

FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

CL=Official Course Load in English.

Bold= Courses fulfilling official teaching requirement.

All other courses listed (*not in bold*) mark extra teaching for the semester listed.

*See D-IV A. 5 “*Other Evidence of Instructional Activity*” for more independent studies taught in Neuroscience during the reporting period (4 total).

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught Lec Rec Lab	Number of Students	Number of Assistants **	Notes
FS 13 CL=1	ENG 364:001	3	Lec	15	0	18 th -C Lit History of Mind
	ENG 493:003	2		1	0	DHLC Capstone & Internship
						*see D-IV-A #5 for 2 more Independent studies in Neuroscience (NEU 492)
SS 14 CL=0	ENG 489H:005	2		1	0	Honors Thesis
	ENG 493:003	2		1	0	DHLC Capstone & Internship
	ENG 499:003	4		1	0	Senior Thesis
FS 14 CL=0	ENG 489H:003	2		1	0	Honors Thesis
SS 15 CL=2	ENG 364:001	3	Lec	11	0	18 th -C Lit History of Mind
	ENG 492H:003	3	Lec	6	0	Honors Seminar in Cognitive Approaches to Literature
	ENG 890:002	3		1	0	Graduate Independent Study in 18 th -C Literature
	ENG 489H:003	2		1	0	Honors Thesis
						*see D-IV-A #5 for 2 more Independent studies in Neuroscience (NEU 490)
FS 15 CL=2	ENG 280:001	3	Lec	26	0	Gateway Course in Lit Theory
	ENG 819:001	3	Lec	5	0	Graduate Pro-Seminar, “Literature and Psychology” (One additional auditor)
	ENG 489H:006	2		1	0	Honors Thesis

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

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SS 16	ENG 489H:006	2		1	0	Honors Thesis

Teaching reported above reflects both my original teaching load contracted with MSU for 2011-16 (original: 2/1; 2/0; 2/1; 2/0; 2/2). This load was adjusted by course buy-outs from the MSU Provost (SS 14) and the ACLS Digital Innovations Fellowship (SS 15) to facilitate interdisciplinary collaboration and grant work. Additional courses taken on during 0 or 1 contracted semesters were voluntary, added to facilitate and support interdisciplinary student research at CAL.

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

a. Lead Faculty & Co-Director, Digital Humanities & Literary Cognition Lab (DHLC).

As Lead Faculty for the DHLC, I traditionally hold weekly—often multi-weekly—lab meetings for undergraduate and graduate student mentees where we discuss the status of lab projects, develop new protocols for interdisciplinary research across the humanities and sciences, engage with local and global collaborators, and design new experiments. In the lab, students also regularly present data and receive instruction on how to use—and translate—a wide range of research methods, including those used in English, Linguistics, Neuroscience, Statistics, Psychology, and Digital Humanities, among others.

b. Faculty speaker, “Graduate Workshop on Grant Writing”, (AEGS) 2016**c. Invited Consultant, Kent State University, *Pedagogical Implications of NEH Challenge Grant***

During a visit for an invited talk, I was asked to join a group of specialists working across literature and cognitive science to advise faculty and administration at Kent State on the development of new teaching methodologies and curriculum that reach across the humanities and sciences based on their recent *NEH Challenge Grant*, 2015.

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

FORM D – IV A INSTRUCTION, continued

3. Academic Advising:

a. Faculty member's activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

All advising in English falls in the domain of [REDACTED] selected undergraduate mentoring, see D-IVA 5

Undergraduate: 0

Graduate: 0

Graduate/Professional: 0

Other: 0

d. Candidate's undergraduate advisees (if applicable to individual under review):

All advising in English falls in the domain of [REDACTED]

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	0	0	0	0

c. Candidate's graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status): * = **co-chair**.

	Masters	Doctoral	Professional
Number of students currently enrolled or active	0	2*	0
Number of graduate committees during the reporting period	0	3*	
Degrees awarded during the reporting period	0	0	0
Degrees awarded during career	0	0	0

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

- **5 CAL-URI grants to support undergraduate research (RP)**

1. CAL-URI Undergraduate Research Grant “*Poetry and Aesthetic Pleasure*,” \$750, Oct. 2016-17 ([REDACTED])

2. CAL-URI Undergraduate Research Grant, “*The Stories We Hear in Music*,” \$750, Oct. 2016-17 ([REDACTED])

3. CAL-URI Undergraduate Research Grant, “*New Frontiers in Literary Neuroscience: Attention, Memory, and Literary Concreteness*,” \$1K, Oct. 2015-May 2016. [REDACTED]

4. CAL-URI Undergraduate Research Grant. “*The Neuroscience of Narrative: Interdisciplinary Learning through Literary Experiments and Digital Humanities*,” \$1430, Oct. 2013-Mar. 2014 ([REDACTED])

