

2019 Department of English Departmental Excellence in Teaching Award

Departmental Mission: Texas Tech University's Department of English is committed to upholding the values of open, respectful discourse and exchange of ideas from the widest variety of intellectual, religious, class, cultural, and political perspectives. We demonstrate this dedication in our efforts to develop students' reading and writing skills, increase their understanding of contemporary discourse and literary heritage, and strengthen their creative and analytical abilities. Our graduate and undergraduate students enrich their lives and academic experiences by studying creative writing, linguistics, literature, and technical communication. Using a variety of theories and methodologies, our faculty members contribute to research and creative activity in the humanities, advancing knowledge to serve the public good. In sum, the Department of English aims to become a national leader in scholarly research, classroom pedagogy, and service to the profession and community.

Our teaching and mentorship prepares students for work in occupations traditionally associated with English—such as teaching, writing, editing—and beyond, extending to fields such as marketing and social entrepreneurship, where the skills learned in our program make them attractive, competitive employees. In addition, we produce candidates for graduate study in law, medicine, literature, communications, business, accounting, and more. We prepare students for these futures by deploying innovative and pragmatic pedagogical strategies, providing opportunities to engage with the community, supporting participation in study abroad programs, establishing internship participation, and challenging students to transform studies into action.

The Department of English promotes an innovative vision of English as a big tent discipline, and recently adopted the motto “One Home” to link our two interactive and complementary degree-granting units: Literature, Creative Writing, and Linguistics (LCWL) and

Technical Communication and Rhetoric (TCR). While our undergraduate programs offer different BA's in English or Technical Communication, students frequently pair majors and minors across the department, and they take classes with faculty affiliated with both units. In addition, we house the completely redesigned First-Year Writing (FYW) curriculum, which just logged its most successful year on record. Together, LCWL, TCR, and the FYW program aim to provide the best and most cutting-edge teaching possible for both onsite and online undergraduate and graduate students. In this application, we detail cross-departmental pedagogical achievements, substantive changes effected by self-assessment, and self-sustaining expenditures that enrich our pedagogical goals. These successes stem from our willingness to collaborate, share resources, and encourage each other. That said, we have organized the information below into LCWL, TCR, and FYW to assist you with your reading. This allows us to highlight the individual strengths, goals, and practices of each unit. As a whole, we strive toward new and better methods of enabling our students to compete in and improve the global society they join upon graduation. Our programmatic successes showcase how faculty successfully meet and exceed the requirements for the Departmental Excellence in Teaching Award.

Criteria 1: Efforts to improve teaching. Teaching is among the highest priorities in the English Department, and we continually essay to improve teaching at all levels. This effort is characterized by collaboration across all departmental designations.

LCWL: LCWL faculty prepare graduate students to make an impact at TTU and beyond. For instance, tenure-track faculty teach ENGL 5392: Teaching College Literature, which prepares PhD students for teaching 2000-level literature courses as GPTIs. Students write assignments, grade essays, construct lesson plans, teach texts, and visit classrooms of other sophomore

literature instructors. At the end-of-the-academic year English Department award ceremony, LCWL recognizes outstanding GPTIs in First-Year Writing based on observations, student evaluations, and contributions to the program. In an effort to further professionalize graduate students, the department began offering large lecture courses with graduate-student Teaching Assistants (TAs). For instance, Dr. Wyatt Phillips and Dr. Ben Rogerson taught ENGL 2388, Introduction to Film Studies, in Fall 2018 as a large lecture with TAs. Both mentored multiple graduate-student TAs, which involved weekly meetings, observing TA discussion sections, and giving them the opportunity to lead the large lecture and receive feedback.

We also strive to support undergraduate students in the pedagogical development. For instance, Dr. Min-Joo Kim offers ENGL 4371: Language & Community: Learning While Serving, in which undergraduate students attend and teach in ESL/GED classes offered by Literacy Lubbock. Dr. Kim also works with TCR & LCWL graduate students, offering them opportunities to share their experience related to intercultural communication and tutoring with ENGL 4371 undergraduate students. In return, Dr. Kim provides feedback to these graduate students to better develop their teaching effectiveness.

In addition, LCWL faculty strive to develop their own teaching. Junior faculty are observed by a tenured colleague every semester, and incorporate suggestions into their teaching. Student evaluations and annual reports give all faculty the opportunity to take a holistic look at their pedagogical practices and make improvements.

TCR: The TCR faculty are committed to supporting graduate students' classroom teaching. All TCR GPTIs are required to complete ENGL 5366: Teaching Technical Communication before they are assigned to teach our introductory technical communication course, ENGL 2311. These instructors receive monthly mentoring and workshop opportunities, covering topics such as

universal design of classroom materials, academic integrity issues, and students of concern. New instructors are required to attend Teacher to Teacher (T2T) mentoring sessions, and all GPTIs are observed annually. In addition, the TCR Director of Undergraduate Studies meets with all part-time and adjunct faculty to train them in programmatic procedures. She observes all part-time and adjunct instructors annually and monitors student evaluations of all courses. TCR faculty also strive to improve their own pedagogies. In the past two years, Dr. Kendall Gerdes, Dr. Beau Pihlaja, Dr. Jennifer Nish, and Dr. Lisa Phillips were members of the TLPDC's Institute for Inclusive Excellence. In the same vein, Dr. Phillips received the Schovanec scholarship for teaching and learning in December 2018, which is awarded by the Teaching Academy Executive council. Finally, the department's Digital Media Lab offers ongoing workshops, seminars, and services to all instructors, fostering pedagogy and collaboration on digital, multimodal, and new media projects.

First-Year Writing (FYW): In 2018, the Department of English committed to examining and re-imagining our existing FYW curriculum, pedagogy, and course delivery methods for ENGL 1301: Essentials of College Rhetoric and ENGL 1302: Advanced College Rhetoric. Due to assessment data regarding the previous program, FYW was rebuilt under the leadership of Dr. Michael Faris. Our goal was to improve and update content and instruction, and, as a result, increase student enrollment and engagement. One of Dr. Faris's top priorities was supporting graduate student instructors, many of them first-time teachers, and as a result, first year TAs and GPTIs in FYW now attend a week-long orientation at the start of the academic year and enroll in ENGL 5067, a three-credit practicum for teaching. Additionally, FYW developed a First Year Writing Mentorship program that places teaching assistants and GPTIs in bi-weekly mentoring groups with advanced peer mentors or a teaching team. FYW instructors observe their peers as

well as their mentor's 2000-level classes. Mentors provide constructive one-on-one and written feedback. This new program provides substantial support for new teachers who join the program with different levels of experience. Two experienced graduate student teachers also serve as Assistant Directors for the program, leading workshops about pedagogical issues, work-life balance, and other topics tailored specifically to meet the needs of new teachers and undergraduate students.

Criteria 2: Departmental Contributions to Teaching Scholarship. The English Department has a strong tradition of pedagogical research, with peer-reviewed articles, books, and edited collections that have shaped, and continue to shape, the way that Literature, Film, Creative Writing, Linguistics, and Technical Communication are taught at universities across the globe. In addition, we place our students in the role of pedagogical professionals. From traditional journal articles and book chapters, to community outreach programs and collaborative anthologies, to preparing, presenting, and running workshops and national conferences, we, alongside our students, create teaching research that is both innovative and impactful. Please see **Appendix B** for a detailed account of our accomplishments.

Criteria 3: Variety of Departmental Pedagogical Approaches. The English Department prides itself on its innovative teaching strategies and commitment to interdisciplinary pedagogy, both onsite and online.

LCWL Pedagogies. LCWL faculty make use of a range of teaching technologies in their course design as a result of our commitment to accessibility. In order to promote such goals in the classroom, LCWL faculty and graduate students also create innovative assignments. Please see **Appendix B** for detailed information about our cutting-edge efforts to create inventive, inviting classroom environments. In addition to dynamic lessons, LCWL faculty also bring academic

discourse to our community. Our outreach efforts reflect the “seed” projects—the self-sustaining programming—that the English department has developed beyond the classroom to build meaningful partnerships. Again, these accomplishments, from film series to symposia, are listed in **Appendix B**.

TCR Pedagogies. The TCR program has honed its pedagogical approaches for years while developing its internationally recognized online master’s and doctoral programs in technical communication and rhetoric. **Appendix B** highlights the innovations and achievements within the TCR department.

FYW Contributions. The revised FYW curriculum now incorporates multimedia and multimodal assignments: for instance, students in 1301 create a podcast episode and students in 1302 have the option for a multimedia project at the end of the semester. Additionally, FYW has collaborated with Mechanical Engineering faculty to create a version of ENGL 1302 for Engineering Students. Finally, the program now offers sections of 1301 and 1302 in a variety of delivery modes, including face-to-face classrooms capped at 25 students, large lectures taught by faculty with MA-led breakout sections, hybrid synchronous formats that combine online and face-to-face models and students, and asynchronous fully online sections designed with best practices and research from online writing instruction in mind.

Criteria 4: Programmatic Quality. Self- and external assessments are key to our teaching excellence, and the English Department takes every opportunity to reflect on its pedagogical practices. To that end, we completed a Graduate Program Review in 2018. Within six months, the department had addressed the twelve action items outlined in the external reviewers’ report. Specific pedagogical actions include increasing GPTI salaries, filling undergraduate courses for LCWL GPTIs, reducing and capping LCWL graduate seminar offerings, revamping the LCWL

online MA, reducing burden on faculty in TCR, reducing teaching load for all TT faculty, and ensuring quality in the various programs. Also in 2018, we learned that our online MA program was recognized by SR Education Group as 2018's #1 Best Online College for Value for a Master's in English and #2 Most Affordable Online College for a Master's Degree in English because of its high academic standards and affordability.

LCWL & TCR. In addition to undergoing the Graduate Program Review cited above, English Department faculty continually assess our undergraduate programs. One result of this ongoing, internal assessment is the increased number of onsite, online, and hybrid undergraduate class offerings in LCWL as a response to growing demand. New onsite courses include Bible as Literature, Fantasy and Sci Fi, and Heroes and Antiheroes, as we construct new ways to attract students to take English courses. Online offerings include both synchronous and asynchronous delivery methods, with availability in fall, spring, and summer semesters, and this new focus on digital pedagogy has served to further unite the goals and expertise of the English Department, as TCR has historically excelled in providing high quality online education. A sign that our efforts are working can be found in our course enrollment numbers, which increased by 5% across the department in 2017-2018.

The best measure to assess the success of our programs in LCWL and TCR, though, is by tracking the achievements of our current students and alumni and by noting the placements of our undergraduate, master's, and doctoral graduates. To prepare students for life after graduation, the internship course (ENGL 4378) enables our undergraduate majors to gain workplace experience in a variety of settings, such as the Texas Tech Information Technology department, the City of Austin, Tyler Technologies, and Habitat for Humanity. Similarly, employers consistently recruit our graduates for lucrative and prestigious jobs at companies such as

National Instruments, Google, and Visa. The undergraduate capstone course, ENGL 4380, likewise prepares them to succeed in the workplace as well as preparing students for Foundational Certification by the Society of Technical Communication. From book publication, to winning grants and fellowships, to acceptance in elite graduate programs, to gainful employment, our students and alumni make an impact on their communities, produce top-notch research, innovate in their fields, and generally excel. A more extensive list of student and alumni achievements can be found in **Appendix B**.

