

CHERYL B. TORSNEY

Office: 309 Hudspeth Hall, The University of Texas at El Paso, El Paso, TX 79968

EDUCATION

- Ph.D., English, University of Florida, Gainesville, FL, 1982
- M.A., English, Louisiana State University, Baton Rouge, LA, 1979
- B.A., English and French, *cum laude*, Allegheny College, Meadville, PA, 1977

ADMINISTRATIVE EXPERIENCE

SUMMARY: Twenty-four years at West Virginia University, both in the faculty ranks and as Associate Provost for Academic Programs (both undergraduate and graduate), taught me about teamwork, taking risks, and staying true to the institution's mission while supporting student retention efforts and encouraging the professional development of untenured, tenured, and contingent faculty. Other administrative appointments have built upon that foundation, allowing me to engage with other administrative structures, state and accreditation organizations, and institutional missions.

Senior Vice Provost, The University of Texas at El Paso, El Paso, TX 79968. 2012-2015.
(Position eliminated 9-1-2015)

Responsibilities. As second-in-command in the Office of Academic Affairs, the Senior Vice Provost serves as a member of the Provost's management team; assists in hiring and evaluating faculty; provides professional development for faculty; mediates faculty complaints; hears student complaints; ensures curricular quality; leads strategic planning; ensures the quality of student success initiatives; responds to drafts of state legislation; and works with faculty, governance groups, and other administrators to develop academic policies and standards. The position reports directly to the Provost and Vice President for Academic Affairs.

Reporting lines. Reporting directly to the Senior Vice Provost are the Director of the Center for Excellence in Teaching and Learning, the Assistant Provost for Accreditation and Assessment, and the curriculum manager for the University of Texas System and the Texas Higher Education Coordinating Board reporting. The Senior Vice Provost also convenes meetings of the Assistant and Associate Deans and the New Chairs and Program Directors, and serves in the Provost's stead whenever he is unavailable.

UTEP Initiatives:

- Policy creation and revision
 - Revised Promotion and Tenure policies
 - Led Open Educational Resources (OER) initiative
- Program creation and revision
 - Revitalized Leadership Development Institute (LDI)
 - Led move to electronic evaluations of instruction, including marketing and assessment
 - Led strategic planning for the Center for Excellence in Teaching and Learning (CETaL)
 - Reinvigorated orientation program for new faculty and teaching assistants
 - Developed new leadership series for new chairs and program directors and Provost's Faculty Fellows-in-Residence
 - Led university-wide advising assessment
 - Led development and state approval of new Core Curriculum
- Other Activity
 - Grant writing and evaluation: Part of team writing Title V grant, "Developing the Unit for First Year Retention, Success, and Transition (U-FYRST)" (Awarded, \$3.6M); and for First in the World grant, "Academic Resilience Training to Enhance Non-Cognitive Factors, Increase Persistence, and Reduce Time to Degree" (Not awarded, \$522K)
 - Behavioral Assessment Team (Student Affairs threat assessment)
 - PeopleSoft conversion leadership team
 - Center for Civic Engagement Consultation Team
 - Leadership team for SACSCOC reaccreditation effort
 - Graduate program review
 - Academic agreement evaluation and approval
 - Institutional Fulbright representative
 - Evaluation of legislation for the biennial meeting of the Texas State Legislature

Outcomes: Professionalized many aspects of UTEP academic affairs, including faculty mentoring and professional development, student learning and success, and formal reporting, while maintaining focus on the UTEP mission of access and excellence.

Interim Vice President and Provost, SUNY New Paltz, New Paltz, NY 12561. 2011-2012.

Responsibilities. As the College's chief academic officer, the Provost serves as a member of the President's executive management team; hires and evaluates faculty; ensures curricular quality; oversees the academic affairs budget; participates in development

activities; engages in crisis management, both social and weather related; and works with faculty, governance groups, and other administrators to develop academic policies and standards. The position reports directly to the President of the University.

