	Distance	34
	Total	**56**
MA in Technical Communication	TTU Lubbock	7
	Online	10
	Total	**17**
MFA in Creative Writing	**Total (onsite only)**	**5**
PhD in English	**Total (onsite only)**	**50**
PhD in Technical Communication & Rhetoric	TTU Lubbock	16
	Online	65
	Total	**81**
Graduate Certificate Students (not already enrolled in ENGL or TCR)		**9**
Total Department Graduate Students		**218**

English Department Directory

Staff
Garza, Erik M.
Johnson, Diane L.
Johnson, Shelley D.
Norris, Monica S.
Wilson, Alexandra H.
Horn Professor
Wenthe, William J.
Professors
Barrera, Cordelia
Batra, Kanika
Bauer, Curtis W.
Baugh, Scotty L.
Borshuk, Michael T.
Couch, Julie N.
Faris, Michael J.
Holmes, Steven K.
Kim, Min-Joo
Kolosov Wenthe, Jacqueline A.
Patterson, Leslie J.
Purinton, Marjean D.
Rice, Richard A.
Shu, Yuan
Still, Brian
Spurgeon, Sara L.
Whitney, Allison P.
Associate Professors
Ben-Youssef, Fareed I.
Braver, Aaron S.
Cortese, Catherine N.
Geiger, T J.
Hackenbracht, Ryan J.
Hunter, Matthew M.
Kvande, Marta
McFadden, Brian J.
McNamara, Roger
Phillips, Wyatt D.
Pihlaja, Beau S.
Samson, John W.
Sauer, Geoffrey F.
Shelton, Jennifer L.
Tham, Jason C.
Weedon, Jonathan S.
Zellinger, Elissa M.
Assistant Professors
Burke, Marcus A.
Chahine, Nesrine
Ganguly, Priyanka
Gray, Kellie M.
Osorio, Nathan X.
Phillips, Lisa L.
Rivera, Nora K.
Schiller, Lucy H.
Shaaban, Dana Aicha
Burke, Marcus A.
Associate Professors of Practice
Rogerson, Benjamin E.
Smith, Jessica E.
Assistant Professors of Practice
Osorio, Kristi D.
Varner, Deena E.
Wegmann, Maia Elgin.
Senior Lecturers
Alvarez, Shelley A.
Samson, Shannon C.
Taylor, William R.
Lecturers
Baratijourabi, Amir
Gaona, Jo A.
Thomas, Martin L.
Wells, Alison P.
Post-Doctoral Teaching Fellows
Flores Fuentes, Jose M.
Pillai, Bhawana
PhD Fellows
Allen, Brock H.
Kroon, Anna M.
PhD GPTIs
Adebayo, Damilola F.
Adeyanju, Jesutofunmi
Ajayi, Daniel O.
Akula, Iveren Olubunmi Agatha
Alam, Naveed
Anka, Amanda K.
Anwar, Md Sayeed
Azubike, Uchechukwu C.
Baaith-Ducharme, Nimalah Praxede
Bateman, Nana N.
Benicky, Matthew T.
Brown, William R.
Conlin, Payton
Cupido, Teswin
Deb, Gobindo
Eleby, Hasret
Flores Ramirez, Claudia V.
Garrelts, Haley N.
Hester, Jennessa
Jenerette, Kimberly Z.
Ji, Yedo

Johansen, Raquel L.
Johnson, Reid M.
Junious, Mitchell A.
Jussel, Jennifer
Kelley, Rachel R.
Li, Ling
Logue, Erin B.
Long, Percy
Luckenbach, Joshua D.
Lyssy, Nicole K.
Mangialetti, Tony S.
Manke, Shantanu
Mmerenu, Harrison C.
Nyarko, Gideon
Ortiz, Monica
Oyedeji, Damilola R.
Pandey, Manish
Peer Masthan, Badusha
Plantenberg, Korryn V.
Pookkottuvariam, Niveditha
Rahman, Murshida
Reyes, Jo Anne
Richards, Madison C.
Schiel, Rachael U.
Shappell, Brody L.
Smalley, Nicole J.
Smith, Dusti K.
Son, Sungbean
Stanley, Alex M.
Tenhouse, Kayla J.
Torruella Alvarado, Sebastian T.
Treat, Grayson H.
Troncale, Michael C.
Udoete, Ekomabasi Obot
Vargas-Manriquez, Marcos
Waters, Nicole A.
Weiss, Katie L.
Weston, Jacob C.