FYW: Because of assessment in and subsequent changes to the FYW program, we saw immediate, measurable success in Fall 2018. We had the highest enrollment (3,746 students) ever, a 37.8% increase over the previous fall. Students succeeded as well: only 3.21% of students dropped or withdrew from 1301 and 4.24% from 1302. This is much lower than previous semesters (between 7% and 25%). Fewer students also failed or earned a D: A total of 17.63% of students in 1301 earned a D, F, or withdrew or dropped the course in the fall (lowest in over a decade). A total of 21.3% of students earned D or F, dropped, or withdrew in 1302, the lowest in over a decade. This is the highest success rate for students in the last ten years, and we have integrated actionable steps in our planned use of reward monies to continue on this trajectory.

Criteria 5: Planned use of reward monies.

Areas for Allocation	Description	Requested
Expanded Mentorship Programs	<ul style="list-style-type: none"> ● Support greater numbers of new and existing GPTIs. ● Renew the in-house Writing Fellows Program 	\$5,000
Seed Money (for	<ul style="list-style-type: none"> ● Projects that enhance instruction 	\$5,000

ongoing, self-sustaining faculty-sponsored projects)	<ul style="list-style-type: none"> ● Community outreach projects that promote the application of English and literacy in Lubbock and the surrounding communities 	
Online & Hybrid Course Development and Support	<ul style="list-style-type: none"> ● Technology and software licenses to support growing online undergraduate/graduate demand ● Technical training for course design and pedagogy 	\$5,000
External Teaching Development	<ul style="list-style-type: none"> ● Visiting professional-led workshops on pedagogy ● Training targeting advances in: <ul style="list-style-type: none"> ○ Online pedagogy, ○ Digital innovation, and ○ Accessibility 	\$5,000
Internal Teaching Development and Team Building (for faculty and graduate students)	<ul style="list-style-type: none"> ● Teaching “Bootcamps” ● Retreats ● Workshops 	\$5000
Total Request:		\$25,000

The above allocations reflect a balance of internal development and support as well as external influx of ideas and innovation to contribute to healthy growth and development within the English Department.

Appendix A: Departmental Faculty**Number of FTE faculty:** 49**Number of graduate teaching assistants:** 91**Number of undergraduate majors:**

- ENGL Majors Fall 2018: 210
- ENGL Majors Spring 2019: 198
- TCR Majors Fall 2018: 25
- TCR Majors Spring 2019: 25

Total undergraduate enrollment:

- Fall 2018 Total Enrollment: 7513
- Spring 2019 Total Enrollment: 6365

Number of graduate or professional majors:

- TCR Graduate Students: 99
- ENGL Graduate Students: 94

Total graduate or professional enrollment: 193 students

See image below for a list of tenured and tenure-track faculty and other full-time and part-time faculty who contribute substantially to the teaching efforts of the department, listed by name and rank.

FACULTY ROSTER
2018/2019
 Updated 06/22/2018

PROFESSORS

Craig Bachr T
 Kanika Batra T
 Curtis Bauer T
 Bruce Clarke T
 Jackie Kolosov-Wenthe T
 Jill Patterson T
 John Poch T
 Marjean Purinton T
 Becky Rickly T
 David Roach T
 Brian Still T
 Sara Spurgeon T
 William Wenthe T

ASSOCIATE
PROFESSORS

Ken Baake T
 Cordelia Barrera T
 Scott Baugh T
 Michael Borshuk T
 Julie Couch T
 Angela Eaton T
 Min Joo Kim T
 Marta Kvande T
 Brian McFadden T
 Rich Rice T
 John Samson T
 Jen Shelton T
 Yuan Shu T
 Allison Whitney T

ASSISTANT
PROFESSORS

Aaron Braver t
 Katie Cortese t
 Michael Faris t
 Kendall Gerdes t
 Duane Gilson t
 Ryan Hackenbracht t
 Matthew Hunter t
 Daniel Hutchins F18* t
 Abigail Selzer King F18* t
 Callie Kostelich APPFYC t
 Roger McNamara t
 Jennifer Nish t
 Lisa Phillips t
 Wyatt Phillips t
 Beau Pihlaja t
 Ben Rogerson APPLFC t
 Alison Rukavina t
 Jonathan Weedon t
 Greg Wilson t
 Rachel Wolford t
 Elissa Zellinger t

LECTURERS

Shelly Alvarez DE 4C
 Erica Baumle TCR
 Andrea Beaudin TCR
 Andrew Berthrong Com
 Bobbie Brown TCR
 Corey Clem TCR
 Timothy Day Comp
 Rachel DeLeon Comp
 Jill Elberson Comp
 Crystal Elerson TCR
 Jennifer Fierke TC/FY DE
 Nimi Finnigan Lit
 Greg Gamble TCR
 Tracy Givens Comp/UWC
 Henrietta Goodman Comp
 Amy Hanson TCR
 Jeremy Huston TCR
 Luke Iantorno Comp
 Karen Keck Comp
 Michael Lemon
 Bethany McKinney
 Scott Morris Lit
 Kasey Ozymy Comp
 Erin Punroy TCR DE
 Jordan Ryan Comp
 Angela Shaffer TCR
 Dustin Shattuck CW
 Erica Stone TCR
 Darrin Williams TCR
 Joan Williamson Comp

GPTIs/MA Apprentices

Khaleel Abusal
 Chad Abushanab DCF
 Jelilat Adesiyan
 Timihelin Alake
 Akshata Balghere
 Sarah Banschbach
 Emily Barrows
 Margaret Brandl DCF
 Chloe Brook
 Emma Brousseau
 Nathaniel Brown
 William Brown
 Jennifer Buentello
 Lauren Cargill
 Joey Chavez
 Dakota Chisum
 Charlotte Colon-Velez
 Michelle Cowan
 Mary De Nora
 Claudia Diaz
 Nancy Dinan III
 Alexa Dodd
 Joseph Dornich DCF
 Wesley English
 Jasmine Epstein III
 Michelle Flahive
 Mykayla Fontaine
 Zachariah Forkner
 Taryn Gilbert AD

Meghan Giles III
 Dustan Hahnel
 Jacob Hall
 Alex Hawkins
 Leah Heilig ADFYW
 Zachary Hernandez SWC?
 Mary Holm
 Katherine Jackson
 Kylie Jacobsen ADUSTC
 Wesley Jones IT
 Maeve Kirk
 Jack Labriola
 Alfonsina Lago
 Brian Larsen DCF
 Jesse Lawhead
 Apryl Lewis
 Kristina Lewis
 Lance Lomax
 Michael McCarthy
 Brook McClurg
 Alexis Milmine
 Mitchell Milam
 Luke Morgan
 Kali Morrison
 Ahmed Muhammad
 Kenna Neitch
 Duc Nguyen
 Kevin O'Donovan ADFYW
 Victoria O'Hara
 Claire Oldham
 Shelby Oubre
 Jamie Patterson
 Kim Phillips
 Bhawana Pillai
 Jennifer Popa III
 Samodh Porawagamage
 Matthew Porto
 Catherine Ragsdale
 Marcus Roberts
 David Robledo
 Bernadette Russo
 Sara Ryan
 Katie Sanchez
 David Scott
 Taryn Seidler
 Meghan Self
 Kate Simonian
 Sierra Sinor
 Macy Skipworth
 Jessica Smith
 Terry Smith
 Sarah Sprouse DCF
 Briana Stewart
 Robby Taylor
 Steven Tucker
 Peter Vertacnik
 Tanner Walsh
 Valerie Wayson
 MaryAnn Widerburg
 Dana Wilder
 Davis Winchester (Fred)
 Yifan Zhang

STAFF

Christofides, Christiana
Director-TCR

Norris, Monica
Director FYW

14 Full Prof
 14 Asso Prof
 21 Asst Prof
 Instructor
 GPTI

☐ Fall only *

Appendix B: Additional Documentation Student Evaluations 2014-2018

Table 1 illustrates the high instructional quality of English Department courses. It provides averages of all onsite courses taught in English each semester, compared with aggregate scores from the entire College of Arts and Sciences.

Tables 2 & 3 illustrate the successes achieved after the recent revision our FYW program. They provide, respectively, averages of onsite and online courses taught in FYW in Fall 2016, before changes were implemented, and in Fall 2018, the first semester to feature the new program.

Tables 1, 2, and 3 report student responses to the following prompts:

- Q1. The course objectives were specified and followed by the instructor.
- Q2. Overall, the instructor was an effective teacher.
- Q3. Overall, this course was a valuable learning experience.

Table 1: Please note that the English Department scores are consistently higher than or equal to the College of Arts and Sciences average (with one exception).

Table 1: Onsite Student Evaluation Scores from AY 2014-2018

Evaluation Scores	Q1 English/CAS	Q2 English/CAS	Q3 English/CAS
Fall 2014	4.6 / 4.57	4.52 / 4.4	4.30 / 4.34
Spring 2015	4.68 / 4.61	4.6 / 4.48	4.43 / 4.42
Fall 2015	4.61 / 4.58	4.55 / 4.42	4.34 / 4.37
Spring 2016	4.64 / 4.62	4.57 / 4.48	4.41 / 4.43
Fall 2016	4.69 / 4.59	4.63 / 4.42	4.47 / 4.36
Spring 2017	4.7 / 4.61	4.62 / 4.46	4.5 / 4.41
Fall 2017	4.52 / 4.4	4.4 / 4.3	4.2 / 4.5
Spring 2018	4.5 / 4.5	4.4 / 4.2	4.2 / 4.2
Fall 2018	4.5 / 4.5	4.4 / 4.2	4.2 / 4.2

Tables 2 & 3: Please note that the online scores improve dramatically. Regarding onsite scores, a few numbers decline, but we believe this is due to brand-new instructors in the classroom. Our proposed award allocations will target these new teachers with increased mentoring and training.

Table 2: Onsite Student Evaluation Scores from Fall 2016 and Fall 2018

Evaluation Scores	Q1: Course Objectives	Q2: Effective Teacher	Q3: Valuable Experience
Fall 2016 1301	4.74	4.72	4.43
Fall 2016 1302	4.59	4.49	4.19
Fall 2018 1301	4.5	4.35	4.17
Fall 2018 1302	4.21	4	3.86

Table 3: Online Student Evaluation Scores from Fall 2016 and Fall 2018

Evaluation Scores	Q1: Course Objectives	Q2: Effective Teacher	Q3: Valuable Experience
Fall 2016 1301	3.8	4.2	4
Fall 2016 1302	2.56	2.67	3.67
Fall 2018 1301	4.6	4.45	4.35
Fall 2018 1302	4.48	4.19	4.2

Criteria 2 continued: Departmental Contributions to Teaching Scholarship

LCWL & TCR faculty are reflective practitioners and share their pedagogical successes through scholarly publications as demonstrated by journal publications, textbook publications and resultant awards, as well as projects and conference presentations and workshops.