Reporting lines. Reporting to the position are five instructional divisions, The Graduate School, the Sojourner Truth Library, Academic Advising, Center for International Programs, Sponsored Programs, the Honors Program, and the Center for Teaching and Learning.

Outcomes: Managed curriculum approvals and faculty issues (when faculty were out of contract); mentored faculty and staff; partnered to manage various crises, including Hurricane Irene.

Vice President and Dean of the College, Hiram College, Hiram, OH. 2009-2011.

Responsibilities. The Vice President and Dean is responsible for all faculty and academic staff hiring, evaluation, and termination; certification of degrees; program evaluation and integrity; departmental unit budgeting; assessment; strategic planning; assessment; interfacing with the Board of Trustees, Board of Visitors, Higher Learning Commission (HLC); collaborating with other vice presidents and with athletics. The position reports directly to the President of the College and serves as an officer of the College.

Reporting Lines. Reporting to the position are the Dean of Extended Learning, the Dean of the Weekend College, the Associate Dean for Academic Affairs; 81 full-time faculty members, including Centers of Distinction directors and staff; adjunct faculty; Director of the College Library; Registrar; Director of Study Abroad; and Director for Strategic Academic Initiatives.

External Service. The Dean represents the College at meetings of the Annapolis Group, the Council of Independent Colleges, the Northeast Ohio Consortium for Higher Education (NOCHE), and the University Clean Energy Alliance of Ohio (UCEAO).

Hiram Initiatives:

Academic Affairs

- Direct Instruction
 - Taught section of Freshman Seminar, leading to three students having their research accepted for presentation at the American Popular Culture Association annual conference, San Antonio, TX, April 2011.
 - Served as academic advisor for 16 first-year students

- Accomplishments
 - Moved institution to concentration on summer school and other academic programming, including online programming, to increase revenue
 - Secured reaffirmation of accreditation of Hiram College by HLC
 - Secured Carnegie “Engaged Institution” designation for Hiram College
 - Initiated and completed restructuring of the promotion and tenure process
 - Reintroduced the foreign language requirement for graduation
 - Created academic appeal process
 - Shepherded approval of online programs through Academic Program Committee
 - Hired 20+ full-time faculty and professional staff in the last two years
 - Arranged for the retirement of seven full-time faculty in two years
 - Migrated evaluations of instruction and advising folders from pencil and paper to online
 - Created Food Studies minor
 - Initiated annual Assessment Day in the week following Commencement
 - Supported Assessment activities with Dean’s Discretionary Fund

Development

- Met at regional coffee houses on Saturday mornings with alumni groups at Dean’s Coffee Chats to discuss College activities
- Met with alumni at other locations nationally, e.g., Annapolis, Boston
- Alumni Weekend lectures (by special request of alumni groups)
- Served as College representative to Creative Campus conference in NYC
- Partnered with Innovative Farmers of Ohio to sponsor annual conference and continue partnership
- Created Dean’s Discretionary Fund

Outcome: Supported three mid-career faculty with summer professional development funds

Athletics

- Lectured in Terrier Advantage program for incoming football players. Provided overview of faculty expectations for performance in the classroom
- Collaborate with coaches and faculty to resolve player issues

Facilities

- Collaborate with physical plant managers to ensure faculty and student health and safety in science laboratories; and to attend to aesthetics in the library and in faculty offices.
- Work with architects on plans for lab and office space

Enrollment

- Make presentations to visiting families on academics at Hiram College
- Establish relationships with local high schools to encourage future enrollment
- Initiated articulation agreements with local community colleges
- Skyped with a group of West Virginia AP English high school students about college-level academic performance

Student Affairs and Diversity Activities

- Brought ROTC and AFROTC to Hiram College
- Formed Hillel @ Hiram and served as faculty advisor
- Worked with African-American Students United on Frank Hemphill Hall of Fame Celebration
- Initiated investigation into Bonner Scholars program leading to new scholarship program for civically-engaged students

Outcomes: increased enrollment in Hiram College of ROTC/AFROTC and veteran students; creation of Veterans Resource Center in Student Services Suite; Hillel @ Hiram named outstanding student diversity club.