5. CAL-URI Undergraduate Research Grant. “*Literature, Science, and the History of Mind: Interdisciplinary Work in Literary History, Digital Humanities, and Reading*,” \$1430, Oct. 2013-Mar. 2014 (Undergraduate researchers: [REDACTED])

- **2 Co-authored Articles with Students**

1. Forthcoming interdisciplinary publication with [REDACTED], *Jane Austen & the Sciences of Mind* (2017) intentionally contracted and co-authored to highlight student work at the DHLHC. (See List of Research Activities)

2. Co-authored Book Review with graduate [REDACTED]

5. Other Evidence of Instructional Activity

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

Teaching Awards and Peer Recognition | 3 Major Awards for Teaching & Mentorship at MSU

- ***MSU Undergraduate Research Faculty Mentor of the Year*** [REDACTED], 2014
-Teaching award based on student nominations; 2 profs. chosen at MSU per year
- ***Award for Distinguished Contributions to Honors Students***, Honors College [REDACTED] 2014
-Teaching award based on Honors College student nominations; awarded 1 prof. per year
- ***CAL Alumni Award for Innovation and Leadership in Teaching & Learning***, CAL Alumni Association, 2015.
-Award for excellence in teaching in CAL based on student and dept nomination
**For more, please see teaching evaluations as well as student recommendation letters.*

Interdisciplinary Student Mentorship

- Faculty Mentor for over 60 students in interdisciplinary research across colleges through DHLHC lab, FS 2013- present
- CAL-URI Faculty Mentor, 16 undergraduates funded on 8 CAL-URI Research Grants, 2011-2017
- Faculty Mentor for 19 UURAF Presentations by 35 undergraduates at MSU, 2012-2016
- Faculty Mentor for 6 Honors College Professorial Assistants, 2013-present

FORM D – IV A INSTRUCTION, continued

Innovative Instructional Methods

- *Interdisciplinary course design & pedagogy*

Many of my courses are interdisciplinary, interweaving readings in literary studies, cognitive science, and the history of mind, which has required the ongoing development of new pedagogical approaches and methods. One advanced seminar, for example, culminated in both an extensive final research paper on the history of mind and a group experiment design in literary neuroscience. For the latter, students worked collaboratively in small groups to brainstorm and create a potential interdisciplinary experiment that would use technologies from cognitive science—such as fMRI (functional magnetic resonance imaging) or eye-tracking—to explore a key literary question. See syllabi, ENG 492H, ENG 819.

- *Non-traditional readings across disciplines, genres, and media*

My syllabi pair traditional and non-traditional readings [REDACTED] They introduce multiple genres and media—art such as [REDACTED] and music. For advanced undergraduate and graduates, I interweave secondary criticism in cognitive literary theory and the history of mind ([REDACTED]) If relevant, I also introduce recent work on the neuroscience of reading, teaching students to navigate scientific articles on PubMed.

- *Interdisciplinary Student Mentorship Beyond the Classroom*

As faculty lead of the Digital Humanities & Literary Cognition lab (DHLC), I engage students across colleges (English, Neuroscience, Psychology, Engineering, Education, etc.) in cutting-edge research in literary neuroscience, history of mind, and digital humanities.

- providing a new setting for collaborative learning
- engaging students in interdisciplinary work outside the classroom
- encouraging teams of undergraduates across disciplines to advance cutting-edge research on literary cognition & the neuroscience of reading.

Curricular Development

- Developed and taught new graduate pro-seminar, “Literature and Psychology” (ENG 819)
- New cross-listed courses for undergraduates counted in Lyman Briggs, History of Science, Psychology, and the Digital Humanities Concentration (ENG 492H, 364)
- Mentored 4 Honors Theses, 1 New Internship (ENG 493) & 4 Independent Studies at the DHLC*

Independent Studies in Neuroscience Taught for Credit (Not on CLIFMS) | 4 total

- NEU 490, Independent Study in Applied Neuroscience, (Grasser), 3 credits, SS 2015
- NEU 490, Independent Study in Applied Neuroscience, (Brafford), 3 credits, SS 2015
- NEU 492, Computational Approaches in Neuroscience & Literature, (Pearson), 3 credits, FS 2013
- NEU 492, Computational Approaches in Neuroscience & Literature, (Silvasi), 3 credits, FS 2013

