



May 12, 2015

Dear Members of the Search Committee,

I write to apply for the position of President at West Liberty University in large part because your profile, mission, and vision speak to my core beliefs about the civic obligation to deliver high quality higher education, especially in an era challenged by a diminishing demographic and resource challenges. Having reviewed your Institutional Master Plan (2014-2019), I realize that my deep experience in issues of program growth and assessment, retention and advising initiatives, general education curriculum revision, cost efficiencies, and transparency and communication might be a good fit for the position as advertised.

In many ways, I am a traditional leader who came up through the academic ranks. During my years in the classroom, I instructed English and non-English speakers, undergraduates and graduate students, honors students with merit scholarships and first-generation TRIO students with extraordinary promise. Among my former students I count engineers, physicians, lawyers, US Senate staffers, higher education journalists, non-profit managers, poets, and university faculty and staff of all stripes, including development professionals, two provosts, and an Associate Provost for Technology. A little over a year ago, I learned that I'm featured in an internet meme created for Teacher Appreciation Day by some West Virginia middle school teachers to honor their favorite instructors of all time. In the center of a collage is Amy Miller, a former student, holding a sign that reads "Dr. Cheryl Torsney, College English, WVU." I am humbled by Ms. Miller's belief that she benefited from my high expectations and the value I place on imaginative teaching and active learning.

My commitment to teaching excellence is the reason my former provost called me to senior administration. "Just try it for six weeks," he suggested. "I'll buy you out of a course, and you can see whether it's a fit." He set me up, knowing that once I nibbled on the appetizer, I'd crave the buffet of challenges served daily to Provost's Office staff. After briefly working as his Special Assistant, I became the Associate Provost for Academic Programs at West Virginia University and was charged with ensuring the quality of all undergraduate, graduate, and professional degree programs, including those in the Colleges of Law, Medicine, Dentistry, Pharmacy, and Nursing. In that role, I headed WVU's Higher Learning Commission institutional reaccreditation process, championed diversity,

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directed student retention and success initiatives, supported and participated in ROTC and AFROTC activities, helped lead outdoor new student orientation trips in the Dolly Sods wilderness, traveled to the Baltics to secure international agreements for study abroad, assisted with writing the institution's NCAA compliance report, and worked to achieve the Carnegie Engaged designation for WVU's efforts in service learning. I collaborated with the Faculty Senate to ensure integrity in curriculum and leadership; I led the campus push for student learning outcomes assessment; I worked with the West Virginia Higher Education Policy Commission under Dr. Bruce Flack's leadership. And, just as my provost had predicted, I got a taste for additional leadership challenges.

My portfolio at UTEP and the other places I have served has included all faculty processes, including revision of promotion and tenure guidelines with an eye toward fairness and flexibility. I have long been committed to ensuring that superb teaching is occurring in face-to-face, hybrid, and online environments. Last year UTEP moved to electronic evaluations of instruction, which I spearheaded. I also conducted strategic planning for our Center for Excellence in Teaching and Learning, the results of which refocused the unit's responsibilities squarely on faculty mentoring, grant funding, and the scholarship of teaching and learning. Together the president of the Faculty Senate and I are working on a variety of shared governance issues. We are especially keen to improve conditions for UTEP's contingent faculty, who carry a significant responsibility for student success, particularly in lower division courses, and deserve opportunities for recognition and professional development.

I clearly recognize the value of assessment. Here at UTEP the Assistant Provost for Accreditation and Assessment, whom I hired, reports to me. We are currently engaged in preparing for its 2016 reaffirmation of accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and our Quality Enhancement Plan (QEP) will focus on using high impact practices to propel our largely Hispanic population beyond graduation and toward career success. I was recently certified as a consultant evaluator (CE) for SACSCOC and served in that same role for many years as a CE for the Higher Learning Commission, West Liberty's regional accreditor. Serving on a visiting team is surely one of the best sorts of professional development an administrator can experience.

One of the most enjoyable parts of my position is faculty development. Last summer I helped to reimagine our delivery of new faculty orientation. We now offer it in a conference format with concurrent sessions to allow new instructors to select topics that interest them rather than presenting a parade of talking heads whose messages may or may not address specific needs. I also direct the institution's Leadership Development Institute, a year-long competitively-selected faculty and staff development program, and work throughout the year with assistant and associate deans and new department chairs.

None of West Liberty University's ambitious plans can be accomplished without the knowledge and experience of a savvy leader who understands the importance of friend- and fund-raising as well as growing institutional research. I have experience working on successful grant-writing teams and providing opportunities for those in the arts and humanities to apply for grants and to serve on teams in the sciences, where they might provide insights into ethical dimensions of the research. Further, I have worked with boards on fund-raising initiatives, my favorite being the Fine Wine + Fine Art benefit auction, which SUNY New Paltz holds annually in Manhattan to raise funds for the Dorsky Museum of Art.

My experience at all the institutions I have served has shown me how universities not only contribute to but also drive economic development and in so doing energize their communities. As a campus champion of excellence in learning both inside and outside the classroom, I believe my background would be a good fit for the leader you seek at this critical juncture in West Liberty University's history.

Please let me know if I might provide any additional information. I hope I get the chance to discuss this terrific opportunity further with you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cheryl B. Torsney', with a long vertical line extending from the bottom of the signature.

Cheryl B. Torsney, Ph.D.  
Senior Vice Provost  
Professor of English

## CHERYL B. TORSNEY

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### 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-present.***

*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; 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
  - Lead 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 Service
  - 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)
  - 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: Have 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; 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.

***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 during the summer months to add revenue stream
  - 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
  - Retired seven full-time faculty in the last 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

- Led WVU's student learning outcomes assessment
- 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

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 reserves for the best and brightest a position in the WVU medical school class upon receive 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, have received their doctorates or professional degrees and are teaching in the Academy. One 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

## **CIVIC LEADERSHIP**

- Board of Trustees, Suburban Temple-Kol Ami, Beachwood, OH, 2011-12
- President, Tree of Life Congregation, Morgantown, WV, 2007-08
- Board of Trustees, Tree of Life Congregation, Morgantown, WV, 2005-07

## **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.
- "'We Are Family?' The Immaterial Community of the James Family Discussion List." *The Henry James Review* 21 (Fall 2000): 298-304.
- "Fern Leaves for Connie's Portfolio." *Constance Fenimore Woolson's Nineteenth Century*. Ed. Victoria Brehm. Detroit: Wayne State UP, 2001. 173-88.
- "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.” City University of New York 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. Broadbush). 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.
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## REFERENCES

Available upon request.

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