Associate Provost for Academic Programs, Office of Academic Affairs, West Virginia University, 2003-09.

Responsibilities. Creation and termination of all academic programs; program assessment; retention; institutional reporting to the Higher Education Policy Commission and to the WVU Board of Governors. Reports directly to the Provost and Vice President for Academic Affairs and Research and is a member of the Provost's cabinet.

Reporting Lines. Reporting to the position are the Office of Undergraduate Advising, the Honors College, the Center for Civic Engagement, and the Office of Graduate Education. The Office of Student Affairs and the President's Office collaborate with the Associate Provost on a number of initiatives, including the WVU Partnership for Minority Doctoral Teaching Fellows and on the First-Year Experience.

WVU Initiatives:

Retention

- Chaired Committee on Rates of Student Success and used data to identify at-risk groups
- Held university-wide retention retreats to develop action plans

- Worked with Noel-Levitz, Teresa Farnum and Associates consulting, and the John N. Gardner Institute for Excellence in Undergraduate Education to improve retention and graduation rates
- Coordinated intensive workshops and team meetings to improve chemistry and mathematics instruction
- Served on WVU Enrollment Management Council
- Wrote bi-monthly column on retention initiatives in faculty and staff newspaper

Outcome: Retention rate improved from 79% in 2002 to 81+% in 2006.

Assessment and Accreditation

- Led WVU's student learning outcomes assessment efforts
- Served on WVU Faculty Senate Committees on curriculum and student instruction
- Chaired the University Assessment Council, engaged consultants, and delivered faculty development
- Wrote Higher Learning Commission (HLC) Assessment Follow-Up Report
- Serve on writing team for NCAA Division One reaccreditation

Outcomes: WVU reaccredited for full 10 years; restructured University Assessment Council in wake of HLC accreditation visit; earned kudos from HLC for "the University's notable success in its turn-around with assessment."

Student Engagement

- Redesigned the Office of Service Learning as the Center for Civic Engagement (CCE) with the twin mission of providing volunteer as well as service learning opportunities
- Received Outstanding Administrator Award from the CCE
- Brought Amizade, an international service learning provider, under the WVU umbrella

Outcomes: CCE logged 23-25 registered service-learning course sections and 51,262 volunteer hours in 2006-07. CCE named to Honor Roll with Distinction for the President's Higher Education for Community Service.

Honors College

- Recreated the Honors Program as the Honors College
- Initiated Office for Prestigious Fellowships and hired Director

Outcomes: Honors College saw 300% growth following reconfiguration; Student Transition Program (STP) was instituted as a bridge program to give honors students an early start in college; and a medical school promise program, which

guarantees admission for the best and the brightest in the WVU medical school class upon receipt of the baccalaureate degree.

West Virginia State Higher Education Policy Commission

- Wrote and submitted the Compact, WVU's accountability report to the Commission and the legislature.
- Served as president of the WV Academic Administrators Association
- Served on statewide Globalizing Higher Education board
- Revised reporting strategy for Tuition and Fees request and Compact reporting to save administrative time and energy and to eliminate duplication of effort

Outcome: Increased statewide focus on English and STEM education as well as international education and opportunities.

Leadership Development

- Created and secured approval for the Leadership Minor
- Worked to secure approval for minor in service learning
- Advised leadership of Adventure West Virginia, an award-winning wilderness orientation and leadership program
- Created and convened "Mentors and Mentees" monthly lunch with junior and senior women administrators

Outcomes: Leadership minor enrolled 115+ students and had secured private funding for Puskar Leadership Scholars by 2009. Adventure WV won a 2007 Noel- Levitz award for outstanding retention.