MA GPTIs

Abiodun, Blessing Temitayo
Bryant, Micah
Denison-George, Charmaine R.
Diaz, Carlos
Giacomet Thomazoni, Julia
Joyner, Savannah E.
Justice, Willard Q.
Kelly, Ari
Lawton, Jayla E.
McKay, Sofia N.
Mensah, Patricia K.
Oyinlola, Abdulsamad A.
Patrick, Lauren O.
Pierson, Zoe D.
Scott, Niah N.
Sikes, Julia E.
Suh, Jae
Thornell, Anna E.
Tie, Anastasia X.

MA TAs

Barrett, Brooke D.
Blakemore, Nickcolus D.
Booth, Jordan T.
Countess, Elise N.
Dos Santos Freire, Rebecca
Edmonds, Caleighsta
Gibson, Bonnie J.
Gordon, Dasia D.
Harris, Margaret M.
Key, Korrine D.
King, Madisen M.
McCray, Faith W.
Mitchell, Riley E.
Pandey, Madhukar
Ragsdale, Alivia I.
Rosas, Axel R.

Part-Time Instructors

Allen, Jennifer M.
Baker, Holly
Bigham, Price
Brooke, Chloe R.
Brown, Bobbie
Chisum, Dakota
Dean, Aliethia
Earls, Cheyann N.
Elerson, Crystal L.
Faught, Anna C.
Florence, Dustin
Givens, Tracy
Henderson, Michael
Hewa, Sasha G.
Johnson, Ariana D.
Koo, Whitney A.
Lampkin, Ida C.
Lattimer, Julia R.
Littlefield, Jamie L.
Littman, Samuel M.
Ludwig-Palit, De Andra D.
Marciniak, Jennifer
Masi, Linda N.
McKinney, Bethany A.
Moriearty, Michael
Ruehlen, Amelia J.

Schicke, Joseph A.
Streit, William C.
Tijerina, Tiffani K.
Vanhoy, Mandi C.
Walton, Crissta K.
Widerburg, Maryann

Appendix B: Other Supporting Material

Appendix B includes the following: 1) Faculty and Graduate Student Awards, 2) Scholarship on Teaching and Learning, and 3) Other Faculty Contributions to Teaching and Learning, and 4) Course Evaluation Scores

1. Faculty and Graduate Student Awards Related to Teaching and Learning, 2021-present

1A. Graduate Student Awards

Award	Student	Year
Horn Distinguished Professor Graduate Achievement Award	Ian Stark, PhD in Technical Communication and Rhetoric	2022
Helen Devitt Jones Excellence in Graduate Teaching Award	Iveren Akula, PhD in Technical Communication and Rhetoric	2025
	Josh Luckenbach, PhD in English	2025
	Caleb Braun, PhD in English	2024
	Wesley English, PhD in English	2023
	Jacob Hall, PhD in English	2023
	Kristina Lewis, PhD in English	2023
	Jessie Rogers, PhD in English	2023
	Khaleel Abusal, PhD in English	2022
	Ian Stark, PhD in Technical Communication and Rhetoric	2022
	Brook McClurg, PhD in English	2021
Outstanding Thesis or Dissertation	Leah Heilig, PhD in Technical Communication and Rhetoric, 2nd Place Dissertation in Humanities/Fine Arts	2021

Additionally, the department has consistently had PhD students awarded the Doctoral Dissertation Completion Fellowship. Over the last decade, we have had between 2 and 7 students win this fellowship every year.

1B. Faculty Teaching Awards, 2021-present

Fareed Ben-Youssef, Associate Professor, Film & Media Studies.

- Lawrence Schovanec Teaching Development Scholarship, TTU, 2022
- English Department Faculty Excellence Award in Teaching, TTU, 2022

Aaron Braver, Associate Professor, Linguistics.

- College of Arts & Sciences Teaching Innovation Award, TTU, 2026

Ryan Hackenbracht, Associate Professor, British Literature.

- President's Excellence in Teaching Award, TTU, 2025

Jill Patterson, Professor, Creative Writing.