LCWL Teaching Scholarship:

- Dr. Allison Whitney has been nominated for the 2019 Society for Cinema and Media Studies Distinguished Pedagogy Award. This prestigious award recognizes excellence in classroom teaching, research on pedagogy, and impact in the field of Cinema and Media Studies. She has also published two articles based on her teaching at Texas Tech: “Thinking/Feeling: Emotion, Spectatorship, and The Pedagogy of Horror” (*CEA Forum*, 2014), and “Go to the Movies!: Cinephilia, Exhibition, and the Film Studies Classroom” (in *For the Love of Cinema: Teaching Our Passion In and Outside the Classroom*, 2017). She is also editing a forthcoming edition (2018) of the *Cinema Journal Teaching Dossier* on the topic of teaching historical surveys.
- Dr. Michael Borshuk has a forthcoming essay entitled “Jelly Rolls, Jungle Music, and the Eternal Tom-Tom Beating of the Negro Heart: Teaching Jazz and Blues in the Harlem Renaissance,” in the collection *Teaching the Harlem Renaissance*, to be published in the MLA’s *Options for Teaching Series*. Dr. Borshuk also facilitated his students’ participation in the First Friday Art Trail outreach event, composing a “scene report” for the online journal *Spark*, which is devoted to social justice in and academia. Their essay, “‘Pushing Out into Open Air’: Poetry, Art, and Public Space in Educating Audiences About Mass Incarceration” will be published in 2019.
- Dr. Cordelia Barrera just completed a book chapter titled “Accessing Gloria Anzaldúa Through Utopia,” for a collection in progress titled *Teaching Borderlands: Approaches to Teaching Gloria Anzaldúa*.
- Dr. D. Gilson is serving as the primary editor for *Vanguard: Exercises for the Creative Writing Classroom*, a collection of activities to support the teaching of creative writing, forthcoming from RAIDER Publishing, a digital, open access initiative of Texas Tech University Libraries (expected late 2019). His co-editors, Jasmine V. Bailey, Kate Osana Simonian, and Jessica Smith, are doctoral students in the English Department’s Creative Writing program; many of the lessons plans included in this anthology are drawn from our own CW students’ classroom exercises.

In addition, LCWL faculty members attend conferences and workshops on women writers, narrative law, narrative medicine, digital storytelling, and other topics, and bring those practices into their classrooms.

TCR Teaching Scholarship. TCR faculty contribute to teaching scholarship through their publications, presentations, and service in local, national, and international venues.

- In 2018, Dr. Michael Faris co-authored a born-digital, edited collection, *Soundwriting Pedagogies*, with Computers and Composition Digital Press/Utah State University Press, as well as an article in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, co-authored with five graduate students, about teaching and learning with maker rhetoric in technical communication and writing intensive classes. In 2017, Faris and two other graduate students also published an article in *Kairos* about graduate students creating video projects with clients in a new media rhetoric course. Dr. Faris is currently co-editing another collection on teaching composition with sound studies, currently under review with Sweetland Digital Rhetoric Collaborative/University of Michigan Press.

- Dr. Kendall Gerdes presented a paper entitled “Inventing Rhetorical Assessment: The Promise of the Learning Record” at the Association of Rhetoric and Writing Studies conference. Also, in 2017, Dr. Kendall Gerdes presented at the Conference on College Composition and Communication (CCCC) on ethical writing assessment and a portfolio-style grading system called The Learning Record. Dr. Gerdes has presented on this research in a poster session at the TTU John M. Burns Conference on the Scholarship of Teaching and Learning.
- Drs. Craig Baehr and Kelli Cargile Cook authored an introductory technical communication textbook its website, *The Agile Communicator: Principles and Practices in Technical Communication*, in 2017.
- Also in 2017, Dr. Cargile Cook and Dr. Becky Rickly co-edited a special issue in the *Journal of Technical Writing and Communication* on graduate preparation for research.
- In December 2015, Dr. Rich Rice guest co-edited a special issue of *Computers and Composition*. The issue investigates topics in global communication, which speaks to the timeliness and importance of TTU’s Quality Enhancement Plan and is the topic of a graduate course Dr. Rice taught in 2016. Dr. Rice serves as a series co-editor for the *Perspectives on Writing* series with the WAC (Writing Across the Curriculum) Clearinghouse, a series well-known for its contribution to pedagogy and action research. Many of the works in this series are heavily cited by scholars in the field as WAC is dedicated to open sourcing innovative pedagogy.

FYW Teaching Scholarship. FYW are creating their own teaching scholarship that they pass to new students managing the orientation/practicum.

- As of 2018, first-year TAs and GPTIs in FYW attend a week-long orientation at the start of the fall semester, a day-long re-orientation at the start of the spring semester, and enroll in ENGL 5067, a three-credit practicum for teaching spread across their first three semesters in the classroom.
- The scholarship that TAs and GPTIs are asked to engage in now actively supports the program, department, and individuals involved with FYW, and those participants contribute to the production of scholarship by generating a set of best practices built upon and shared with each succeeding that they pass on to the next generation of instructors as well as serving as mentors in subsequent years.

Criteria 3 continued: Variety of Departmental Pedagogical Approaches

LCWL Pedagogies.

Innovative teaching technologies allow hybrid students to:

- Join our onsite students in the classroom through technologies such as Zoom. Indeed, in Fall 2017, the Department made a key adjustment to its pedagogical approach, switching from Skype to Zoom.
- Utilize synchronous courses to include video of all student and instructor interactions. The change improved student interactions in online and hybrid sections and made student cohorts more cohesive.
- Experience similar learning environments and experiences to onsite students, giving our distance students a more meaningful learning experience.
- Take evening, hybrid courses in addition to online summer seminars to accommodate non-traditional and remote offsite students’ work schedules
- Enjoy accessibility within all fields of study in English
- Participate in our first ever online Creative Writing workshops at both the graduate and undergraduate levels

Examples of innovative teaching assignments from faculty:

- Dr. Allison Whitney offered a service learning course, served on the Service Learning committee at the TLPDC, and contributed to their training workshops.

- Dr. Jackie Kolosov’s creative nonfiction and poetry workshops feature field work in which students spend 15-20 hours volunteering at a non-profit and then generate final assignments such as essays, memoirs, and poems.
- Dr. D. Gilson’s “Critical Karaoke” assignment in ENGL 4351: Advanced Creative Nonfiction asks students to choose a song that holds personal meaning. Students then develop an essay and create an oral presentation in which they connect the personal to the political.
- Additionally, in Dr. Gilson’s Fall 2018 class on food writing, students analyzed Instagram food culture, visited a local coffee roaster and the TTU Meat & Animal Science Department, and conducted archival research on Emily Dickinson’s recipes, ultimately discovering a recipe for coconut lime cake (which they made--and ate).
- Dr. Ben Rogerson requires students in his introductory film courses to use smartphones to make short films in the style of the Lumière brothers, early pioneers in the cinema of attractions, followed by companion essays that reflect on their choices.
- Dr. Elissa Zellinger’s ENGL 3324: Nineteenth-Century American Literature course asks students to examine archival documents in the TTU Special Collections Library, link these texts to current scholarship, and present their findings in a class-wide symposium.

Academic discussions to populations beyond the classroom:

- For the second year in a row, Dr. Michael Borshuk piloted a student-driven outreach assignment to 5000-level courses.
 - The first iteration of this assignment resulted in a May 2017 panel discussion and poetry reading on race and injustice at Lubbock’s First Friday Art Trail, an event that also raised money for donation to the East Lubbock Community Alliance.
 - In May 2018, it was a special screening of *Girls Trip* at Alamo Drafthouse where they accepted donations for the local chapter of the NAACP.
- Dr. Borshuk also spoke at special screenings of *Black Panther* (an event co-sponsored with the Black Students Association) and *Ganja and Hess* at Alamo Drafthouse as part of his broader commitment to public pedagogy, especially about African American cultural materials.
- To demonstrate professional application of pedagogies, our Letterpress Studio allows students to work as interns, take classes in typesetting and book design, and share letterpress art as activism on the First Friday Art Trail.
- The Creative Writing Program initiated the “30 for 30” series, which paid ten publishers, editors, agents, and publicists to hold video conversations with classes.
- To give our students non-profit experience and prepare them for jobs outside of academia, we’ve established formal outreach programs like The CH Foundation Arts for Healing Workshops.
- Within the university, Dr. John Poch collaborated with Professor Robin Germany’s photography class to make original poetry/photography collaborations in a project called Hemispheres, culminating in a show at the TTU Satellite Gallery in the Lubbock Arts District. Instructor Dustin Shattuck had students in ENGL 2308 (Intro to Nonfiction) imbed themselves with organizations devoted to either electoral politics (such as midterm election campaigns) or local community building. Students wrote a literary nonfiction essays about their immersive field experiences.

TCR Pedagogies.

Efforts that deliver quality undergraduate online instruction:

- Within a year, all TCR courses will be offered onsite and online.
- The Media Lab collaborates with instructors from all levels to support the development of digital and new media literacies.
- The TCR faculty created May Seminar, a two-week conference-style event in Lubbock. All online PhD-TCR students are required to attend each year for five years (unless they graduate sooner). Participants take classes, attend professional development sessions, present their work to faculty, work with their dissertation committees, and network. Faculty also give research talks and two noted scholars from outside TTU are brought in to present their research and meet with students.

Impressive faculty achievements related to pedagogy:

- Dr. Kendall Gerdes won the Arts and Sciences Teaching Innovation Award in 2018.
 - In Spring 2018, and for the fourth time, Dr. Gerdes presented a guest lecture in HUM 1300 which introduced students to the field of rhetoric.
 - Dr. Gerdes also led a workshop on hybrid teaching, and is planning a workshop series on teaching with technology which will highlight hybrid, online, and face-to-face instruction.