Significant Effects: Support of Award-Winning Undergraduate Research

- Marshall Scholarship, NIH Graduate Fellowship, [REDACTED] DHLC Undergraduate Lab Lead, 2014
- NSF Graduate Fellowship, [REDACTED], DHLC Undergraduate Lab Lead, 2014
- Outstanding Professional Writing Senior Award, [REDACTED] Spring 2016
- MSU Finalist, Rhodes Scholarship & Phi Beta Kappa, [REDACTED] Spring 2015
- 10 Eng Dept. Awards [REDACTED]
- Posters on the Hill, Washington D.C., [REDACTED]
- Lyman Briggs Research Award, Michigan State University, \$2000, [REDACTED], Fall 2015
- UURAF, 1st place in *Humanities and Performing Arts*, “Literary Cognition: Understanding Aesthetic Pleasure in Poetry,” [REDACTED] Spring 2016
- UURAF, 1st place in *Linguistics, Languages, and Speech*, “Functional Regions Activated by Literary Reading,” [REDACTED], Spring 2014

Student Presentations and Posters Beyond MSU (select):

- Posters on the Hill (Washington, D.C.)
- Culture, Brain & Learning, Lund University, Sweden (Wallenberg Foundation)
- Michigan Society for Neuroscience (Detroit, MI)

Graduate Awards & Research Honors (Selected)

- [REDACTED] DHLC Graduate RA, 2014-15
 - Mellon Digital Liberal Arts Fellow* at Hope College for 2016-17
 - [REDACTED] conference for young leaders in DH, Invited member of Graduate Student Caucus, 2015
 - Cultural Heritage Informatics* (CHI) Fellow at MSU, 2016-17
- [REDACTED] DHLC Graduate RA, 2016-17
 - Summer Support Fellowship*, 3 International Presentations in Literature, Neuroscience, and New Media, Summer 2016
 - Somers Award for Excellence in Teaching*, 2015
 - HASTAC Scholar* in Digital Humanities, MSU College of Arts & Letters, 2014-15
 - Nomination for COGS Disciplinary Leadership Award at MSU, Nov. 28, 2016 [REDACTED]
- [REDACTED] Dissertation Co-Chair, 2014-present
 - UDF Fellowship* at MSU, 2013-present. [REDACTED]
 - ASECS 18th-C Graduate Travel Fellowship*, Spring 2015

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “*”.

Indicate items with a significant outreach component with a “**” (determined by the faculty member)

See attachment

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	1	3	0	0	1	4	0	0
During career	1	5	0	0	2	21	0	0

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 10 During career: 16

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

Invited Papers

International and National Talks

2016 — [REDACTED] “The Literary History of Distraction and the Neuroscience of Attention,” [REDACTED] Stanford University, May 6-7, 2016

2015 — [REDACTED], NYU, *Neuroaesthetics*, “Attention and Pleasure in Poetry Reading,” Oct. 2015

— [REDACTED] Kent State University, Why the Humanities, “Interdisciplinary Research and the Value of Literary Study,” Plenary Speaker [REDACTED] July 9-12, 2015

— [REDACTED] Stanford University, *Micromégas*, Stanford Literature Lab, Invited Respondent, Feb. 2015

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

- 2014** — [REDACTED] Lund University, Sweden, “Interdisciplinary Learning: Patterns of Attention and Memory in Reading Jane Austen,” *Culture, Brain, Learning*, Wallenberg Foundation, Nov. 19-21, 2014 [REDACTED]
— [REDACTED] Vanderbilt University, “Interdisciplinary Research in Literary Neuroscience and Digital Humanities,” Department of English, Nov. 13, 2014
— [REDACTED] New York University, *Neuroaesthetics*, Global Institute for Advanced Study, May 22-24, 2014
— [REDACTED] University of Arizona, “New Frontiers in Literature & Cognition,” *Humanities, Medicine & Wellness Conference*, Plenary Speaker, Feb. 26, 2014 [REDACTED]
- 2013** — [REDACTED] University of Michigan, “Jane Austen, Attention, and Distraction,” Co-Sponsored by Eighteenth-Century Studies and Nineteenth-Century Forum, Nov. 20th, 2013 [REDACTED]
[REDACTED], Ohio State University, *Project Narrative*, “The Neuroscience of Narrative,” Sept. 23, 2013
(for all invited talks in career—18 total—see C.V.)

Workshops and Colloquia (reporting period only)

- [REDACTED] *Day of Digital Humanities*. Roundtable Speaker, MSU Library. Apr. 8, 2014
— [REDACTED] Presentation for MSU Fulbright Scholars, DHLC lab, MSU, August 2013. [REDACTED]
(for all workshops and colloquia in career—over 20 total—see C.V.)

Works in Progress or Under Review

Second Book Project

[REDACTED] *Literary Neuroscience and the Aesthetics of the Brain, 1660-1830*
In progress, solicited by JHUP and Palgrave-Macmillan

Forthcoming Articles

[REDACTED] “Patterns of Attention and Memory in Jane Austen: Literary Neuroscience, Intellectual History, and the Importance of Individual Difference,” *Jane Austen and the Sciences of Mind*, ed [REDACTED]
(submitted and accepted April 2016; forthcoming, 2017).