- President's Excellence in Teaching Professorship, TTU, 2021

Lisa Phillips, Assistant Professor, Technical Communication and Rhetoric.

- Lawrence Schovanec Teaching Development Scholarship, TTU, 2025

- Department Faculty Excellence Award in Teaching, TTU, 2024
- College of Arts & Sciences Teaching Innovation Award, TTU, 2024
- TLPDC 2023 Spotlight Award, TTU, 2023

Ben Rogerson, Associate Professor of Practice, Literature, Film & Media Studies.

- English Department Faculty Excellence Award in Teaching, TTU, 2021

Yuan Shu, Professor, American Literature and Comparative Literature.

- Teaching and Learning AI Mini Grants, TTU, 2025

Alison Wells, Lecturer, First-Year Writing.

- English Department Faculty Excellence Award in Teaching, TTU, 2024

William Wenthe, Horn Professor, Creative Writing.

- Barnie E. Rushing Jr. Faculty Distinguished Service Award, TTU, 2023

Allison Whitney, Professor, Film & Media Studies.

- Chancellor's Council Distinguished Teaching Award, 2026

Texas Tech University Teaching Academy Members

- Jo Albiar, Lecturer, First-Year Writing and Creative Writing, 2025
- Curtis Bauer, Professor, Creative Writing, 2016
- Julie Couch, Professor, British Literature, 2005
- Brian McFadden, Associate Professor, British Literature, 2004
- Jill Patterson, Professor, Creative Writing, 1997
- Lisa Phillips, Assistant Professor, Technical Communication and Rhetoric, 2025
- Marjean Purinton, Professor, British Literature, 1998
- Jen Shelton, Associate Professor, British Literature, 2003
- Yuan Shu, Professor, American Literature and Comparative Literature, 2020
- William Wenthe, Horn Professor, Creative Writing, 1997
- Elissa Zellinger, Associate Professor, American Literature, 2025

2. Scholarship of Teaching and Learning, 2021-present

English department faculty and graduate students are investigated in integrated scholarship and learning and frequently present at conferences or publish scholarship related to teaching and learning. Below is a selected list of A) published pedagogical material by faculty, B) published or forthcoming research and scholarship related to teaching and learning, and C) recent conference presentations about the scholarship of teaching and learning. Current faculty names are in **bold**. Faculty frequently publish and present with current and former students (a form of mentoring and teaching itself); student coauthors are highlighted in yellow.

2A. Pedagogical Materials

Andrews, D., **Tham, J.** (2021). *Designing Technical and Professional Communication: Strategies for the Global Community*. Routledge/Taylor & Francis. [Textbook]

Gray, K., Holmes, S. (2023). *Guide to Technical Communication*. Top Hat. [Electronic textbook for ENGL 2311]

Hunter, M. (2023). *Doctor Faustus: Norton Critical Edition (2nd Edition)*. Norton. [Critical edition of primary text and secondary sources for students]

Kostelich, C. F., & **Faris, M. J.** (2023). *Advanced College Rhetoric*. Tophat. [Electronic Textbook for ENGL 1302]

Kostelich, Callie F., & **Faris, M. J.** (2023). *Introduction to College Rhetoric*. Tophat. [Electronic Textbook for ENGL 1301]

Moses, J., **Tham, J.** (2023). *Writing to Learn in Teams: A Collaborative Writing Playbook for Students across the Curriculum*. South Carolina: Parlor Press. [Textbook]

Patterson, L. (2021). *Writing a Life Narrative: What Does the Plotline Look Like?* (pp. 20 pages). Texas Association of Criminal Defense Lawyers. [Instructor's Manual]

Patterson, L. (2024). *Writing Stories for Change: A Workshop with Advancing Real Change* (pp. 50 pages). Baltimore, Maryland: Advancing Real Change. [Instructor's Manual]

Tham, J., Moses, J. (2021). *Collaborative Writing Playbook: An Instructor's Guide to Designing Writing Projects for Student Teams*. Parlor Press. [Instructor's Guide]

Tham, J., Moses, J., Das, M. (in press). *Collaborative Writing at Work: A Playbook for Teams*. Andersen, SC: Parlor Press. [Textbook]

2B. Published Scholarship and Research on Teaching and Learning

Borshuk, M., Lavigne, D., Sharp, E., **Smith, J.**, Weiser, D., **Whitney, A.** (2023). Red Carpet Radicals: Public Feminist Scholarship and the Sexism|Cinema Film Series. In *Public Feminisms: From Academy to Community*.