Criteria 4 continued: Current Student and Alumni Achievements Relating to Assessment

LCWL Student and Alumni Achievements:

- Kerry Manzo (Ph.D. candidate in Literature) recently received a \$30,000 Mellon/ACLS Dissertation Completion Fellowship.
- Kenna Neitch (Ph.D. candidate in Literature) has an article forthcoming in the major journal *Feminist Studies*
- Five doctoral students in English won Dissertation Completion Fellowships from Texas Tech's Graduate School in 2018: Chad Abushanab (Creative Writing), Margaret Brandl (Creative Writing), Joseph Dornich (Creative Writing), Brian Larsen (Creative Writing), and Sarah Sprouse (Literature).
- Nancy Dinan (Ph.D. candidate in Creative Writing) sold her novel, *Things You Would Know if You Grew Up Around Here*, to Bloomsbury in 2018.
- Chad Abushanab (Ph.D. candidate in Creative Writing) won the 2018 Donald Justice Poetry Prize and his poetry collection, *The Last Visit*, will be published by Autumn House Press in 2019.
- Jasmine Bailey Epstein (Ph.D. candidate in Creative Writing) published her second collection of poetry, *Disappeared*, in the Carnegie Mellon Poetry Series in 2017.
- Apryl Lewis (PhD student in Literature) was a featured writer on the *Sport in American History* blog for a post on black athletes and protest in the NFL in 2017.
- Joseph Dornich (PhD candidate in Creative Writing) has won the Cecelia Joyce Johnson Award for Short Fiction to attend the Key West Literary Seminar and Writers' Workshop Program in 2019. The fellowship includes a \$500 honorarium, the opportunity to give a reading on the main stage during the Seminar, and full support for travel and accommodations.
- Matthew Porto (PhD student) has been offered a scholarship to attend the Convivio Conference in Postignano, Italy. This scholarship will pay for nearly his entire tuition, room, and board. Two undergraduate students, Sarah Huerta and Julian Banuelos, have also received scholarships to attend the conference.
- Kate Ozment (B.A. in English, 2010) went on to receive her PhD in English from Texas A&M University, and recently won an honorary mention from the MLA for her online bibliography.
- Sarah Viren (Ph.D. in Creative Writing, 2017) won the *River Teeth* Nonfiction Book Prize in 2017, her fourth and final year of doctoral studies, and her winning book of essays, *Mine*, was published in 2018 by the University of New Mexico Press.
- Chen Chen (Ph.D. in Creative Writing, 2018) published his collection of poetry, *When I Grow Up I Want to Be a List of Further Possibilities* through BOA in 2016 while still a student, and it was long-listed for the 2017 National Book Award.
- Holly Hunt (BA '65) Honored with the College of Arts and Sciences Distinguished Alumni Award
- Joshua Crook (BA '18) created a writing workshop in Lubbock that has been serving creative writers for nearly three years. He also began an independent literary journal called *Steelhouse Review*, which is aiming for its first print production in 2019.
- James Dietz (English and Creative Writing BA alum) has published *Still Seeing a Dead Soldier* (Turning Point Press, 2018), a collection of poetry.
- Landon Houle (Creative Writing PhD alum) won the Red Hen Press Fiction Award for her collection of linked stories, *Living Things*, which is set for publication in 2019.

- Toni Jensen (Creative Writing PhD alum) sold her book *Carry*, a memoir-in-essays about her interactions with guns and gun violence as a Metis woman, a professor on an open-carry university campus, and the daughter of a father with a lifelong NRA membership, to Ballantine at auction, forthcoming in 2019.
- Jacob Shores-Argüello (Creative Writing PhD alum) has won the Lannan Literary Fellowship, one of the most prestigious prizes for an emerging writer in the United States.
- Brian Thornton (Creative Writing PhD alum) was featured in *Gulf News* for his project *Blind not Broken*, which combines his love for traveling, poetry, and photography. Thornton, who began losing his vision at 17 due to macular degeneration, has also been featured in *Texas Tech Today*.

TCR Student and Alumni Achievements:

- BATC and students outside the department taking TCR courses, under the mentorship of graduate instructors and faculty mentors, have presented research at such national conferences as the Associated Teachers of Technical Writing, the Conference on College Composition & Communication, and the Rhetoric Society of America; some of these same students have launched a student organization that partners with TrUE and McNair to encourage undergraduate research, scholarship, and professional development
- MATC graduates have gone on in recent years to pursue doctorates at such institutions as Purdue University, Iowa State University, Michigan State University, and Texas Tech.
- MATC and Ph.D. graduates are also employed in professional writing positions at companies such as National Instruments and Pearson Publishing.
- Tracking graduates from both onsite and online PhD programs, TCR has a near-100% placement rate in high-level academic or industry positions.
- Recent Ph.D. graduates have been hired as tenure-line faculty at universities such as Michigan State University, Clemson University, University of North Texas, Texas State University, University of Hawaii, University of North Carolina-Wilmington, Eastern Michigan University, and DePaul University.
- TCR's program is also so well-established that our graduates have already become tenured at such universities as Virginia Tech, Georgia Tech, Purdue University, Auburn University, East Carolina University, University of Wyoming, Missouri University of Science and Technology, and Boise State University.
- Bethany Pitchford (BATC, 2018) published "Ten Pieces of Advice for Science Communication Students" in *STC Notebook* in 2017 about some of the ways students in technical communication can prepare themselves for effective science writing.
- Julie Gerdes (PhD student) won a 2018 Horn Professors Graduate Achievement Award for her research on "risk" and public health response.
- Kristen Bivens (Technical Communication and Rhetoric PhD alum) is a Newberry Library scholar-in-residence for 2018-2019 and a 2018 recipient of a Council for Programs in Technical and Scientific Communication (CPTSC) research grant along with alumni Tim Elliott and current student Jessica Ulmer.
- David Grover (Technical Communication and Rhetoric PhD alum) gave a presentation at the Conference on College Composition and Communication in March 2018 about a composition assignment focused on news media literacy. He has a publication forthcoming entitled "The journalism continuum," in *Inspiring change: Advanced writing and research*.
- Carie King (Technical Communication and Rhetoric PhD alum) is the new assistant editor for the *American Communication Journal*, an open-source publication for the American Communication Association.
- Kathy Northcut (Technical Communication and Rhetoric PhD alum) has been selected as Missouri S&T's 2018 Woman of the Year, recognized for her efforts to improve the campus environment for women and minorities.
- Anirban Ray (Technical Communication and Rhetoric PhD alum) has two new publications: "Internationalization of Classrooms through Cultural Hybridity: Pedagogical Design and

Challenges,” in *The New Global City: Presenting and Translating Cultures Within a Worldwide Citizenry* (2018), and “Digital Literacy,” in *Encyclopedia of information science and technology* (4th ed., 2018).

- Derek Ross (Technical Communication and Rhetoric PhD alum) has won the Auburn Department of English Faculty Excellence in Outreach award for 2017.
- Chris Ryan (Technical Communication and Rhetoric PhD alum) has revised and published his dissertation as *Sam Houston and Mirabeau Lamar: A Rhetorical Framing Study of Their Writings on Native Americans* (2018).
- Danielle Saad (Technical Communication and Rhetoric PhD alum) has accepted a tenure track position at Alvernia University, where she is Director of the Writing Program.
- Matt Betz (Technical Communication & Rhetoric PhD student) has won the 2018 Colorado Housing Eagle Award for Colorado Disaster Recovery Home Access Program, a program he co-developed as part of a Community Development Block Grant.
- Maureen Morasch (Technical Communication and Rhetoric PhD student) is now the Graduate Writing Chair of Concordia University-Portland, where she works as developer and director of the graduate writing center.

Additional English Department Accomplishments, Collaborations, and Impacts

Please find the information below arranged into the following categories:

1. Interdisciplinary Collaborations and Service
2. Lubbock Collaborations and Outreach
3. Activities with National Impact
4. International Collaborations
5. Teaching, Mentoring, and Other Honors

1. Texas Tech Interdisciplinary Collaborations and Service

Harbinger Student Journal of Art and Literature. Long-standing collaboration between undergraduates from the Department of English and the School of Art to produce a free, print journal composed of poetry, fiction, nonfiction, drama, and visual art.

- 2013-Present: Dr. John Poch, faculty advisor
- 2015-2018: PhD student Margaret Brandl, graduate advisor

Trigger Warnings: Performances for the Era of Campus Carry (2017). Art show and reading organized by PhD poet Jessica Smith in collaboration with the School of Art featuring graduate students and faculty from English and Art

TTU International Summer Workshop (required of international students coming to TTU). TCR PhD student Brandy Bippes served as a Teaching Assistant in this workshop.

Communications Director Internship with the **Center for Global Communication, Texas Tech University.** TCR PhD student Mary De Nora examined instructional content to augment our current QEP, “Bear Our Banners Far and Wide.” Additionally, she ran focus groups to assess the instructional materials and provided a recommendation report to improve the quality of our instructional materials provided to instructors.

Mentor Tech Volunteers

- 2013-2017: Dr. Kristen Moore
- 2016-2017: Dr. Katie Cortese
- 2016-2017: Literature PhD Bernadette Russo
- 2018-Present: Literature PhD candidate Taryn Gilbert

ENGL 4378: Undergraduate Internship (2015-present):

- Diego Gaytan, Lubbock County Human Resources
- Gerardo Heredia, Big Brothers/Big Sisters
- Atrice Lockett, Career Services Center of the TTU School of Nursing

- Allison Thornton and Kelsey Fuentez, Southwest Airlines
- Emma Seidensticker, TTU Libraries
- Michael Shankle, TTU ISD
- Marissa Martin, Candice Horde, Sophie Frankel, Jocelyne Kizziar, and Melissa Beal, faculty researchers
- Mattie Dixon, English Department Media Lab
- Jacob Opoku, Kristen West, and Elise Latta, Usability Research Lab
- Hannah Kissinger, Nicole McIntyre, and Samantha Smith, assistants in TCR

Communication Research Collaborative (2016-Present): Advisors Dr. Kenneth Baake, Dr. Rich Rice, and TCR PhD Mary De Nora work with undergraduate and graduate student leaders to foster the highest quality research methods and experience from an interdisciplinary perspective. This group has established interdepartmental partners, including TrUE and the McNair Program.

2. Lubbock Collaborations and Outreach

LHUCA Literary Reading Series (2015-Present): Poetry PhD Jessica Smith and former Lecturer Jeremy Tow are the co-founders and coordinators of the LHUCA Literary Reading series, which organizes two readings per semester featuring graduate, undergraduate, and visiting writers of various literary genres.

Lubbock Youth Outreach and English 2311/3365 student partners (2016-Present): TCR PhD Mary De Nora served as an advisor to the student-leaders of this campus organization that serves the greater Lubbock community through tutoring and mentoring. This organization reaches the Boys and Girls Club of Lubbock, OL Slaton Middle School, McKenzie Middle School, The Children's Home of Lubbock, and Oakwood Daycare & Preschool students.

Inaugural Lubbock Poet Laureate (2017): Selected by the Mayor and City Council, Dr. Wenthe conducted readings and discussions of poetry in local schools.

Continuing Education Film Series at the Alamo Drafthouse (2015-present): TTU Film faculty program screenings related to their courses. While students are not required to attend these, they are offered to enhance their experience and education related to the course.

Sexism | Cinema Film Series (2015-present): A partnership between TTU and Alamo Drafthouse that screens eight films each academic year. Dr. Allison Whitney and Dr. Michael Borshuk have served as faculty organizers since 2015. Following the screening, TTU faculty host public discussions of films that raise questions about gender, race, and socioeconomic status. English Department faculty Ben Rogerson and Elissa Zellinger served as faculty speakers for screenings in 2017 and 2018. This film series has been the subject of a scholarly article by TTU faculty in HDFS: Purcell, J. B. K., Oldham, C. R., Weiser, D. A. and Sharp, E. A. (2017), "Lights, Camera, Activism: Using a Film Series to Generate Feminist Dialogue About Campus Sexual Violence." *Family Relations: Interdisciplinary Journal of Applied Family Science*, 66: 139–153.

"Tensions Rising: DACA, Dreamers, and the Face of America" (Spring 2018): Literature, Social Justice, and Environment spring roundtable featuring Dr. Lee Bebout (Arizona State University), Brandon Darby (Breitbart Texas), Saba Nafees (Doctoral candidate and Dreamer), and Dr. Jorge Ramirez (Texas Tech Law School).

"Demanding Dignity: A Discourse on Bodies" (Fall 2018): Literature, Social Justice and Environment fall roundtable discussion with four interdisciplinary panelists from TTU and other Texas universities.