* *This essay was contracted as a co-authored piece to highlight interdisciplinary student work at the DHLC lab.*
(This piece is listed as submitted & forthcoming in print on the *List of Research & Creative Activities*, D-IV B.1)

Current Grants Under Review

External

—**National Science Foundation (NSF).** [REDACTED] (Co-PIs), “The Role of Narrative in Music Perception.” **\$499K** (submitted July 2016)

Internal

—**Innovations in Social & Business Analytics (IBSA)** [REDACTED]
[REDACTED] “The Stories We Tell about Music: How Research in Music Cognition & Narrative Neuroscience Can Shape Music, Film, and Advertising,” MSU College of Business, **\$24,702** (submitted Nov. 15th, 2016)

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

Current Interdisciplinary Experiments

██████████ is currently lead faculty, or Co-PI, for 3 ongoing projects at the DHLC:

1. *Literary Attention & Austen: An Interdisciplinary fMRI Study of Close Reading* (MSU, Stanford)
2. *The Pleasures of Poetry Reading: An Interdisciplinary Study of Sonnets* (MSU, NYU)
3. *Narrative Listening: The Stories We Tell About Music* (MSU, U. Arkansas)

Future Grants Planned for Submission (2017-18)

- ACLS Digital Extensions Grant, ~\$125K [February 2017]
- NIH Research Collaboration grant, ~\$200K [June 2017]
- Google Faculty Grant, ~\$125K, [August 2017]
- GRAMMY Foundation grant, \$20K [October 2017]

Future Interdisciplinary Projects Planned (2017-2020)

- Literature and Cognitive Rhythm: An fMRI Study of Poetry & Music
- Narrative & Play: A Cognitive Study of First-Person Gaming (MSU)
- Distraction and the Digital: Attention and Fiction Reading for iPad, Kindle, & the Book (MSU, Stanford, & Lund University, Sweden)

Research-Related Partnerships

Interdisciplinary Leadership

- Co-Founder, Digital Humanities and Literary Cognition Lab, MSU, 2012-
- Collaborating Scientist, “Culture, Brain, and Learning,” Wallenberg Foundation, 2012-2015
- Formation of new research partnerships with Stanford, NYU, U. Arkansas, & U. of Hong Kong in China (selected)

Current Global Collaborations & Research-Related Partnerships

The DHLC at MSU is currently involved in supporting or building the following interdisciplinary—often global—research collaborations with other universities. In the reporting period, these include:

- 1) Stanford U., Lund U., and Umea U. (Wallenberg Foundation of Sweden)
- 2) NYU, Bucknell, U. Penn, Max Planck Institute, & University of Vienna (Neuroaesthetics, Global Institute for Advanced Studies at NYU)
- 3) U. Arkansas, University of Hong Kong in China (NSF proposal, *Narrative Responses to Music*), and the MSU Business School

Current & Future Cross-College Collaborations (MSU)

Building on my early leadership on MSU’s cross-college initiative to create an interdisciplinary brain institute at Michigan State (*Intellectual Leaders*, 2011-2013), I continue to work extensively with colleagues across colleges and departments at MSU. Currently, active grant-funded collaborators include ██████████ at the TAP lab (Cognitive Science, Psychology), ██████████ Clinical Psychology), and ██████████ Computer Science, College of Engineering). Future interdisciplinary projects at the DHLC promise to support still more

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

cross-college and inter-departmental connections including collaborations with the MSU College of Business ([REDACTED], MS-Analytics), the College of Music ([REDACTED]), colleagues in CAL from linguistics specializing in attention studies, eye-tracking, and second-language studies ([REDACTED]), and specialists in digital humanities & game studies ([REDACTED] etc.)

Evidence of Peer Recognition

- See Invited Talks in reporting period above. (See C.V. for all in career)
- Research solicited for publication in major collections by leaders in core subfields: cognitive literary studies, 18th-C literature, and digital humanities: [REDACTED]
- *Recognition at Michigan State University* (FS 2013- present)
 - 3 awards at MSU for mentoring students in interdisciplinary research
 - Invited Faculty Speaker at Honors College
 - CAL-Story*, selected as Representative Faculty from English, 2015 [REDACTED]
- *National & International Media Coverage* (FS 2013-present)
 - Reporting Period
 - CNN.com*, Interview with [REDACTED], July 2016 [REDACTED]
 - Dagens Nyheter*, Sweden, Interview with [REDACTED] Sept 2016.
 - Chronicle of Higher Education*, forthcoming December 2016

Career (selected)

—NPR, BBC, *Scientific American*, *La Tercera*, *Pittsburgh Post-Gazette*, *Global Reporting of Sweden*, *Huffington Post*, *Salon.com*, (See C.V. for full list.)

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

N/A for reporting period.