Brawley, L., Connor, M., Das, M., Dean, A., Diaz, C., **Faris, M**., Flahive, M., Kirk, M., Kirschenbaum, M., Kulseth, J., Lago, A., Lewis, K., Lomax, L., McClurg, B., Ostraff, Z., Ranieri, A., Sinor, S., Smith, R., Zhang, Y. (2023). Incorporating Multimodal Literacies Across a FYW Program: Graduate Instructors' Preparation and Experiences. In Shyam B. Pandey & Santosh Khadka (Ed.), *Professionalizing Multimodal Composition* (pp. 95-112). Utah State University Press.

Burnham, K., **Tham, J.** (2021). Developing digital literacy through multi-institutional collaboration and technology partnership: An analysis of assignments, student responses, and instructor reflections. *Programmatic Perspectives, 12*(2), 59-100.

Cicchino, A., Velez, M., DePew, K., **Rice, R.**, Morris, J. (2025). Using ePortfolios to build healthier, post-pandemic online learning and professional development programs. In Mpho-Entle Puleng Modise and Norm Vaughan (Ed.), *Digital resilience of ePortfolios during and beyond the COVID-10 pandemic: Lessons for the future* (pp. 529-543). Mount Royal University Library.

Das, M., **Faris, M**. (2024). Peer review in synchronous online learning environments. In *Better practices: Exploring the teaching of writing in online and hybrid spaces* (pp. 71-92). WAC Clearinghouse.

Das, M., Flahive, M., Zhang, J., **Faris, M**. (2023). Integrating the marginalized and the mainstream: Women of color graduate instructors' experience with identity, difference, and belonging. In William J. Macauley, Jr., Leslie Anglesey, Brady Edwards, Kathryn M. Lambrecht, & Phillip Lovas (Ed.), *Threshold conscripts: Rhetoric and composition teaching assistantships* (pp. 367-384). WAC Clearinghouse.

Davis, K., Stambler, D., Veeramoothoo, S., Ranade, N., Hocutt, D., **Tham, J.**, Misak, J., Duin, A. H., Pedersen, I. (2021). Fostering student digital literacy through the Fabric of Digital Life. *Journal of Interactive Technology and Pedagogy*.

Duin, A. H., Pedersen, I., **Tham, J.** (2021). Building digital literacy through exploration and curation of emerging technologies. In N.B. Dohn, S.B. Hansen, J.J. Hansen, M. de Laat and T. Ryberg (Ed.), *Conceptualizing and innovating education and work with networked learning* (pp. 93-113). Springer.

Faris, M. (2022). The Circulation of Embodied Affects in a Revision of a First-Year Writing Program. In Anna Sicari & Melissa Nicolas (Ed.), *Our Body of Work: Teaching and Administration in Writing Studies* (pp. 169-183). Utah State University Press.

Faris, M., Danforth, C. S., Stedman, K. D. (2022). *Amplifying Soundwriting: Integrating Sound into Rhetoric and Writing*. WAC Clearinghouse.

Faris, M., Flahive, M., Hughes, E., Kostelich, C. (2023). Piloting a Language Autoethnography in a First-Year Writing Program: A Study of Five Multilingual Student Writers. *Open Words: Access and English Studies, 15*(1), 118-142.

Faris, M. J., Holmes, S. (2022). *Reprogrammable Rhetoric: Critical Making Theories and Methods in Rhetoric and Composition*. Utah State University Press.

Jiang, J., **Tham, J.** (2023). Rethinking multimodal community-engaged pedagogy through posthumanist theory. *Teaching in Higher Education*, 1-17.

Kvande, M. (2022). Teaching Charlotte Lennox's Harriot Stuart: Romance, the Eighteenth-Century Novel, and Transatlantic Fictions. *Aphra Behn Online, 12*(1).

Lawson, J., **Faris, M.** (2024). Ecologies, bodies, and OWI teacher preparation: Reflecting on a practicum for graduate instructors teaching writing online. *Computers and Composition*.

McFadden, B. (2024). "Master of the Fates of Arda": Teaching Providence, Free Will, and Power in Tolkien's Works. *Carmina Philosophiae: Journal of the International Boethius Society, 29*(Special Edition: Teaching Boethius), 53-77.