Minority Student Recruitment and Retention

- Led West Virginia Partnership for Minority Doctoral Teaching Scholars, including publicizing program, recruiting students, matching students and institutional sponsors, and communicating with partner institutions
- Assisted in organizing Colloquium for Aspiring Minority Doctoral Candidates, which drew students internationally
- Recruited students and developed files for Southern Regional Education Board (SREB) Fellowships
- Mentored new position of Director of Minority Graduate Student Initiatives (2003)
- Taught in and supported McNair Scholars program

Outcomes: Several McNair Scholars, including the former WVU Director of Minority Graduate Student Initiatives currently a member of the Diversity Visiting Committee and now Dean of Students at NYIT, have received their doctorates or professional degrees and are teaching in the Academy. Another

former McNair Scholar serves on Capitol Hill and is a member of the WVU College of Law Visiting Committee.

Other WVU Projects

- Foundations of Excellence. Initiated year-long assessment of the First-Year Experience and developed action plans for enhancing first-year educational efforts. Included 78 faculty, staff, administrators, and students in coordinated effort to examine and improve programming and develop a strategic plan
- Provost's Task Force on Advising and Career Placement, co-chair. Provided additional on-line support to advisers, students, faculty, and parents; initiated additional rewards and accountability systems for faculty advisers; improved undergraduate advising website
- Provost's Feasibility Task Force on Creating School of Design and Architecture, co-chair. Led space study, potential accreditation analysis, and faculty hiring planning
- Undergraduate Council, chair. Provided five-year review of all undergraduate programs
- Provost's Cabinet, member. Discussed budget and legislative issues; developed recommendations on issues ranging from personnel and phased retirement to technology and facilities
- Intercollegiate Athletics. Consulted with Intercollegiate Athletics regarding student-athlete eligibility
- Faculty Grievances. Heard formal grievances as President's designee
- Financial Aid Appeals. Heard student financial aid appeals as President's designee
- Faculty Development. Spoke at New Faculty Orientation and delivered faculty development sessions on topics within my purview, including retention, assessment, and engagement
- Student Orientation. Spoke to parents at New Student Orientation and at regional Summer Send-Off meetings; hiked for five days with first-year students on Adventure WV, WVU's award-winning wilderness outdoor orientation program

Additional Administrative Experience

- Special Assistant to the Provost, Office of Academic Affairs, WVU, 2001-03
- Director of Graduate Studies, Department of English, WVU, 1997-99
- Chair, Department of English Promotion and Tenure Committee, WVU, 1997-99

CONSULTING

- Consultant Evaluator, Higher Learning Commission, 2007- present
- Consultant Evaluator, Southern Association of Colleges and Schools Commission on Colleges, 2014- present

- Independent Consultant, College of St. Thomas Department of English, St. Paul, MN, Spring 2007
- Independent Consultant for Teresa Farnum and Associates on retention issues, 2008-09
- Independent Consultant for FIPSE Atlantis Grant, Department of History, WVU, 2009-12. Provide assessment services, including report delivery, to the federal government

EXECUTIVE EDUCATION

- Council of Independent Colleges New Chief Academic Officer Training, October 2009
- Summer Fellow of Peabody College, Vanderbilt University, 2006. Participated in leadership training focusing on assessment, development, and other trends in higher education
- Center for Creative Leadership, San Diego, 2006. Attended week-long intensive seminar for women leaders

ACADEMIC APPOINTMENTS

- Professor of English, The University of Texas at El Paso, 2012-present
- Professor of English, Hiram College, 2009- 2012
- Professor of English, WVU, 1994-2009
- Associate Professor of English, WVU, 1989-94
- Assistant Professor of English, WVU, 1985-89
- Assistant Professor of English, Delta State University, Cleveland, MS. 1983-85

TEACHING EXPERIENCE

Selected graduate courses:

- American Literature Seminar: Collecting
- Bibliography and Research Methods
- Current Directions in Literary Study: The Quilt in American Literature
- Special Topics: Italy in the American Imagination
- The Novel as Genre
- Selected Authors: Henry James and His Circle
- Studies in Nonfiction Prose: American Travel Writing
- Graduate Survey of American Literature, 1865-1914

Selected undergraduate courses:

- Fiction for Adolescents
- Special Topics, "The Woman Writer as Artist"
- American Romanticism
- Jewish-American Women Writers
- Short Story and Novel

- American Literature, Beginnings to 1865
- Freshman Colloquium (Writing)

McNair Scholars Program:

- Research Writing (Summers 2000-2003)

WVU College of Dentistry, Dental Summit:

- Writing the letter of application (Summers 2006-07)

HONORS AND AWARDS

2008 Excellence in Service Learning Administrator Award, West Virginia University

1999 Sigma Tau Delta Outstanding Teacher Award, Department of English

1999 Sabbatical Research Grant, West Virginia University. Declined.

1999 \$10,000 fellowship for "Ferns in American Women's Culture," Winterthur Gardens and Library. Declined.

1999 \$5,000 grant from the West Virginia Humanities Council and the Eberly College of Arts and Sciences for research on the Waitman Barbe Papers

1995 West Virginia Humanities Council and National Endowment for the Humanities, Summer Seminar Director, "The Quilt in Women's Culture"

1992 West Virginia University sabbatical grant

1991 Outstanding Researcher, WVU College of Arts and Sciences

1989 Fulbright Lecturer in American Literature, University of Utrecht, Netherlands

1988 American Antiquarian Society Summer Grant

1985 American Council of Learned Societies Fellowship

1984 National Endowment for the Humanities Summer Seminar for Teachers, Elaine Showalter, Director, Rutgers University

1982-83 Fulbright Junior Lecturer in American Literature, Université de Savoie, Chambéry, France

1982 Elected to Phi Kappa Phi

SELECTED PUBLICATIONS

Books

The Wings of the Dove. Henry James. London: J.M. Dent, 1997. (Editor)

Quilt Culture: Tracing the Pattern. Columbia: U of Missouri P, 1994. (Co-editor)

Critical Essays on Constance Fenimore Woolson. New York: G.K. Hall, 1992. (Editor)

Constance Fenimore Woolson: The Grief of Artistry. Athens: U of Georgia P, 1989.

Articles and Chapters in Books (all refereed or peer-reviewed)

"Zephaniah Swift Spalding: Constance Woolson's Cipher." *Witness to Reconstruction: Constance Fenimore Woolson and the Post-Bellum South, 1873-1894*. Ed. Kathleen Diffley. Oxford: Univ. P of Mississippi, 2011. 107-125.

"The Value of an Outdoor Education Experience," *Peer Review*, (Winter 2008), 10: 1.

"My Son, the Reader." *Peer Review: Emerging Trends and Key Debates in Undergraduate Education* (Summer 2006) 8: 29-30.

“Whenever I open a book and see “Hoot, mon,” I always close it immediately’: Constance Fenimore Woolson’s Humor.” *Studies in American Humor* (2002): 69-81.

“Fern Leaves for Connie’s Portfolio.” *Constance Fenimore Woolson’s Nineteenth Century*. Ed. Victoria Brehm. Detroit: Wayne State UP, 2001. 173-88.

“‘We Are Family?’ The Immaterial Community of the James Family Discussion List.” *The Henry James Review* 21 (Fall 2000): 298-304.

“Henry James’s Ghostly Mentors.” *American Literary Mentors*. Ed. Irene C. Goldman-Price and Melissa M. Pennell. Gainesville: U P of Florida, 1999. 58-70.

“‘Ungrateful Bitch[es]’ and ‘Daughter[s] of the People’: Memoirs by Jewish Academic Women.” *Studies in American Jewish Literature*. Special Issue, “The Ties that Bind: After Twenty-Five Years, A Look Back and Ahead” 18 (1999): 59-70.