*For significant organizational work and conference planning in 2011-13 & career,
i.e. multi-year panel organizer & chair at American Society for 18th-C Studies (ASECS)
conference organization at MSU (Intellectual Leaders, MSU Brain Institute, 3 major events),
PMLA review, etc...see C.V.*

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

University (Fall 2013-present)

- Co-Founder, Digital Humanities and Literary Cognition Lab, MSU, 2012-present.
- Affiliated Faculty, Cognitive Science Program, Michigan State University, 2012-present.
- Honors College Faculty Awards Committee, 2015-present
- Faculty Speaker for Honors College Convocation, MSU, Sept. 2014
- Faculty Representative, Mock-Interview Committee, Rhodes Scholarship, [REDACTED], 2013
- Reviewer for ReCUR, MSU Undergraduate Research Journal, 2013.

College (Fall 2013-present)

- Digital Humanities Steering Committee, 2016-present
 - Intellectual Leader, *The MSU Brain Institute*, 2012-14
 - CAL-Representative & Organizer, *The Neuroscience of Language, Music, & the Arts*, 2012-14
- *Most work for the MSU Brain Institute (2 above) occurred in 2012-13*

English (Fall 2013-present)

- Member of Policy Committee, Fall 2016-2017
- *Full-time work on Policy Committee in 2017 is TBA*
- Member of Undergraduate Committee, 2015-16
 - Member of Salary/Merit Committee, 2015-2016
 - Member of Graduate Committee, 2011-2014
 - Faculty Reviewer, English Department Undergraduate Essay Prizes, Spring 2016
 - Department Representative for English, *CAL Commencement Ceremony*, Spring 2013 & 2014
 - Faculty Speaker, *Association of English Graduate Students (AEGS)*, "Graduate Workshop on Grant Writing," 2016

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

Total Graduate Student Committees Served On in English (in Reporting Period)

Ph.D. Committees—Co-Chaired (3)

- [REDACTED] “Women Writing Men: Mind Writing in 18th-Century Lit”, 2014-present
- [REDACTED] “Narrative vs. Play: A Cognitive Approach to Gaming”, 2015-present
- [REDACTED] “Psychic Occupation & 18th-C Reading,” 2014-16; [resuming FS 2017]

Ph.D. Committees—Committee Member (4)

- [REDACTED], “Working Memory and Popular Culture,” Spring 2016-present
- [REDACTED], “Victorian Contagion,” 2015-present
- [REDACTED], “The Limits of Sympathy,” 2012-2016 (*Completed*, Summer 2016)
- [REDACTED] “Accounting for Failure,” 2013-16 (*Completed*, Summer 2016)

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

- **Faculty Mentor, *Exceptions***, a journal for creative work by students with visual disabilities. *Exceptions* publishes literature and art by undergraduates engaged with issues of vision and sightedness and works to create multi-media platforms that can be digitally translated into audio and brail-accessible type. Outreach at the DHLC, in collaboration with the Resource Center for Persons with Disabilities (RCPD).
- **See Media Coverage** (below) for Public Outreach across Humanities & Sciences

FORM D - IV D ADDITIONAL REPORTING

1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

N/A

2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

One major way that my work integrates across the missions of the university is through my role as Co-Director of the *Digital Humanities and Literary Cognition* (DHLC) lab. The DHLC is an interdisciplinary program that has its home in the Department of English and the College of Arts and Letters, but involves faculty and graduate students from many different colleges on campus, including the Colleges of Social Science, Natural Science, Engineering, Education, Communication Arts and Sciences, and Music. The overarching vision of the DHLC lab is that the creation of a successful explanation of the mind’s rich, diverse cognitive engagements with literature requires a concerted effort by investigators with many intellectual talents, from many different theoretical perspectives and traditions, and across many different academic disciplines. In my role as co-director, I try to facilitate scholarship and research that transcend traditional disciplinary boundaries, and to provide an unprecedented cross-disciplinary forum for graduate (and undergraduate) training that will produce new scholars in the humanities and sciences who have the tools needed to translate across fields to take on this challenging puzzle. As a scholar who specializes in eighteenth-century literature, the history of mind, and literary neuroscience, these commitments extend into both my research and teaching, which are intrinsically intertwined and intrinsically multi-disciplinary. In both my research and my teaching, I emphasize the importance of interdisciplinary scholarship. My book, *Distraction*, brings literary history to cognitive science, emphasizing the importance of eighteenth-century studies and Enlightenment history of mind for understanding our modern views of attention span, scattered focus, and multitasking, as well as the shape our modern neuroscientific experiments on attention take. My eighteenth-century teaching integrates and extends my research to engage students from multiple fields with Enlightenment literature and science, rigorously training core skills in literature and the liberal arts while also encouraging them to develop the cognitive flexibility to move between disciplines and bridge the supposedly “unbridgeable gap” between humanities and sciences.