Mussack, B., **Tham, J.** (2024). Collaboration as a shared value: Instructor and student perceptions of collaborative learning in online business writing courses. *Communication Design Quarterly, 12*(3), 11-25.

Phillips, L. (2025). Teaching Tactics that Intervene in and Resist Matters of Climate Catastrophe. In Justin Everrett and Russell Mayo (Ed.), *Teaching Writing in the Age of Catastrophic Climate Change*. Lexington Books

Phillips, L., DeLeon, R. (2022). Living Testimonios: How Latinx Women Persist and Enact Social Justice within Higher Education. *IEEE Transactions on Professional Communication, 65*(1).

Pihlaja, B. (2022). "A nice change of pace": Involving student-as-course-users early and often. In Kate Crane and Kelli Cargile-Cook (Ed.), *User Experience as Innovative Academic Practice*. WAC/Colorado State University

Rice, R. (2023). "Text" in agile online literacy instruction. *Oregon English Journal, 2023*(Spring/Summer).

Rice, R. (2024). Reconceptualizing distance and time in effective literacy instruction. *Research in Online Literacy Education, 4*(1), 52-61.

Rice, R., Mitchell, A. C. (2024). Retooling decision-making in a/synchronous online literacy instruction. In A. Cicchino, & T. Hicks (Ed.), *Better practices: Experts and emerging instructors explore how to better teach writing in online and hybrid spaces*. The WAC Clearinghouse.

Rice, R., Thacker, C. (in press). Ethical Integration of Generative AI in Writing Education: A Praxis-Oriented Approach. In K. Moreland, C. James, S. Youssef, & L. Nickoson (Ed.), *Writing Pedagogy Education in Practice*. The WAC Clearinghouse.

Shu, Y. (2022). Introduction: Theorizing and Teaching Transnational American Studies Around the Globe. *Journal of Transnational American Studies, 13*(2), 5-11.

Shu, Y. (2022). Teaching and Theorizing American Studies in Singapore and Southeast Asia in the Post-American Era. *Journal of Transnational American Studies, 13*(2), 45-57.

Stambler, D. M., Ranade, N., Hocutt, D. L., Fonash, S., Campbell, J. L., Duin, A. H., Pedersen, I., **Tham, J.**, Veeramoothoo, S., Verhulsdonck, G. (2025). Beyond digital literacy: Investigating threshold concepts to foster engagement with digital life in technical communication pedagogy. *Technical Communication Quarterly, 34*(2), 218-238.

Stedman, K. D., Danforth, C. S., **Faris, M**. (2021). *Tuning in to Soundwriting*. Intermezzo/enculturation.

Tham, J. (2021). Design thinking in first-year composition: Writing social innovation into service-learning pedagogy. *Currents in Teaching and Learning, 13*(1), 11-24.

Tham, J. (2023). Instructional design pedagogy in technical and professional communication. *Technical Communication Quarterly, 32*(4), 327–346.

Tham, J. (2025). Cultivating empathy in user experience students: Creating an instructional framework of care, sensibility, and advocacy. In Emma Rose & Heather Turner (Ed.), *Teaching User Experience: A Process Approach* (pp. 153-171). Routledge.

Tham, J. (2025). Design thinking in business and professional communication pedagogy: A review of pedagogical studies, 2014-2024. *Business and Professional Communication Quarterly*.

Tham, J., Duin, A. H., Veeramoothoo, S., Fuglsby, B. (2021). Connectivism for writing pedagogy: Strategic networked approaches to promote international collaborations and intercultural learning. *Computers and Composition, 60*, 102643.

Tham, J., Hocutt, D., Burnham, K., Ranade, N., Misak, J., Duin, A. H. (2021). Metaphors, mental models, and multiplicity: Understanding student perception of digital literacy. *Computers and Composition, 59*.

Tham, J., Jiang, J. (2023). Examining multimodal community-engaged projects for technical and professional communication: Motivation, design, technology, and impact. *Journal of Technical Writing and Communication, 53*(2), 128-159.

Tham, J., Jiang, J. (2024). Understanding writing instructors' feelings toward the affordances of multimodal social advocacy projects: Implications for service-learning pedagogies. *College Composition and Communication, 76*(1), 4–34.