“Comforts No More: The Underside of Quilts in Children’s Literature.” *Girls, Boys, Books, Toys: Gender in Children’s Literature and Culture*. Ed. Beverly Lyon Clark and Margaret Higonnet. Baltimore: Johns Hopkins UP, 1999. 154-66.

“Translation and Transubstantiation in James’s *The American*.” *The Henry James Review* 17 (Winter 1996): 40-51.

“Henry James, Charles Sanders Peirce, and the Fat Capon: Homoerotic Desire in *The American*.” *The Henry James Review* 14 (1993): 166-78.

“Mrs. Wickham’s ‘Dogs of Noted Americans.’” *Biography: An Interdisciplinary Journal* 16 (Summer 1993): 258-63.

“‘Everyday Use’: My Sojourn at Parchman Farm.” *The Intimate Critique: Autobiographical Literary Criticism*. Ed. Diane P. Freedman, Olivia Frey, and Frances Murphy Zauhar. Durham, NC: Duke UP, 1993. 67-74.

“The Politics of High and Low Culture in Some Recent Children’s Picture Books.” *The Lion and the Unicorn* 16 (1992): 176-83.

“Specula(riza)tion in *The Golden Bowl*.” *The Henry James Review* 12 (Spring 1991): 141-46.

“The Critical Quilt: Alternative Authority in Feminist Literary Criticism.” *Contemporary Literary Theory*. Ed. G. Douglas Atkins and Laura Morrow. Amherst: U of Massachusetts P, 1988. 180-99.

“Henry James and Constance Fenimore Woolson: The Traditions of Gender.” *Patrons and Protégées: Gender, Friendship, and Writing in Nineteenth-Century America*. Ed. Shirley Marchalonis. New Brunswick: Rutgers UP, 1988. 161-83.

“The Political Context of *The Portrait of a Lady*.” *The Henry James Review* 7 (1986): 86-104.

“Learning the Language of the Railroad in *Walden*,” *American Transcendental Quarterly* 55 (1985): 19-28.

“The Vampire Motif in *Absalom, Absalom!*,” *The Southern Review* 20 (1984): 562-69.

“Prince Amerigo’s Borgia Heritage,” *The Henry James Review* 2 (1981): 126-30.

SELECTED PRESENTATIONS

“Woolson as Ethnographer,” Constance Fenimore Woolson Biennial Conference, Washington, DC, February 2015.

“Reimagining General Education Assessment with Student Affairs Partners,” with John Pearson, Stetson University, AAC&U Gen Ed and Assessment Conference, Portland, OR, March 2014.

“Financial Sustainability in the Liberal Arts,” with William Pollard and Charlotte Borst, Annapolis Group Annual Meeting, Annapolis, MD, June 2011.

“Sabbaticals, Sustainability, and Civility,” Hiram College Baccalaureate Address, May 14, 2011.

“Charlie Woolson: Woolson’s Muse,” Constance Fenimore Woolson Biennial Conference, Manchester, NH, April 2011.

“The Most Famous Clevelander You’ve Never Heard Of,” James A. Garfield Historic Site, Mentor, OH, October 2010.

“Woolson’s Cogito: I Row, Therefore I Am,” Constance Fenimore Woolson’s Biennial Conference, Morgantown, WV, April 2009.

“Non-Traditional Career Paths of Liberal Arts Graduates,” Second Biennial Allegheny College Career Day, October 2007.

“An Excursus on Constance Woolson, the Footnote, and the Liberal Arts,” Constance Fenimore Woolson Biennial Conference, Savannah, GA, February 2007.

“What You Can Really Do with a Liberal Arts Education,” First Biennial Allegheny College Career Day, October 2005.

“Reflections on the Accreditation Process,” Higher Learning Commission Annual Meeting, March 2005.