50th Annual Comparative Literature Symposium in 2018, "Human Rights Now: Texts, Contexts, Comparisons" (2018): The event drew students and scholars from India, Jamaica, Florida, Michigan, New York, Missouri, New Mexico, and Texas, and was supported by the Ethics Center, the College of Visual and Performing Arts, and the Departments of English and Classical and Modern Languages and Literatures. Some participating English Department faculty include Dr. James Whitlark, Dr. Wendell Aycock, Dr. Ann Daghistany, Dr. Bruce Clarke, Dr. Yuan Shu, Dr. Roger McNamara, Dr. Curtis Bauer, and Dr. Kanika Batra.

Lubbock's First Friday Art Trail (ongoing involvement):

- 2017: Michael Borshuk, moderator, “A Push Into Open Air: A Conversation on Criminality,” a special event at Lubbock’s First Friday Art Trail, organized and hosted by students of English 5327.
- Vigil Series (2018-present) hosted by Poetry PhD student Jessica E. Smith and featuring multiple English Department faculty (Curtis Bauer and D. Gilson) and students (PhD poets Meghan Giles, Kyle Bassett, and Chen Chen, TCR PhD Brandy Bippes)

Museum of Texas Tech’s Museum by Night (2017): Allison Whitney collaborated with the Texas Tech Museum on a film series, with screenings that connect thematically with the museum’s special exhibitions and permanent collection. In fall 2017 she introduced a screening of *Gold Diggers of 1933* with a lecture on 1930s costume design, illustrated with 30s-era clothing from the museum’s textile collection. As part of that same series, Michael Borshuk and Ben Rogerson served as guest speakers for “Jazz and Storytelling.”

Flatland Film Festival (2016-17): Dr. Wyatt Phillips served on the programming and organization committee.

Lubbock Book Festival (Fall 2017): Readings were given by all seven creative writing faculty members (Dr. Curtis Bauer, Dr. Katie Cortese, Dr. D. Gilson, Dr. Jacqueline Kolosov, Dr. Jill Patterson, and Dr. John Poch). Graduate students volunteered at the event (Prose PhDs Jen Popa, Scott Morris, and Kate Simonian, Poetry PhDs Jasmine Bailey and Kyle Bassett, and more)

Osher Lifelong Learning Program

- John Poch, 2011, 2014
- Katie Cortese, 2015

3. Activities with National Impact

Iron Horse Literary Review: Dr. Jill Patterson founded and edits the nationally renowned literary magazine, which accepts submissions of fiction, poetry, and nonfiction from emerging and established authors. Students in the English Department serve as Managing Editors, often transforming their experience into employment post-graduation, as well as Associate Readers.

4. International Collaborations

24-Hour Harry Potter Marathon Reading(2016): TCR PhD Brandy Bippes coordinated recordings and delivery of readers from AlMustansyria University, Iraq and Toyo University, Japan in addition to undergraduates and graduate students from Texas Tech University.

Poddar International School Workshops (Mumba, India, 2017): Dr. Roger Mcnamara holds workshops once or twice a year to introduce students to literary analysis and postcolonial theory at the college level.

COIL Institute for Globally Networked Learning in the Humanities (2011-2013): Drs. Kelli Cargile Cook and Bruce Clarke teamed with professors in The Republic of Korea and Germany to collaboratively develop and teach globally networked courses.

The Trans-Atlantic & Pacific Project (TAPP) (2018-2019): TCR PhD Mary De Nora is partnering with Dr. Bruce Maylath and TAPP to provide TTU students with international partnerships.

5. Teaching, Mentoring, and Other Honors

Fulbright Awards (International)

- Sara Spurgeon: 2019, University of Bergen, Norway
- Yuan Shu: 2017, National University of Singapore
- John Poch: 2014 University of Barcelona
- Rich Rice: 2014, University Of Delhi

Local and National Teaching Awards

- Dr. Jill Patterson, President’s Excellence in Teaching Fellowship, Texas Tech University, 2018
- Jessica Smith and Taryn Gilbert, Graduate Students, 2017 Helen DeVitt Jones Excellence in Graduate Teaching Award

- Dr. Craig Baehr, 2017, Jay R. Gould Award for Excellence in Teaching, Society for Technical Communication
- Dr. John Poch, 2016, Professing Excellence Award
- Dr. Kelli Cargile Cook, 2014, Fellow in the Association for Teachers of Technical Writing
- Dr. Kelli Cargile Cook, 2013, Distinguished Service Award, Council for Programs in Technical and Scientific Communication

TTU Integrated Scholars

- Michael Borshuk, 2018
- Yuan Shu, 2017
- Curtis Bauer, 2016
- Allison Whitney, 2016
- Jill Patterson, 2015
- Susan Lang, 2014

Institute for Inclusive Excellence

- Beau Pihlaja, Institute for Inclusive Excellence member in 2018-2019
- D. Gilson, Institute for Inclusive Excellence member in 2018-2019
- Lisa Phillips, Institute for Inclusive Excellence member in 2018-2019
- Jennifer Nish, Institute for Inclusive Excellence member in 2018-2019
- Kendall Gerdes, Institute for Inclusive Excellence member in 2017-2018
- Katie Cortese, Institute for Inclusive Excellence member in 2016-2017
- Kristen Moore, Institute for Inclusive Excellence member in 2015-2016
- Cordelia Barrera, Institute for Inclusive Excellence member in 2014-2015
- Yuan Shu, Texas Tech Inclusive Excellence Award in April 2011
- Yuan Shu, Institute for Inclusive Excellence member in September 2010.

TEACH Program Fellows

- 2018-2019: Jen Popa (PhD student) and Kate Simonian (PhD student)
- 2017-2018: Nancy Dinan (PhD candidate) and Luke Morgan (PhD Candidate)—Groundwork Facilitator 2018 and 2019, TEACH Program Coordinator 2018-2019
- 2016-2017: Scott Morris (Conferred); Margaret Brandl (PhD candidate); and Taryn Gilbert (PhD candidate)—Transparency in Learning and Teaching Project Facilitator 2017, TEACH Project discussion panelist 2017 and 2018, and Groundwork Facilitator 2018 and 2019
- 2015-2016: Katrina Prow (PhD Conferred); Chase Dearing (PhD Conferred); and Mike Lemon (PhD Conferred)—TEACH Project discussion panelist 2017 and 2018; Groundwork Facilitator 2018 and 2019
- 2012-2013: Olga Pahom (PhD Conferred)

TLPDC Faculty Spotlight

- Kelli Cargile Cook, 2016

Teaching Academy Members (since 2000)

- Ken Baake, 2003
- Rebecca Rickly, 2003
- Jen Shelton, 2003
- Brian McFadden, 2004
- Julie Couch, 2005
- Curtis Bauer, 2016

TEMPO Program

- Dr. Marjean Purinton, participant 2014-2015
- D. Gilson, TEMPO participant 2018-2019
- Yuan Shu, TEMPO participant 2018-2019

Raiders Who Rock Recognition:

- TCR PhD Mary De Nora, 2018
Dr. Marjean Purinton, 2013

**2019 Department of English Departmental Excellence in Teaching Award
Appendix A: Departmental Faculty**

Number of FTE faculty: 49

Number of graduate teaching assistants: 91

Number of undergraduate majors:

- ENGL Majors Fall 2018: 210
- ENGL Majors Spring 2019: 198
- TCR Majors Fall 2018: 25
- TCR Majors Spring 2019: 25

Total undergraduate enrollment:

- Fall 2018 Total Enrollment: 7513
- Spring 2019 Total Enrollment: 6365

Number of graduate or professional majors:

- TCR Graduate Students: 99
- ENGL Graduate Students: 94

Total graduate or professional enrollment: 193 students

See image below for a list of tenured and tenure-track faculty and other full-time and part-time faculty who contribute substantially to the teaching efforts of the department, listed by name and rank.

FACULTY ROSTER
2018/2019

Updated 06/22/2018

PROFESSORS

Craig Baehr T
Kanika Batra T
Curtis Bauer T
Bruce Clarke T
Jackie Kolosov-Wenthe T
Jill Patterson T
John Poch T
Marjean Purinton T
Becky Rickly T
David Roach T
Brian Still T
Sara Spurgeon T
William Wenthe T

ASSOCIATE
PROFESSORS

Ken Baake T
Cordelia Barrera T
Scott Baugh T
Michael Borshuk T
Julie Couch T
Angela Eaton T
Min Joo Kim T
Marta Kvanche T
Brian McFadden T
Rich Rice T
John Samson T
Jen Shelton T
Yuan Shu T
Allison Whitney T

ASSISTANT
PROFESSORS

Aaron Braver t
Katie Cortese t
Michael Faris t
Kendall Gerdes t
Duane Gilson t
Ryan Hackenbracht t
Matthew Hunter t
Daniel Hutchins F18* t
Abigail Selzer King F18* t
Callie Kostelich APPFYC t
Roger McNamara t
Jennifer Nish t
Lisa Phillips t
Wyatt Phillips t
Beau Pihlaja t
Ben Rogerson APPLFC t
Alison Rukavina t
Jonathan Weedon t
Greg Wilson t
Rachel Wolford t
Elissa Zellinger t

LECTURERS

Shelly Alvarez DE 4C
Erica Baumle TCR
Andrea Beaudin TCR
Andrew Berthrong Comp
Bobbie Brown TCR
Corey Clem TCR
Timothy Day Comp
Rachel DeLeon Comp
Jill Elbersen Comp
Crystal Elerson TCR
Jennifer Fierke TC/FY-DE
Nimi Finnigan Lit
Greg Gamble TCR
Tracy Givens Comp/UWC
Henrietta Goodman Comp
Amy Hanson TCR
Jeremy Huston TCR
Luke Iantorno Comp
Karen Keck Comp
Michael Lemon
Bethany McKinney
Scott Morris Lit
Kasey Ozyimy Comp
Erin Punroy TCR DE
Jordan Ryan Comp
Angela Shaffer TCR
Dustin Shattuck CW
Erica Stone TCR
Darrin Williams TCR
Joan Williamson Comp

GPTIs/MA Apprentices

Khaleel Abusal
Chad Abushanab DCF
Jelilat Adesiyun
Timihelin Alake
Akshata Balghere
Sarah Banschbach
Emily Barrows
Margaret Brandl DCF
Chloe Brook
Emma Brousseau
Nathaniel Brown
William Brown
Jennifer Buentello
Lauren Cargill
Joey Chavez
Dakota Chisum
Charlotte Colon-Velez
Michelle Cowan
Mary De Nora
Claudia Diaz
Nancy Dinan III
Alexa Dodd
Joseph Dornich DCF
Wesley English
Jasmine Epstein IH
Michelle Flahive
Mykayla Fontaine
Zachariah Forkner
Taryn Gilbert AD

Meghan Giles IH
Dustan Hahnel
Jacob Hall
Alex Hawkins
Leah Heilig ADFYW
Zachary Hernandez SWC?
Mary Holm
Katherine Jackson
Kylie Jacobsen ADUSTC
Wesley Jones IT
Maeve Kirk
Jack Labriola
Alfonsina Lago
Brian Larsen DCF
Jesse Lawhead
Apryl Lewis
Kristina Lewis
Lance Lomax
Michael McCarthy
Brook McClurg
Alexis Milmine
Mitchell Milam
Luke Morgan
Kali Morrison
Ahmed Muhammad
Kenna Neitch
Duc Nguyen
Kevin O'Donovan ADFYW
Victoria O'Hara
Claire Oldham
Shelby Oubre
Jamie Patterson
Kim Phillips
Bhawana Pillai
Jennifer Popa IH
Samodh Porawagamage
Matthew Porto
Catherine Ragsdale
Marcus Roberts
David Robledo
Bernadette Russo
Sara Ryan
Katie Sanchez
David Scott
Taryn Seidler
Meghan Self
Kate Simonian
Sierra Sinor
Macy Skipworth
Jessica Smith
Terry Smith
Sarah Sprouse DCF
Briana Stewart
Robby Taylor
Steven Tucker
Peter Vertacnik
Tanner Walsh
Valerie Wayson
Mary Ann Widerburg
Dana Wilder
Davis Winchester (Fred)
Yifan Zhang

STAFF

Christofides, Christiana
Director-TCR

Norris, Monica
Director FYW

14 Full Prof
14 Asso Prof
21 Asst Prof
Instructor
GPTI

Fall only *

2019 Department of English Departmental Excellence in Teaching Award
Appendix B: Additional Documentation
Student Evaluations 2014-2018

Table 1 illustrates the high instructional quality of English Department courses. It provides averages of all onsite courses taught in English each semester, compared with aggregate scores from the entire College of Arts and Sciences.