Tham, J., Polanco Lahoz, D., Hanson, M., Cross, J., Beruvides, M. (2025). Professionalizing Researchers: Mapping and Visualizing Doctoral Engineering Student Identity Development Through User-Experience (UX) Methods. *IEEE Transactions on Professional Communication, 68*(3), 322-342.

Tham, J., Samson, S. (2025). Enhancing university honors students' experience with technical communication and user experience projects. *Programmatic Perspectives, 16*(1), 134–176.

Velez, M., DePew, K., Morris, J., Cicchino, A., **Rice, R.** (2026). Building Reflective Practices: ePortfolios as Tools for Sustained Professional Development in Online Literacy Instruction. *International Journal of ePortfolios*.

Verhulsdonck, G., **Tham, J.** (in press). Teaching generative artificial intelligence: Strategies and scenarios guided by UX, content strategy, and design thinking. In Tracy Bridgeford (Ed.), *Wicked problems, design thinking, and technical communication: Contemporary approaches to pedagogy*.

2C. Conference and Invited Presentations on Teaching and Learning

Baratijourabi, A. (2023, November). Northeastern Modern Language Association, Boston, "ChatGPT in FYW Classes: A Catalyst for Promoting Equality!"

Batra, K. (2024, July). The Global Empowerment Workshop: Cultivating Career and Academic Excellence, School of Technology, Woxsen University, Hyderabad, India, "Engaging Students: Harnessing Media and Technology for Active Learning." [Keynote]

Bauer, C. (2024, June). 2024 Summer Institute on Translation Across the Curriculum, University of Iowa Center for Translation and Global Literacy and the American Translation & Interpretating Studies Association, Iowa City, IA, "Translation in Creative Writing and Literature Courses." [Keynote]

Bauer, C. (2022, October). Central College of Arts and Sciences, Central College, Pella, IA, "Cradle to Citizen--on the value of a liberal arts education," [Keynote]

Bauer, C. (2022, October). University of Iowa Faculty Research Group on Literary Translation, University of Iowa MFA Program in Literary Translation, Iowa City, IA, "Literary Translation Pedagogy," [Keynote]

Borshuk, M., Weiser, D., Rogers, C. (2023, October). Gender and Sexual Identities Fall Colloquium 2023, Texas Tech Women's and Gender Studies, Lubbock, TX, "Keynote: Sexism|Cinema: An Engaged Scholarship Film Series," [Keynote]

Braver, A. (2024). Washington University in St. Louis linguistics program colloquium, St. Louis, "Making Ling 101 accessible for blind students."

Faris, M. (2024, April). Conference on College Composition and Communication, Spokane, WA, "From Technocratic to Operative Administration: Radical Programmatic Revision."

Faris, M. (2022, April). Conference on College Composition and Communication, "The Inaugural "Summer Teachers of English Program": A Department's Attempt to Recruit Graduate Students of Color."

Gray, K. M. (2025, April). Conference on College Composition and Communication, Baltimore, MD, "Exploring the B Side of AI Public Rhetoric Research Assignments in First-Year Writing."

Kostelich, C., **Wells, A.** (2025, April.) Conference on College Composition and Communication, Baltimore, "Our Collaborative Mixtape of Alternate Tracks: The Untenured and/or Alternative-Academic WPA Standing Group Sponsored Panel."

Kostelich, C., **Wells, A.** (2024). Association for Business Communication 2024 Annual International Conference, "Innovation at All Stages of Course Design."

Moses, J., **Tham, J.** (2022, July). IEEE Professional Communication Society Conference, Limerick, Ireland, "Like the idea of writing-to-learn but don't like the idea of grading papers? Take these new directions in collaborative writing."

Phillips, L. L. (2023, November). Illinois Board of Higher Education Faculty Advisory Committee, Chicago, IL, "Generative Artificial Intelligence in Higher Education: Policies, Ethics, and Implications." [Invited]

Phillips, L. (2025, November). National Association for Teachers of English, Denver, CO, "Don't Dream It's Over: Teaching Writing, Rhetoric, and Communication in the Age of Climate Crisis."

Phillips, L. L. (2021, April). Conference on College Composition and Communication, "Interrogating Commonplaces of Environmental Rhetoric in Writing Classrooms, in Youth Climate Activism, and in Climate Surveillance."