The next two ways my work integrates scholarship across the missions of the university are through a) *the active involvement of graduate and undergraduate students across colleges* (English, Neuroscience, Linguistics, Education, Psychology, Engineering, etc.) in *interdisciplinary research* and b) in scholarship that has inspired *the development of new cross-college, cross-university, and global collaborations*. In the classroom and at our new *Digital Humanities and Literary Cognition* (DHLC) lab, I challenge students to reach their highest potential by openly presenting them with provoking intellectual problems yet to be solved. The result is a body of new interdisciplinary research that stretches us to operate at the highest caliber: scholarship in literary history of mind, literary neuroscience, digital humanities and media studies. In the lab, my research and teaching are integrated at the deepest level, via a practical, collaborative exploration of new answers to cutting-edge research questions unanswered in multiple fields. I am delighted that the excitement surrounding this work has led to new collaborations at MSU that reach across colleges and institutions.

Examples of this include:

- My service as the CAL representative on the *Institutional Leaders* group, seeking to develop an Interdisciplinary Brain Institute across colleges at MSU. This involved collaborating with interdisciplinary leaders in brain science across MSU, including [REDACTED] [REDACTED] to craft the vision for the proposed MSU Brain Institute (BEAM). I took a lead role in writing white papers for the upper administration and proposals for Eli Broad.
- The invitation to join NYU’s Global Initiative in *Neuroaesthetics*, part of a group of internationally recognized leaders working to design new experiments in the neuroscience of art, music, and literature
- My work creating and continuing grant-work to support new global collaborations through the DHLC, including collaborations with the Wallenberg Foundation, Lund University and Umea University in Sweden; the University of Vienna, [REDACTED], and the University of Hong Kong in China.

The international reach of these collaborations show a third way my work speaks to key integrations of university missions: a) working to establish MSU’s reputation as an international leader in my field (literary neuroscience), b) forging new global collaborations, and c) involving students in such research to foster their development as global citizens.

FORM D - IV D ADDITIONAL REPORTING

A final way that my work integrates university missions at MSU is by blending *academic scholarship and public outreach*. I see my work on Jane Austen—ass well as my new experiments on poetry and music—as providing key springboards for public outreach that affirms the value of humanities in the broader community, reaffirming the recognized power of humanistic and literary studies within the academy. I am particularly happy to see new opportunities for artistic outreach emerging through the lab's new connections to disability studies and the *Resource Center for Persons with Disabilities* (RCPD) via *Exceptions*, a new student journal, hosted at the DHLC, that publishes literature and art by undergraduates across the country with visual disabilities, interviews with public leaders across the visual-disability spectrum, and spearheads multi-media events bringing awareness to the sensory challenges—and cognitive strengths—of individuals across the visual and auditory disability spectrum.

This interdisciplinary work is some of the hardest I have undertaken, but also why I love what I do. I enjoy it most when working with students, either in the classroom or beyond. In this work on eighteenth-century history of mind (*Distraction*), our fMRI of Jane Austen and the new studies emerging from it on poetry and music, the goal is to introduce students in English to interdisciplinary methods and to bring new students in neuroscience, anthropology, education, and engineering to engage more richly with literature and the humanities. The value of these opportunities for students has been well recognized, at the university level and beyond. (See “Significant Effects for Students” above in D-IV A.5) Recent work in the lab has also drawn new attention to the already vibrant interdisciplinary culture at MSU, the College and—particularly—the Department of English, receiving recognition from multiple national and international directions. (See “Interviews and Media” below.) By working interdisciplinarily, I, my colleagues and my students find ourselves exposed constantly to distinct methodologies from other fields, new and innovative ways to situate our research questions, and most importantly, inventive new applications that emerge—at times through their productive dissonance—for our own theories and research, advancing scholarship in multiple fields.

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

Awards Outside Reporting Period

2012-13, *Intellectual Leaders*, MSU Brain Institute

2011 Alden Dissertation Prize, For best dissertation at Stanford University.

2010 ACLS/Mellon Recent Doctoral Recipients Fellowship

2009 Mellon/ACLS *Recent Doctoral Recipients Fellowship*

2008 Mellon/ACLS *Dissertation Completion Fellowship*

Full List of Plenary and Invited Talks | Significant Academic Impact & Outreach (Career)

2016 —Stanford University, *Novel Knowledge*, May 6-7, 2016

2015 —NYU, *Neuroaesthetics*, “Attention and Pleasure in Poetry Reading,” Oct. 2015
—Kent State University, Why the Humanities, “Interdisciplinary Research and the Value of Literary Study,” **Plenary Speaker**, July 9-12, 2015