Tables 2 & 3 illustrate the successes achieved after the recent revision our FYW program. They provide, respectively, averages of onsite and online courses taught in FYW in Fall 2016, before changes were implemented, and in Fall 2018, the first semester to feature the new program.

Tables 1, 2, and 3 report student responses to the following prompts:

Q1. The course objectives were specified and followed by the instructor.

Q2. Overall, the instructor was an effective teacher.

Q3. Overall, this course was a valuable learning experience.

Table 1: Please note that the English Department scores are consistently higher than or equal to the College of Arts and Sciences average (with one exception).

Table 1: Onsite Student Evaluation Scores from AY 2014-2018

Evaluation Scores	Q1 English/CAS	Q2 English/CAS	Q3 English/CAS
Fall 2014	4.6 / 4.57	4.52 / 4.4	4.30 / 4.34
Spring 2015	4.68 / 4.61	4.6 / 4.48	4.43 / 4.42
Fall 2015	4.61 / 4.58	4.55 / 4.42	4.34 / 4.37
Spring 2016	4.64 / 4.62	4.57 / 4.48	4.41 / 4.43
Fall 2016	4.69 / 4.59	4.63 / 4.42	4.47 / 4.36
Spring 2017	4.7 / 4.61	4.62 / 4.46	4.5 / 4.41
Fall 2017	4.52 / 4.4	4.4 / 4.3	4.2 / 4.5
Spring 2018	4.5 / 4.5	4.4 / 4.2	4.2 / 4.2
Fall 2018	4.5 / 4.5	4.4 / 4.2	4.2 / 4.2

Tables 2 & 3: Please note that the online scores improve dramatically. Regarding onsite scores, a few numbers decline, but we believe this is due to brand-new instructors in the classroom. Our proposed award allocations will target these new teachers with increased mentoring and training.

Table 2: Onsite Student Evaluation Scores from Fall 2016 and Fall 2018

Evaluation Scores	Q1: Course Objectives	Q2: Effective Teacher	Q3: Valuable Experience
Fall 2016 1301	4.74	4.72	4.43
Fall 2016 1302	4.59	4.49	4.19
Fall 2018 1301	4.5	4.35	4.17
Fall 2018 1302	4.21	4	3.86

Table 3: Online Student Evaluation Scores from Fall 2016 and Fall 2018

Evaluation Scores	Q1: Course Objectives	Q2: Effective Teacher	Q3: Valuable Experience
Fall 2016 1301	3.8	4.2	4
Fall 2016 1302	2.56	2.67	3.67
Fall 2018 1301	4.6	4.45	4.35
Fall 2018 1302	4.48	4.19	4.2

Criteria 2 continued: Departmental Contributions to Teaching Scholarship

LCWL & TCR faculty are reflective practitioners and share their pedagogical successes through scholarly publications as demonstrated by journal publications, textbook publications and resultant awards, as well as projects and conference presentations and workshops.

LCWL Teaching Scholarship:

- Dr. Allison Whitney has been nominated for the 2019 Society for Cinema and Media Studies Distinguished Pedagogy Award. This prestigious award recognizes excellence in classroom teaching, research on pedagogy, and impact in the field of Cinema and Media Studies. She has also published two articles based on her teaching at Texas Tech: “Thinking/Feeling: Emotion, Spectatorship, and The Pedagogy of Horror” (*CEA Forum*, 2014), and “Go to the Movies!: Cinephilia, Exhibition, and the Film Studies Classroom” (in *For the Love of Cinema: Teaching Our Passion In and Outside the Classroom*, 2017). She is also editing a forthcoming edition (2018) of the *Cinema Journal Teaching Dossier* on the topic of teaching historical surveys.
- Dr. Michael Borshuk has a forthcoming essay entitled “Jelly Rolls, Jungle Music, and the Eternal Tom-Tom Beating of the Negro Heart: Teaching Jazz and Blues in the Harlem Renaissance,” in the collection *Teaching the Harlem Renaissance*, to be published in the MLA’s *Options for Teaching Series*. Dr. Borshuk also facilitated his students’ participation in the First Friday Art Trail outreach event, composing a “scene report” for the online journal *Spark*, which is devoted to social justice in and academia. Their essay, “‘Pushing Out into Open Air’: Poetry, Art, and Public Space in Educating Audiences About Mass Incarceration” will be published in 2019.
- Dr. Cordelia Barrera just completed a book chapter titled “Accessing Gloria Anzaldúa Through Utopia,” for a collection in progress titled *Teaching Borderlands: Approaches to Teaching Gloria Anzaldúa*.
- Dr. D. Gilson is serving as the primary editor for *Vanguard: Exercises for the Creative Writing Classroom*, a collection of activities to support the teaching of creative writing, forthcoming from RAIDER Publishing, a digital, open access initiative of Texas Tech University Libraries (expected late 2019). His co-editors, Jasmine V. Bailey, Kate Osana Simonian, and Jessica Smith, are doctoral students in the English Department’s Creative Writing program; many of the lessons plans included in this anthology are drawn from our own CW students’ classroom exercises.

In addition, LCWL faculty members attend conferences and workshops on women writers, narrative law, narrative medicine, digital storytelling, and other topics, and bring those practices into their classrooms.

TCR Teaching Scholarship. TCR faculty contribute to teaching scholarship through their publications, presentations, and service in local, national, and international venues.

- In 2018, Dr. Michael Faris co-authored a born-digital, edited collection, *Soundwriting Pedagogies*, with Computers and Composition Digital Press/Utah State University Press, as well as an article in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, co-authored with five graduate students, about teaching and learning with maker rhetoric in technical communication and writing intensive classes. In 2017, Faris and two other graduate students also published an article in *Kairos* about graduate students creating video projects with clients in a new media rhetoric course. Dr. Faris is currently co-editing another collection on teaching composition with sound studies, currently under review with Sweetland Digital Rhetoric Collaborative/University of Michigan Press.
- Dr. Kendall Gerdes presented a paper entitled “Inventing Rhetorical Assessment: The Promise of the Learning Record” at the Association of Rhetoric and Writing Studies conference. Also, in 2017, Dr. Kendall Gerdes presented at the Conference on College Composition and Communication (CCCC) on ethical writing assessment and a portfolio-style grading system called The Learning Record. Dr. Gerdes has presented on this research in a poster session at the TTU John M. Burns Conference on the Scholarship of Teaching and Learning.
- Drs. Craig Baehr and Kelli Cargile Cook authored an introductory technical communication textbook its website, *The Agile Communicator: Principles and Practices in Technical Communication*, in 2017.

- Also in 2017, Dr. Cargile Cook and Dr. Becky Rickly co-edited a special issue in the *Journal of Technical Writing and Communication* on graduate preparation for research.
- In December 2015, Dr. Rich Rice guest co-edited a special issue of *Computers and Composition*. The issue investigates topics in global communication, which speaks to the timeliness and importance of TTU's Quality Enhancement Plan and is the topic of a graduate course Dr. Rice taught in 2016. Dr. Rice serves as a series co-editor for the *Perspectives on Writing* series with the WAC (Writing Across the Curriculum) Clearinghouse, a series well-known for its contribution to pedagogy and action research. Many of the works in this series are heavily cited by scholars in the field as WAC is dedicated to open sourcing innovative pedagogy.

FYW Teaching Scholarship. FYW are creating their own teaching scholarship that they pass to new students managing the orientation/practicum.

- As of 2018, first-year TAs and GPTIs in FYW attend a week-long orientation at the start of the fall semester, a day-long re-orientation at the start of the spring semester, and enroll in ENGL 5067, a three-credit practicum for teaching spread across their first three semesters in the classroom.
- The scholarship that TAs and GPTIs are asked to engage in now actively supports the program, department, and individuals involved with FYW, and those participants contribute to the production of scholarship by generating a set of best practices built upon and shared with each succeeding that they pass on to the next generation of instructors as well as serving as mentors in subsequent years.

Criteria 3 continued: Variety of Departmental Pedagogical Approaches

LCWL Pedagogies.

Innovative teaching technologies allow hybrid students to:

- Join our onsite students in the classroom through technologies such as Zoom. Indeed, in Fall 2017, the Department made a key adjustment to its pedagogical approach, switching from Skype to Zoom.
- Utilize synchronous courses to include video of all student and instructor interactions. The change improved student interactions in online and hybrid sections and made student cohorts more cohesive.
- Experience similar learning environments and experiences to onsite students, giving our distance students a more meaningful learning experience.
- Take evening, hybrid courses in addition to online summer seminars to accommodate non-traditional and remote offsite students' work schedules
- Enjoy accessibility within all fields of study in English
- Participate in our first ever online Creative Writing workshops at both the graduate and undergraduate levels

Examples of innovative teaching assignments from faculty:

- Dr. Allison Whitney offered a service learning course, served on the Service Learning committee at the TLPDC, and contributed to their training workshops.
- Dr. Jackie Kolosov's creative nonfiction and poetry workshops feature field work in which students spend 15-20 hours volunteering at a non-profit and then generate final assignments such as essays, memoirs, and poems.
- Dr. D. Gilson's "Critical Karaoke" assignment in ENGL 4351: Advanced Creative Nonfiction asks students to choose a song that holds personal meaning. Students then develop an essay and create an oral presentation in which they connect the personal to the political.
- Additionally, in Dr. Gilson's Fall 2018 class on food writing, students analyzed Instagram food culture, visited a local coffee roaster and the TTU Meat & Animal Science Department, and conducted archival research on Emily Dickinson's recipes, ultimately discovering a recipe for coconut lime cake (which they made--and ate).

- Dr. Ben Rogerson requires students in his introductory film courses to use smartphones to make short films in the style of the Lumière brothers, early pioneers in the cinema of attractions, followed by companion essays that reflect on their choices.
- Dr. Elissa Zellinger's ENGL 3324: Nineteenth-Century American Literature course asks students to examine archival documents in the TTU Special Collections Library, link these texts to current scholarship, and present their findings in a class-wide symposium.