Rice, R. (2024, July). Empowering Educators: Strategies for Multicultural Communication and Modern Teaching., Woxsen University, Hyderabad, India, "Technology integration in the academic world."

Rice, R. (2023, November). ePortfolio Professional Development Tools, Global Society of Online Literacy Educators, Global Society of Online Literacy Educators, Online, "Starting Your Online Writing Instructor Teaching Portfolio: A Hands-On Workshop."

Rice, R. (2025, October). International Society for Educational Planning Annual Conference, International Society for Educational Planning, Buffalo, New York (Virtual), "Redesigning international education: Embracing cultural complexities in global citizenship education and training."

Rice, R. (2024, April). Conference on College Communication and Composition, Spokane, WA, "An abundance of online writing pedagogy: Distinguishing between residual effects of emergency remote instruction and OWI practices."

Sauer, G. (2024, June). Computers and Writing Annual Conference 2024, Texas Christian University, Fort Worth, TX, ""You Should Make it an App": The Decline and Fall of Web Design in ENGL Courses."

Sauer, G. (2024, May). Rhetoric Society of America Annual Conference 2024, Rhetoric Society of America, Denver, CO, "Learning to Teach Web Writing Inclusively."

Tham, J., (2022, May). Computers and Writing 2022, East Carolina, "Writing social innovation into service-learning pedagogy."

Tham, J., Grace, W. (2022, June). Association for Teachers of Technical Writing, "Cultivating a Culture of Justice in Your Program: A Design Thinking Workshop."

Tham, J., Jiang, J. (2024, October). Conference on College Composition and Communication, Spokane, WA, "Situating Community-Engaged Writing Pedagogy at the Intersection of Critical Emotional Awareness and Anti-Racist Action."

Tham, J., Sarraf, K., Rose, E. (2024, October). Council for Programs in Technical and Scientific Communication, UW-Stout, Menomonie, Wisconsin, "Developing user experience programming in professional, technical, and scientific communication programs."

3. Other Faculty Contributions to Teaching and Learning That Aren't Addressed Previously

Cordelia Barrera (Professor of Chicanx/Latinx Literature)

- Co-directs, along with **Sara Spurgeon**, the Literature, Social Justice, and the Environment program, which includes an undergraduate minor and has supported brown bag lunch series with students and faculty
- HSI Fellow at TTU through Campus Access & Engagement at TTU (2024)

Kanika Batra (Professor of Comparative Literature)

- Assisted and is hosting an early-career Fulbright scholar from Pakistan, who is currently (2025) visiting Texas Tech

Curtis Bauer (Professor of Creative Writing)

- Led the creative writing faculty in developing, proposing, and implementing the new MFA in Creative Writing, which was fully approved by THECB in early 2025
- Currently serves as Director of Creative Writing, which involves mentoring graduate students teaching undergraduate courses in creative writing, and bringing guest writers to campus for workshops with students and to provide readings
- Directs the department's Letterpress Studio, which supports learning about book history and publishing history and is dedicated to the teaching and practice of handpress production and book history.

Fareed Ben-Youssef (Associate Professor of Film & Media Studies)

- Organizes film series for students and faculty at TTU
- Participated in "Teaching without Borders Workshop" hosted by the Center for Global Communication at TTU (2022)

Katie Cortese (Associate Professor of Creative Writing)

- Director of the TTU Press
- Gives talks on the publishing process to aid young writers with book manuscripts
- Faculty advisor for the *Harbinger*, a student-published literary journal

T. J. Geiger (Associate Professor of Technical Communication and Rhetoric)

- Serves as Director of Undergraduate Studies for Writing, Design, and Technical Communication majors

Kellie Gray (Assistant Professor, Technical Communication and Rhetoric)

- Serves as Course Coordinator for ENGL 2311

Marta Kvande

- Directs the department's Digital Humanities Lab, which supports the development and use of digital methods, tools, and projects that foster new pathways for engagement for members of the campus community.