“What Narrative Brings to the Practice of Medicine,” WVU Hospitals Grand Rounds, March 2003.

“Recovering Danske Dandridge,” American Literature Association, Cambridge, MA, May 2003.

“We Don’t Speak the Same Language,” SAMLA, Baltimore, MD, October 2002.

“Lilith’s Magic: Reading Woolson’s ‘Cairo in 1890,’ Constance Fenimore Woolson Biennial Conference, Asheville, NC, October 2002.

“The Transgressive Teen in Woolson’s *The Old Stone House*,” American Literature Association, Cambridge, MA, May 2001.

“Exploring the Waitman Barbe Letters.” Appalachian Studies Conference, Snowshoe, WV, March 2001.

“How I Came to Woolson.” First International American Women Writers Conference, San Antonio, TX, February 2001.

“Constance Fenimore Woolson’s Regional Voices.” Constance Fenimore Woolson Biennial Conference at the Western Reserve Symposium, Cleveland, October 2000.

“The Greenhouse Effect.” MLA Special Session on the Profession, Chicago, December 1999.

“The James Family Electronic Discussion List as Community.” Henry James Society, Modern Language Association Chicago, December 1999.

“Illness as Identity: The Case of Constance Fenimore Woolson.” CUNY Graduate Center Seminar in “Women Writing Women’s Lives,” May 3, 1999.

"Fern Leaves from Connie's Portfolio." Constance Fenimore Woolson's Nineteenth Century Conference, St. Augustine, FL, October 1998.

"Ghostly Mentors in Henry James's Fiction." American Literature Association Conference, San Diego, May 1998.

"Opportunities for Teaching Bibliography and Research Methods." Modern Language Association, Toronto, December 1997.

"Daisy Miller Grows Up." American Literature Association Symposium on Biography and Autobiography, Puerto Vallarta, Mexico, March 1997.

"Theory in the Classroom." Guest speaker, English Department, University of Southwestern Louisiana, March 1996.

"Travel in Theory." MLA, Chicago, 1995.

"Translation and Transubstantiation in James's *The American*." James and Conrad Conference, University of Kent, Canterbury, England, July 1995.

"Quilts as Textual Artifacts." Guest speaker, Columbus Circle Americanists Group, Columbia University, April 1995.

"Ungrateful Bitches and Daughters of the People: Three Recent Jewish Women's Autobiographies." NEMLA, Boston, April 1995.

"Law and Legitimacy in *The Spoils of Poynton*." Interdisciplinary Group for Historical Literary Study conference, "Centuries' Ends, Narrative Means," Texas A&M, College Station, TX, March 1994.

"Rethinking Mentoring Models" (with Virginia B. Broaddus). Women's Caucus Session, MMLA, St. Louis, MO, November 1993.

"Henry James, Charles Sanders Peirce, and the Fat Capon: Homoerotic Desire in *The American*." Plenary session paper for "Rethinking Gender and Sexual Politics: Henry James in the New Century," James Sesquicentennial Celebration, New York City, June 1993.

"'But I Like the Music in the Street': Representations of Class and Gender in Some Recent Children's Picture Books," NEMLA, Buffalo, April 1992.

"Henry James and the Mythology of Taste in *A Little Tour in France*," SAMLA, Atlanta, November 1991.

"Fulfilling Obligations: Constance Fenimore Woolson, the Osgoods, the Appletons, and the Harpers," MMLA, Kansas City, November 1990.

"Fictionalizing the James-Woolson Relationship," MLA, Washington, D.C., December 1989.

"The Wings of Metaphor in *The Wings of the Dove*," NEMLA, Wilmington, DE, 31 March 1989.

"*The Nutshell Library* as Literary Primer," MLA, New York City, 29 December 1986.

"The Legend of the Lion and the Spinster: Rereading the James-Woolson Relationship," NEMLA, New Brunswick NJ, 4 April 1985.

REFERENCES

Available upon request.