—Stanford University, *Micromégas*, Invited Respondent, Feb. 2015

2014 —Lund University, Sweden, “Patterns of Attention and Memory in Reading Jane Austen,” *Culture, Brain, Learning*, Wallenberg Foundation, Nov. 19-21, 2014

—Vanderbilt University, “Interdisciplinary Research in Literary Neuroscience and Digital Humanities,” Department of English, Nov. 13, 2014

—New York University, *Neuroaesthetics*, May 22-24, 2014

—University of Arizona, “New Frontiers in Literature & Cognition,” *Humanities, Medicine & Wellness Conference*, **Plenary Speaker**, Feb. 26, 2014

2013 —University of Michigan, “Jane Austen, Attention, and Distraction,” Co-Sponsored by Eighteenth-Century Studies and Nineteenth-Century Forum, Nov. 20th, 2013

—OSU, *Project Narrative*, “The Neuroscience of Narrative,” Sept. 23, 2013

—Michigan State University, *Board of Trustees*, “Literary Neuroscience,” April 12, 2013

—Carnegie Mellon University, “Your Brain on Jane Austen,” **Keynote**, Mar. 4, 2013

—Michigan State University, *Brain Research Workshop II*, “An Interdisciplinary Study of Literary Attention,” Jan. 15, 2013

FORM D - IV D ADDITIONAL REPORTING

- 2012** —Umea University, Sweden, “Digital Humanities & Literary Cognition,” Dec. 5-6, 2012
—Stanford University, *Literary Lab*, “Literary Neuroscience & DH,” May 2012
—Duke University, “Narrative Immersion & the Science of Empathy,” Duke Institute for Brain Sciences & Franklin Humanities Institute, Apr. 18-19, 2012 [REDACTED]
2011 —Duke University, *Neurohumanities*, “Attention: A Cognitive Approach to Literary Focus,” Duke Institute for Brain Sciences & the Franklin Humanities Institute, Nov. 3, 2011

Full List of Media Coverage | Significant Public Impact & Outreach (Career)

National and International Media Coverage

- CNN.com*, Interview with [REDACTED], July 2016 [REDACTED]
—British Broadcast Channel (BBC), *Radio 4*, Jan. 2013 [REDACTED]
—*New Zealand Listener*, Interview with [REDACTED], Feb. 2, 2013
—National Public Radio (NPR), *Morning Edition*, Oct. 2012 [REDACTED]
—Radio New Zealand, Oct. 2012
—*Salon.com*, Interview with [REDACTED] Sept. 19, 2012
—*Huffington Post*, Interviews with [REDACTED]
 “Why Reading Is Good For Your Brain,” Sept. 14, 2012
 “Jane Austen Weekly: the Brain and Mind,” Oct. 5, 2012
—*Scientific American*, Interview with [REDACTED], “What Jane Austen can teach us about how the brain pays attention,” Oct. 22, 2012
—*La Tercera*, Interview with [REDACTED], “Jane Austen: la ciencia y el arte de poner atención,” Dec. 1, 2012
—*Global Reporting*, Wallenberg Foundation, Sweden, Interview with [REDACTED], May 2013

Academic & Local Coverage

- Oxford Handbook for Interdisciplinary Pedagogy*, [REDACTED]
—*CAL-Story*, selected as Representative Faculty from Dept. of English, 2015 [REDACTED]
—*Faculty Research Highlights*, MSU College of Arts and Letters, 2013 [REDACTED]
—*Philosophy Talk*, Stanford Radio Interview, Mar. 2013
—*Pittsburgh Post-Gazette*, Interview with [REDACTED] Feb. 2013
—*WKAR*, “MSU lab examines literature’s effects on the brain,” Oct. 2013
—*WAMC*, “The Academic Minute,” Feb. 2013
—*Impact 89 FM*, Sept. 2012
—*MSU News*, “Reading the Classics: It’s More Than Just for Fun,” Sept. 14, 2012 [REDACTED]
—*Stanford News Report*, Interview with [REDACTED]
 Stanford researchers are taking notes” Sept. 7, 2012 [REDACTED]

Forthcoming Coverage

- The Chronicle of Higher Education*, “Distraction,” [Dec., 2016]

Note Regarding Reporting Period Used: The reporting period (FS 13-present) used here was chosen based on the advice of [REDACTED], English Department Chair. Her choice was based on the fact that no academic activity for SS14—and far from all in FS13—would likely have been covered in the previous review (drafted, Aug. 2013). Some light crossover between the 2 reporting periods is to be expected, but only for FS13.