Jill Patterson (Professor of Creative Writing)

- Organizes the annual Summer 1On1 Program, connecting graduate students studying creative writing at TTU with editors, publishers, and agents
- Teaches workshops on narrative defense within the American justice system; in so doing, she draws on her experience as the case storyteller or narrative consultant on over 50 capital murder defense trials

Wyatt Phillips (Associate Professor of Film & Media Studies)

- Served previously as Director of Graduate Studies (2023-2025)

Beau Pihlaja (Associate Professor of Technical Communication)

- Current Director of Graduate Studies for Tech Comm English graduate students

Ben Rogerson (Associate Professor of Practice, Film & Media Studies and Literature)
- Serves as Associate Director of Graduate Studies for the MA programs

Geoffrey Sauer (Associate Professor of Technical Communication and Rhetoric)
- Directs the department's Media Lab, a space for students to learn to use technologies to create and edit digital, collaborative, or media-enhanced projects better.

Lucy Schiller (Assistant Professor of Creative Writing)
- Directs Studio E, an interdisciplinary documentary lab, supported by the Engaged Colleges Initiative and the College of Arts & Sciences, to support community engaged documentary production by faculty and students, whether for classes or for their own research.

Jen Shelton (Associate Professor of British Literature)
- Current Director of Undergraduate Studies for English majors

Jessica E. Smith (Assistant Professor of Practice in Creative Writing)
- Director of the newly formed Master's in Fine Arts program, which aims to offer creative writing students workshops for developing and publishing their works

Jason Tham (Associate Professor of Technical Communication and Rhetoric)
- Directs the User Experience Research Lab in the Deparmtent, which is a collaborative, experimental space where students, instructors, and researchers from across TTU can access resources, share ideas, and jump-start collaborative research and teaching projects concerning all facets of user-centered design and UX research.

Alison Wells (Lecturer, First-Year Writing)
- Directs the ENGL 1301 and 1302 program, including leading professional development for teachers, supporting students, leading assessment practices, and more.

Allison Whitney (Professor of Film & Media Studies)
- received a $110,000 grant from the National Endowment for the Humanities (NEH) to enhance the Native American and Indigenous Studies Curriculum at TTU in collaboration with local tribes

Deena Varner (Assistant Professor of Practice, Literature)
- Faculty advisor for student chapter of Sigma Tau Delta, the English Honors Society, which won the 2025 Outstanding Chapter Award

4. Department of English Student Evaluation Score Averages, 2019–2024, for onsite and online sections

Semester	Q1: Course objectives were specified and followed		Q2: Instructor was effective teacher		Q3: Course was valuable learning experience	
	Onsite	Online	Onsite	Online	Onsite	Online
Fall 2019	4.61	4.38	4.52	4.51	4.36	4.63
Spring 2020	4.60	4.45	4.49	4.59	4.43	4.66
Fall 2020	4.67	4.43	4.62	4.52	4.46	4.62
Spring 2021	4.68	4.41	4.61	4.50	4.49	4.60
Fall 2021	4.66	4.47	4.61	4.55	4.49	4.64
Spring 2022	4.63	4.39	4.56	4.49	4.40	4.59
Fall 2022	4.61	4.37	4.53	4.43	4.39	4.59
Spring 2023	4.62	4.44	4.53	4.50	4.40	4.59
Fall 2023	4.56	4.40	4.48	4.43	4.35	4.55
Spring 2024	4.64	4.57	4.53	4.63	4.38	4.72

English Department averages are consistently 0.1–0.2 points above College of Arts and Sciences and University averages for Q1 and Q2, and consistently the same as or 0.1 points above College of Arts and Sciences and University averages for Q3.

Department of English Student Evaluation Score Averages, Fall 2024, Spring 2025, and Fall 2025 (all modalities combined) with the new evaluation questions.

Question	Fall 2024	Spring 2025	Fall 2025
1. Course assignments facilitated learning	4.5	4.5	4.5
2. Course was organized	4.5	4.5	4.5
3. Opportunities to be successful in course	4.6	4.6	4.6
4. Overall course helped learn required concepts/skills	4.5	4.5	4.5
5. Instructor presented material in a way that helped engage in course	4.5	4.5	4.5
6. Instructor helped to understand relevance of course content	4.5	4.5	4.5
7. Instructor tailored instructions / lessons to variety of perspectives	4.5	4.5	4.5
8. Instructor's teaching methods helped to learn course content	4.5	4.5	4.5

In these 3 semesters, department averages were 0.1-0.2 points above College of Arts and Sciences and University averages for all 8 questions.