

Cheers From the Chair

Dear Colleagues and Coworkers,

Thanks for submitting news of your most recent achievements. Please take a moment to celebrate each other and bask in the love the university has been showering on us. At the last meeting of the Faculty Senate, President Wilson spent a good ten minutes extolling the achievements of Melissa Febos while at the last DEO meeting the Dean prominently posted the announcement of Donika Kelly's NEA Fellowship. And the latest CLAS newsletter prominently celebrated Tara Bynum's appearance on Amanpour and Friends. We're famous all over town, folks!

In solidarity and celebration.

Loren

Staff Matters

Katie Berta's poem, "[It is like a long tunnel]," was published in the Winter issue of [Ploughshares](#). Her debut poetry collection, [retribution forthcoming](#), won the Hollis Summers Prize and will be published by Ohio University Press in 2024.

Staff member *Corey Campbell* was awarded a Mary Louise Kelley Professional Development Award from CLAS.

Graduate Student Matters

Hannah Bonner has been published in [Bright Wall/Dark Room](#), [Cleveland Review of Books](#), and [The Adroit Journal](#).

Faculty Matters

Jennifer Buckley had the publication of her essay, "Taylor Mac, Walt Whitman, and Adhesive America: Cruising Utopia with the Good Gay Poet," [in this volume](#) and in [American Theatre magazine](#).

Harry Stecopoulos' essay "Langston Hughes and Cultural Diplomacy" has just been published in [Langston Hughes in Context](#) (Cambridge, 2022), edited by Vera M. Kutzinski and Anthony Reed.

Deborah Whaley did a talk on her course Digitizing Blackness and doing AR/VR exhibition and GIS Story map assignments in her class at the History Makers Conference at University of Virginia on Feb 5th. It was based on a [grant](#) she received in Fall 2021-Spring 2022 by the History Makers Foundation for her course Digitizing Blackness. She also moderated two of their sessions – a student panel and the 2022-2023 Faculty Fellows panel. Read the full program [here](#).

Faculty Matters

Tara Bynum was interviewed by Michel Martin on Amanpour & Co. The conversation was about her new book, [Reading Pleasures](#) (U of Illinois Press). Here's are the relevant links to the show:

Retweet it. Please tag @AmanpourCoPBS in any copy:

<https://twitter.com/AmanpourCoPBS/status/1625166272634781699>

<https://twitter.com/AmanpourCoPBS/status/1624227427340718081>

<https://twitter.com/AmanpourCoPBS/status/1624228146173059073>

The interview can be viewed on [YouTube](#).

Bonnie Sunstein, Claudia Pozzobon Potratz, and Michael Goldberg; Rosendale, Stephen and Laura G, eds. "Go Online,: Reconfiguring Writing Courses for the new Digital World." Chapter Nine: "Red Pen or Cursor? Assimilation and Resistance in a Digital Writing Workshop." Peter Lang, 2022. The chapter is based on work over three years in Approaches to Teaching Writing.--pre-and post-pandemic. Potratz, who received her PhD online, now teaches in the Spanish Department. Goldberg is now a director of tech and writing services at Santa Fe College in Gainesville, FL and expects his PhD in 2023.

Bonnie Sunstein was chosen to be the only American of three series editors, along with Australians Jenn Webb (U of Canberra) and Julienne Van Loon (Royal Melbourne Institute of Technology, a veteran of UI's International Writing Program). Published by Bloomsbury Press (London). The series advisory board includes two graduates of the Nonfiction Writing Program, Darius Stewart and Aviya Kushner. "Research in Creative Writing showcases the field-defining research in creative writing pedagogy, scholarship and practice-led research. Open to interdisciplinary and diverse contexts for creative writing, this series is designed to push the boundaries of creative writing studies. Encouraging rigorous approaches that work to expand traditional models of the scholarly monograph, the series is open to first-person, reflexive and/or autoethnographic approaches, scholarship rich with lived experience, collaborative or non-hierarchical models of authorship, fictocritical and other hybrid forms of essaying, a poeticised aesthetic, and forms of scholarly writing that trouble the traditional divide between critical and creative thinking." Bonnie has given talks and workshops at RMIT and reviewed several dissertations in both universities. Most important: We welcome manuscripts!!

The Numbers That Matter to Students

Data is a fickle thing, I'm finding, as I try to get accurate numbers regarding the graduation rates for our seniors. But for our purposes I'm choosing to use the data where they assess what percentage of a graduating class got through our BA degree in 4 years or 6 years. I'm sharing those statistics with you. I believe they reflect that if a student stays at Iowa and works with their advisor and maintains a regular course load, they can graduate in a timely way.

Overall, in the last three years, the graduating classes have reported:

English majors: 65.6% graduated in 4 years, 93.5% graduated in 6 years

English and Creative Writing majors: 85% graduated in 4 years, 99.7% of seniors are graduating in 6 years. That's an average of: 78.9% in 4 years (beating the campus average of 71.5%) and 97.8% in 6 years (beating the campus average of 96.5%).

We credit our strong academic advising, hard-working students and faculty and a flexible curriculum for being able to achieve these statistics even during a pandemic.

Once they graduate we track whether they have secured employment or entry to a graduate program six months after graduation.

Currently our rates for both majors combined are: 91% find employment or graduate school within 6 months. 57% respond to the survey.

Of the employment, 70% report that it is in a field they consider relevant to their career goals or major. 54% are in full-time employment, 22% are going straight to graduate school. 9% are still looking and 1% are not seeking either employment or further education. Around 31% find their employment or graduate school entry before graduation and 23% find it within 3 months after graduation.

The top places they are employed or in graduate school: Iowa, Illinois, Texas, California, New York

If you are reading this and are an alum and know of internships or jobs that might be right for our graduates, please email kate-torno@uiowa.edu

If you are a current faculty member, please encourage your students to report their job/graduate school progress at any time after graduation to english@iowa.edu. We pass it along to the career office to add to their statistics.

UI English alums, [please let us know about your career](#).

The English Department welcomes your generosity, give [online](#) anytime.

Stay Connected: [Facebook](#), [Twitter](#), and [Instagram](#).

NOTICE: The University of Iowa Center for Advancement is an operational name for the State University of Iowa Foundation, an independent, Iowa nonprofit corporation organized as a 501(c)(3) tax-exempt, publicly supported charitable entity working to advance the University of Iowa. Please review its full disclosure statement. Privacy Information Emergency Information Nondiscrimination Statement © 2022

The University of Iowa The University of Iowa | Department of English | 308 English Philosophy Building | Iowa City, Iowa 52242-1492 Office Hours - Monday-Friday: 8:00am - 4:30pm | Phone: 319-335-0454 Fax: 319-353-2392 | english@uiowa.edu