Academic discussions to populations beyond the classroom:

- For the second year in a row, Dr. Michael Borshuk piloted a student-driven outreach assignment to 5000-level courses.
 - The first iteration of this assignment resulted in a May 2017 panel discussion and poetry reading on race and injustice at Lubbock's First Friday Art Trail, an event that also raised money for donation to the East Lubbock Community Alliance.
 - In May 2018, it was a special screening of *Girls Trip* at Alamo Drafthouse where they accepted donations for the local chapter of the NAACP.
- Dr. Borshuk also spoke at special screenings of *Black Panther* (an event co-sponsored with the Black Students Association) and *Ganja and Hess* at Alamo Drafthouse as part of his broader commitment to public pedagogy, especially about African American cultural materials.
- To demonstrate professional application of pedagogies, our Letterpress Studio allows students to work as interns, take classes in typesetting and book design, and share letterpress art as activism on the First Friday Art Trail.
- The Creative Writing Program initiated the "30 for 30" series, which paid ten publishers, editors, agents, and publicists to hold video conversations with classes.
- To give our students non-profit experience and prepare them for jobs outside of academia, we've established formal outreach programs like The CH Foundation Arts for Healing Workshops.
- Within the university, Dr. John Poch collaborated with Professor Robin Germany's photography class to make original poetry/photography collaborations in a project called Hemispheres, culminating in a show at the TTU Satellite Gallery in the Lubbock Arts District. Instructor Dustin Shattuck had students in ENGL 2308 (Intro to Nonfiction) imbed themselves with organizations devoted to either electoral politics (such as midterm election campaigns) or local community building. Students wrote a literary nonfiction essays about their immersive field experiences.

TCR Pedagogies.

Efforts that deliver quality undergraduate online instruction:

- Within a year, all TCR courses will be offered onsite and online.
- The Media Lab collaborates with instructors from all levels to support the development of digital and new media literacies.
- The TCR faculty created May Seminar, a two-week conference-style event in Lubbock. All online PhD-TCR students are required to attend each year for five years (unless they graduate sooner). Participants take classes, attend professional development sessions, present their work to faculty, work with their dissertation committees, and network. Faculty also give research talks and two noted scholars from outside TTU are brought in to present their research and meet with students.

Impressive faculty achievements related to pedagogy:

- Dr. Kendall Gerdes won the Arts and Sciences Teaching Innovation Award in 2018.
 - In Spring 2018, and for the fourth time, Dr. Gerdes presented a guest lecture in HUM 1300 which introduced students to the field of rhetoric.
 - Dr. Gerdes also led a workshop on hybrid teaching, and is planning a workshop series on teaching with technology which will highlight hybrid, online, and face-to-face instruction.

Criteria 4 continued: Current Student and Alumni Achievements Relating to Assessment

LCWL Student and Alumni Achievements:

- Kerry Manzo (Ph.D. candidate in Literature) recently received a \$30,000 Mellon/ACLS Dissertation Completion Fellowship.
- Kenna Neitch (Ph.D. candidate in Literature) has an article forthcoming in the major journal *Feminist Studies*
- Five doctoral students in English won Dissertation Completion Fellowships from Texas Tech's Graduate School in 2018: Chad Abushanab (Creative Writing), Margaret Brandl (Creative Writing), Joseph Dornich (Creative Writing), Brian Larsen (Creative Writing), and Sarah Sprouse (Literature).
- Nancy Dinan (Ph.D. candidate in Creative Writing) sold her novel, *Things You Would Know if You Grew Up Around Here*, to Bloomsbury in 2018.
- Chad Abushanab (Ph.D. candidate in Creative Writing) won the 2018 Donald Justice Poetry Prize and his poetry collection, *The Last Visit*, will be published by Autumn House Press in 2019.
- Jasmine Bailey Epstein (Ph.D. candidate in Creative Writing) published her second collection of poetry, *Disappeared*, in the Carnegie Mellon Poetry Series in 2017.
- Apryl Lewis (PhD student in Literature) was a featured writer on the *Sport in American History* blog for a post on black athletes and protest in the NFL in 2017.
- Joseph Dornich (PhD candidate in Creative Writing) has won the Cecelia Joyce Johnson Award for Short Fiction to attend the Key West Literary Seminar and Writers' Workshop Program in 2019. The fellowship includes a \$500 honorarium, the opportunity to give a reading on the main stage during the Seminar, and full support for travel and accommodations.
- Matthew Porto (PhD student) has been offered a scholarship to attend the Convivio Conference in Postignano, Italy. This scholarship will pay for nearly his entire tuition, room, and board. Two undergraduate students, Sarah Huerta and Julian Banuelos, have also received scholarships to attend the conference.
- Kate Ozment (B.A. in English, 2010) went on to receive her PhD in English from Texas A&M University, and recently won an honorary mention from the MLA for her online bibliography.
- Sarah Viren (Ph.D. in Creative Writing, 2017) won the *River Teeth* Nonfiction Book Prize in 2017, her fourth and final year of doctoral studies, and her winning book of essays, *Mine*, was published in 2018 by the University of New Mexico Press.
- Chen Chen (Ph.D. in Creative Writing, 2018) published his collection of poetry, *When I Grow Up I Want to Be a List of Further Possibilities* through BOA in 2016 while still a student, and it was long-listed for the 2017 National Book Award.
- Holly Hunt (BA '65) Honored with the College of Arts and Sciences Distinguished Alumni Award
- Joshua Crook (BA '18) created a writing workshop in Lubbock that has been serving creative writers for nearly three years. He also began an independent literary journal called *Steelhouse Review*, which is aiming for its first print production in 2019.
- James Dietz (English and Creative Writing BA alum) has published *Still Seeing a Dead Soldier* (Turning Point Press, 2018), a collection of poetry.
- Landon Houle (Creative Writing PhD alum) won the Red Hen Press Fiction Award for her collection of linked stories, *Living Things*, which is set for publication in 2019.
- Toni Jensen (Creative Writing PhD alum) sold her book *Carry*, a memoir-in-essays about her interactions with guns and gun violence as a Metis woman, a professor on an open-carry university campus, and the daughter of a father with a lifelong NRA membership, to Ballantine at auction, forthcoming in 2019.
- Jacob Shores-Argüello (Creative Writing PhD alum) has won the Lannan Literary Fellowship, one of the most prestigious prizes for an emerging writer in the United States.
- Brian Thornton (Creative Writing PhD alum) was featured in *Gulf News* for his project *Blind not Broken*, which combines his love for traveling, poetry, and photography. Thornton, who began losing his vision at 17 due to macular degeneration, has also been featured in *Texas Tech Today*.

TCR Student and Alumni Achievements:

- BATC and students outside the department taking TCR courses, under the mentorship of graduate instructors and faculty mentors, have presented research at such national conferences as the Associated Teachers of Technical Writing, the Conference on College Composition & Communication, and the Rhetoric Society of America; some of these same students have launched a student organization that partners with TrUE and McNair to encourage undergraduate research, scholarship, and professional development
- MATC graduates have gone on in recent years to pursue doctorates at such institutions as Purdue University, Iowa State University, Michigan State University, and Texas Tech.
- MATC and Ph.D. graduates are also employed in professional writing positions at companies such as National Instruments and Pearson Publishing.
- Tracking graduates from both onsite and online PhD programs, TCR has a near-100% placement rate in high-level academic or industry positions.
- Recent Ph.D. graduates have been hired as tenure-line faculty at universities such as Michigan State University, Clemson University, University of North Texas, Texas State University, University of Hawaii, University of North Carolina-Wilmington, Eastern Michigan University, and DePaul University.
- TCR's program is also so well-established that our graduates have already become tenured at such universities as Virginia Tech, Georgia Tech, Purdue University, Auburn University, East Carolina University, University of Wyoming, Missouri University of Science and Technology, and Boise State University.
- Bethany Pitchford (BATC, 2018) published "Ten Pieces of Advice for Science Communication Students" in STC Notebook in 2017 about some of the ways students in technical communication can prepare themselves for effective science writing.
- Julie Gerdes (PhD student) won a 2018 Horn Professors Graduate Achievement Award for her research on "risk" and public health response.
- Kristen Bivens (Technical Communication and Rhetoric PhD alum) is a Newberry Library scholar-in-residence for 2018-2019 and a 2018 recipient of a Council for Programs in Technical and Scientific Communication (CPTSC) research grant along with alumni Tim Elliott and current student Jessica Ulmer.
- David Grover (Technical Communication and Rhetoric PhD alum) gave a presentation at the Conference on College Composition and Communication in March 2018 about a composition assignment focused on news media literacy. He has a publication forthcoming entitled "The journalism continuum," in *Inspiring change: Advanced writing and research*.
- Carie King (Technical Communication and Rhetoric PhD alum) is the new assistant editor for the *American Communication Journal*, an open-source publication for the American Communication Association.
- Kathy Northcut (Technical Communication and Rhetoric PhD alum) has been selected as Missouri S&T's 2018 Woman of the Year, recognized for her efforts to improve the campus environment for women and minorities.
- Anirban Ray (Technical Communication and Rhetoric PhD alum) has two new publications: "Internationalization of Classrooms through Cultural Hybridity: Pedagogical Design and Challenges," in *The New Global City: Presenting and Translating Cultures Within a Worldwide Citizenry* (2018), and "Digital Literacy," in *Encyclopedia of information science and technology* (4th ed., 2018).
- Derek Ross (Technical Communication and Rhetoric PhD alum) has won the Auburn Department of English Faculty Excellence in Outreach award for 2017.
- Chris Ryan (Technical Communication and Rhetoric PhD alum) has revised and published his dissertation as *Sam Houston and Mirabeau Lamar: A Rhetorical Framing Study of Their Writings on Native Americans* (2018).
- Danielle Saad (Technical Communication and Rhetoric PhD alum) has accepted a tenure track position at Alvernia University, where she is Director of the Writing Program.

- Matt Betz (Technical Communication & Rhetoric PhD student) has won the 2018 Colorado Housing Eagle Award for Colorado Disaster Recovery Home Access Program, a program he co-developed as part of a Community Development Block Grant.
- Maureen Morasch (Technical Communication and Rhetoric PhD student) is now the Graduate Writing Chair of Concordia University-Portland, where she works as developer and director of the graduate writing center.

Additional English Department Accomplishments, Collaborations, and Impacts

Please find the information below arranged into the following categories:

1. Interdisciplinary Collaborations and Service
2. Lubbock Collaborations and Outreach
3. Activities with National Impact
4. International Collaborations
5. Teaching, Mentoring, and Other Honors

1. Texas Tech Interdisciplinary Collaborations and Service

Harbinger Student Journal of Art and Literature. Long-standing collaboration between undergraduates from the Department of English and the School of Art to produce a free, print journal composed of poetry, fiction, nonfiction, drama, and visual art.

- 2013-Present: Dr. John Poch, faculty advisor
- 2015-2018: PhD student Margaret Brandl, graduate advisor

Trigger Warnings: Performances for the Era of Campus Carry (2017). Art show and reading organized by PhD poet Jessica Smith in collaboration with the School of Art featuring graduate students and faculty from English and Art

TTU International Summer Workshop (required of international students coming to TTU). TCR PhD student Brandy Bippes served as a Teaching Assistant in this workshop.