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status		\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded		
I. Instruction *Grants listed under instruction here include grants funding mentored student research.							
1) Grantor: College of Arts & Letters (CAL)	Oct. 2016	\$1K	<input type="checkbox"/>	\$750	<input type="checkbox"/>		
1) Focus: CAL-URI Undergraduate Research Grant 1, 2016-17 Undergraduate Research: <i>"Cognitive Studies of Poetry and Aesthetic Pleasure"</i> (3 students in humanities)							
2) Grantor: College of Arts & Letters (CAL)	Oct. 2016	\$1K	<input type="checkbox"/>	\$750	<input type="checkbox"/>		
2) Focus: CAL-URI Undergraduate Research Grant 2, 2016-17 Undergraduate Research: <i>"The Stories We Hear in Music"</i> (2 students in humanities)							
3) Grantor: College of Arts & Letters (CAL)	Oct. 2015	\$1K	<input type="checkbox"/>	\$1K	<input type="checkbox"/>		
3) Focus: CAL-URI Undergraduate Research Grant, 2015-16 Undergraduate Research: <i>"New Frontiers in Literary Neuroscience: Attention, Memory, & Literary Concreteness"</i> (3 students)							
4) Grantor: College of Arts & Letters (CAL)	Sept. 2013	\$1K	<input type="checkbox"/>	\$1430K	<input type="checkbox"/>		
4) Focus: CAL-URI Undergraduate Research Grant 1, 2013-14 Undergraduate Research: <i>"The Neuroscience of Narrative: Interdisciplinary Learning through Literary Experiments and DH"</i> (2 students)							
5) Grantor: College of Arts & Letters (CAL)	Sept 2013	\$1K	<input type="checkbox"/>	\$1430K	<input type="checkbox"/>		
5) Focus: CAL-URI Undergraduate Research Grant 2, 2013-14 Undergraduate Research: <i>"Literature, Science, & History of Mind: Interdisciplinary Work in Literary History, DH, and Reading"</i> (2 students)							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor): Focus of Grant (Focus:)		Date Submitted	\$ Amount Requested	Pending	Status \$ Amt Funded	Not Funded	\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
II. RESEARCH ACTIVITY GRANTS								
1) Grantor: National Science Foundation		July 2016	\$499K	X Pending <input type="checkbox"/>		<input type="checkbox"/>		
1) Focus: Interdisciplinary Research in Music Cognition & Narrative Neuroscience Title: <i>"The Role of Narrative in Music Perception."</i> *Note: This grant supports international extension activities by way of cross-cultural collaboration with University of Hong Kong in China								
2) Grantor: MSU College of Business, Center for Business & Social Analytics (CBSA)		Nov. 2016	\$24,702	X Pending <input type="checkbox"/>		<input type="checkbox"/>		
2) Focus: Interdisciplinary Research, <i>Innovations in Business & Social Analytics (IBSA)</i> Title: <i>"The Stories We Hear in Music: How Research in Music Cognition and Narrative Neuroscience Can Shape Music, Film, & Advertising"</i>								
3) Grantor: American Council of Learned Societies (ACLS)			\$85K	<input type="checkbox"/>	\$85K	<input type="checkbox"/>		
3) Focus: ACLS Digital Innovations Fellowship, 2015-17 (final year, one of 9 projects selected nationally) Title: <i>"The Neuroscience of Reading: Integrating Digital Humanities and Literary Cognition."</i>								
4) Grantor: : Global Institute for Advanced Studies (GIAS), New York University (NYU) *Invited Internal Grant at NYU		Date Invited Sept. 2014	\$30K	<input type="checkbox"/>	\$30K	<input type="checkbox"/>		
4) Focus: Neuroaesthetics, Global Institute for Advanced Studies (GIAS) , Invited Collaborator for Internal Grant at NYU. Title: <i>"New Experiments in the Neuroaesthetics of Art, Music, and Literature: An Interdisciplinary fMRI Study of Poetry Reading."</i> *Note: This grant supports international extension activities by way of international collaboration with								
5) Grantor: Science Studies Program (s3), Lyman Briggs College, MSU		Sept. 2014	\$10K	<input type="checkbox"/>	\$10K	<input type="checkbox"/>		
5) Focus: Science Studies Grant (s3), 2015-2016 Title <i>"Digital Humanities and Literary Neuroscience."</i>								
6) Grantor: MSU HARP-P Grant		Aug 2015	\$4,202		\$4,202			

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FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor): Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co- Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
6) Focus: Humanities & Arts Research Program Production Grant (HARP-P) , Jan. 2015-Dec. 2017 Title: Book Production Grant for <i>Distraction: Problems of Attention in Eighteenth-Century Literature</i> (JHUP, 2016).							
7) Grantor: College of Arts & Letters (CAL) Summer Faculty Fellowship	Mar 2016	\$12,382	<input type="checkbox"/>	\$12,382	<input type="checkbox"/>		
7) Focus: CAL Faculty Summer Fellowship , May 2016-Aug. 31, 2016 Title " <i>Cognitive Intersections in Narrative Engagement with Music & Language</i> "							

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