Communications Director Internship with the **Center for Global Communication, Texas Tech University.** TCR PhD student Mary De Nora examined instructional content to augment our current QEP, “Bear Our Banners Far and Wide.” Additionally, she ran focus groups to assess the instructional materials and provided a recommendation report to improve the quality of our instructional materials provided to instructors.

Mentor Tech Volunteers

- 2013-2017: Dr. Kristen Moore
- 2016-2017: Dr. Katie Cortese
- 2016-2017: Literature PhD Bernadette Russo
- 2018-Present: Literature PhD candidate Taryn Gilbert

ENGL 4378: Undergraduate Internship (2015-present):

- Diego Gaytan, Lubbock County Human Resources
- Gerardo Heredia, Big Brothers/Big Sisters
- Atrice Lockett, Career Services Center of the TTU School of Nursing
- Allison Thornton and Kelsey Fuentez, Southwest Airlines
- Emma Seidensticker, TTU Libraries
- Michael Shankle, TTU ISD
- Marissa Martin, Candice Horde, Sophie Frankel, Jocelyne Kizziar, and Melissa Beal, faculty researchers
- Mattie Dixon, English Department Media Lab
- Jacob Opoku, Kristen West, and Elise Latta, Usability Research Lab
- Hannah Kissinger, Nicole McIntyre, and Samantha Smith, assistants in TCR

Communication Research Collaborative (2016-Present): Advisors Dr. Kenneth Baake, Dr. Rich Rice, and TCR PhD Mary De Nora work with undergraduate and graduate student leaders to foster the highest

quality research methods and experience from an interdisciplinary perspective. This group has established interdepartmental partners, including TrUE and the McNair Program.

2. Lubbock Collaborations and Outreach

LHUCA Literary Reading Series (2015-Present): Poetry PhD Jessica Smith and former Lecturer Jeremy Tow are the co-founders and coordinators of the LHUCA Literary Reading series, which organizes two readings per semester featuring graduate, undergraduate, and visiting writers of various literary genres.

Lubbock Youth Outreach and English 2311/3365 student partners (2016-Present): TCR PhD Mary De Nora served as an advisor to the student-leaders of this campus organization that serves the greater Lubbock community through tutoring and mentoring. This organization reaches the Boys and Girls Club of Lubbock, OL Slaton Middle School, McKenzie Middle School, The Children's Home of Lubbock, and Oakwood Daycare & Preschool students.

Inaugural Lubbock Poet Laureate (2017): Selected by the Mayor and City Council, Dr. Wenthe conducted readings and discussions of poetry in local schools.

Continuing Education Film Series at the Alamo Drafthouse (2015-present): TTU Film faculty program screenings related to their courses. While students are not required to attend these, they are offered to enhance their experience and education related to the course.

Sexism | Cinema Film Series (2015-present): A partnership between TTU and Alamo Drafthouse that screens eight films each academic year. Dr. Allison Whitney and Dr. Michael Borshuk have served as faculty organizers since 2015. Following the screening, TTU faculty host public discussions of films that raise questions about gender, race, and socioeconomic status. English Department faculty Ben Rogerson and Elissa Zellinger served as faculty speakers for screenings in 2017 and 2018. This film series has been the subject of a scholarly article by TTU faculty in HDFS: Purcell, J. B. K., Oldham, C. R., Weiser, D. A. and Sharp, E. A. (2017), "Lights, Camera, Activism: Using a Film Series to Generate Feminist Dialogue About Campus Sexual Violence." *Family Relations: Interdisciplinary Journal of Applied Family Science*, 66: 139–153.

"Tensions Rising: DACA, Dreamers, and the Face of America" (Spring 2018): Literature, Social Justice, and Environment spring roundtable featuring Dr. Lee Bebout (Arizona State University), Brandon Darby (Breitbart Texas), Saba Nafees (Doctoral candidate and Dreamer), and Dr. Jorge Ramirez (Texas Tech Law School).

"Demanding Dignity: A Discourse on Bodies" (Fall 2018): Literature, Social Justice and Environment fall roundtable discussion with four interdisciplinary panelists from TTU and other Texas universities.

50th Annual Comparative Literature Symposium in 2018, "Human Rights Now: Texts, Contexts, Comparisons" (2018): The event drew students and scholars from India, Jamaica, Florida, Michigan, New York, Missouri, New Mexico, and Texas, and was supported by the Ethics Center, the College of Visual and Performing Arts, and the Departments of English and Classical and Modern Languages and Literatures. Some participating English Department faculty include Dr. James Whitlark, Dr. Wendell Aycock, Dr. Ann Daghistan, Dr. Bruce Clarke, Dr. Yuan Shu, Dr. Roger McNamara, Dr. Curtis Bauer, and Dr. Kanika Batra.

Lubbock's First Friday Art Trail (ongoing involvement):

- 2017: Michael Borshuk, moderator, "A Push Into Open Air: A Conversation on Criminality," a special event at Lubbock's First Friday Art Trail, organized and hosted by students of English 5327.
- Vigil Series (2018-present) hosted by Poetry PhD student Jessica E. Smith and featuring multiple English Department faculty (Curtis Bauer and D. Gilson) and students (PhD poets Meghan Giles, Kyle Bassett, and Chen Chen, TCR PhD Brandy Bippes)

Museum of Texas Tech's Museum by Night (2017): Allison Whitney collaborated with the Texas Tech Museum on a film series, with screenings that connect thematically with the museum's special exhibitions and permanent collection. In fall 2017 she introduced a screening of *Gold Diggers of 1933* with a lecture on 1930s costume design, illustrated with 30s-era clothing from the museum's textile collection. As part

of that same series, Michael Borshuk and Ben Rogerson served as guest speakers for “Jazz and Storytelling.”

Flatland Film Festival (2016-17): Dr. Wyatt Phillips served on the programming and organization committee.

Lubbock Book Festival (Fall 2017): Readings were given by all seven creative writing faculty members (Dr. Curtis Bauer, Dr. Katie Cortese, Dr. D. Gilson, Dr. Jacqueline Kolosov, Dr. Jill Patterson, and Dr. John Poch). Graduate students volunteered at the event (Prose PhDs Jen Popa, Scott Morris, and Kate Simonian, Poetry PhDs Jasmine Bailey and Kyle Bassett, and more)

Osher Lifelong Learning Program

- John Poch, 2011, 2014
- Katie Cortese, 2015

3. Activities with National Impact

Iron Horse Literary Review: Dr. Jill Patterson founded and edits the nationally renowned literary magazine, which accepts submissions of fiction, poetry, and nonfiction from emerging and established authors. Students in the English Department serve as Managing Editors, often transforming their experience into employment post-graduation, as well as Associate Readers.

4. International Collaborations

24-Hour Harry Potter Marathon Reading(2016): TCR PhD Brandy Bippes coordinated recordings and delivery of readers from AlMustansyria University, Iraq and Toyo University, Japan in addition to undergraduates and graduate students from Texas Tech University.

Poddar International School Workshops (Mumba, India, 2017): Dr. Roger Mcnamara holds workshops once or twice a year to introduce students to literary analysis and postcolonial theory at the college level.

COIL Institute for Globally Networked Learning in the Humanities (2011-2013): Drs. Kelli Cargile Cook and Bruce Clarke teamed with professors in The Republic of Korea and Germany to collaboratively develop and teach globally networked courses.

The Trans-Atlantic & Pacific Project (TAPP) (2018-2019): TCR PhD Mary De Nora is partnering with Dr. Bruce Maylath and TAPP to provide TTU students with international partnerships.

5. Teaching, Mentoring, and Other Honors

Fulbright Awards (International)

- Sara Spurgeon: 2019, University of Bergen, Norway
- Yuan Shu: 2017, National University of Singapore
- John Poch: 2014 University of Barcelona
- Rich Rice: 2014, University Of Delhi

Local and National Teaching Awards

- Dr. Jill Patterson, President’s Excellence in Teaching Fellowship, Texas Tech University, 2018
- Jessica Smith and Taryn Gilbert, Graduate Students, 2017 Helen DeVitt Jones Excellence in Graduate Teaching Award
- Dr. Craig Baehr, 2017, Jay R. Gould Award for Excellence in Teaching, Society for Technical Communication
- Dr. John Poch, 2016, Professing Excellence Award
- Dr. Kelli Cargile Cook, 2014, Fellow in the Association for Teachers of Technical Writing
- Dr. Kelli Cargile Cook, 2013, Distinguished Service Award, Council for Programs in Technical and Scientific Communication

TTU Integrated Scholars

- Michael Borshuk, 2018
- Yuan Shu, 2017
- Curtis Bauer, 2016

- Allison Whitney, 2016
- Jill Patterson, 2015
- Susan Lang, 2014

Institute for Inclusive Excellence

- Beau Pihlaja, Institute for Inclusive Excellence member in 2018-2019
- D. Gilson, Institute for Inclusive Excellence member in 2018-2019
- Lisa Phillips, Institute for Inclusive Excellence member in 2018-2019
- Jennifer Nish, Institute for Inclusive Excellence member in 2018-2019
- Kendall Gerdes, Institute for Inclusive Excellence member in 2017-2018
- Katie Cortese, Institute for Inclusive Excellence member in 2016-2017
- Kristen Moore, Institute for Inclusive Excellence member in 2015-2016
- Cordelia Barrera, Institute for Inclusive Excellence member in 2014-2015
- Yuan Shu, Texas Tech Inclusive Excellence Award in April 2011
- Yuan Shu, Institute for Inclusive Excellence member in September 2010.

TEACH Program Fellows

- 2018-2019: Jen Popa (PhD student) and Kate Simonian (PhD student)
- 2017-2018: Nancy Dinan (PhD candidate) and Luke Morgan (PhD Candidate)—Groundwork Facilitator 2018 and 2019, TEACH Program Coordinator 2018-2019
- 2016-2017: Scott Morris (Conferred); Margaret Brandl (PhD candidate); and Taryn Gilbert (PhD candidate)—Transparency in Learning and Teaching Project Facilitator 2017, TEACH Project discussion panelist 2017 and 2018, and Groundwork Facilitator 2018 and 2019
- 2015-2016: Katrina Prow (PhD Conferred); Chase Dearing (PhD Conferred); and Mike Lemon (PhD Conferred)—TEACH Project discussion panelist 2017 and 2018; Groundwork Facilitator 2018 and 2019
- 2012-2013: Olga Pahom (PhD Conferred)

TLPDC Faculty Spotlight

- Kelli Cargile Cook, 2016

Teaching Academy Members (since 2000)

- Ken Baake, 2003
- Rebecca Rickly, 2003
- Jen Shelton, 2003
- Brian McFadden, 2004
- Julie Couch, 2005
- Curtis Bauer, 2016

TEMPO Program

- Dr. Marjean Purinton, participant 2014-2015
- D. Gilson, TEMPO participant 2018-2019
- Yuan Shu, TEMPO participant 2018-2019

Raiders Who Rock Recognition:

- TCR PhD Mary De Nora, 2018
- Dr. Marjean Purinton, 2013