

THE UNIVERSITY OF BRITISH COLUMBIA
Curriculum Vitae for Faculty Members
Addendum

Date: May 3, 2021

Initials:

1. **SURNAME:** Jacques **FIRST NAME:** Melissa
MIDDLE NAME(S): May
2. **DEPARTMENT/SCHOOL:** English and Cultural Studies
3. **FACULTY:** Creative and Critical Studies
4. **PRESENT RANK:** Associate Professor of Teaching **SINCE:** July, 2016

5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
University of Alberta	PhD	English	1997-2006
University of British Columbia	MA	English	1994-1996
University of British Columbia	BA	English	1986-1994

Special Professional Qualifications

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
University of Alberta/English and Film Studies	Sessional/Contract Staff	2005-2011
University of Alberta/English	GTA/Primary Instructor	1997-2005

(b) *At UBC*

Rank or Title	Dates
Instructor 1	2011-2016
Associate Professor of Teaching	2016-present

(c) *Date of granting of tenure at U.B.C.: July 2016*

7. **LEAVES OF ABSENCE**

University, Company or Organization at which Leave was taken	Type of Leave	Dates
University of British Columbia, Okanagan	Sabbatical	07/17-07/18
University of British Columbia, Okanagan	Medical Leave	06/19-01/20

8. **TEACHING**

(a) ***Areas of special interest and accomplishments***

Areas of Special Interest:

I was hired to teach first-year classes in English and composition. These classes are writing intensive and teach students through practice, revision, and reflection. I found the composition courses a challenge in my first two years as it was my first experience teaching a course devoted exclusively to writing. It forced me to reflect critically on my pedagogy, which was reflected in a shift in my TEQ scores for these classes by my third year.

This year I taught my first second-year course in composition for the English program, and out of that experience I have developed an equivalent class for GWST that will be offered next year.

I have moved away from first-year classes in English over the last six years and have taught more senior-level courses in English and Cultural Studies. These have allowed me to explore my research interests in the classroom. (These include representations of horror/atrocities, crime fiction, trauma theory, medical humanities, memoir.) In the fall of 2014, I started teaching courses in critical theory (ENGL 250/CULT 275 and ENGL 309/CULT 371). I've also taught two theory courses at the graduate level: English 502/IGS 501Y: Methodologies Cultural Theory and English 501/IGS 501X: Methodologies: Critical Theory.

I look forward to designing courses in both writing studies and popular culture for GWST in the coming year.

Teaching Accomplishments:

- FCCS Teaching Award for Excellence for 2015

Prior to my employment at UBC, I taught for thirteen years in the English and Film Studies Department at the University of Alberta. My teaching awards there include:

- Faculty of Arts Graduate Teaching Award (2003).
- William Hardy Alexander Award for Excellence in Undergraduate Teaching (2009)
- Faculty of Arts Contract Instructor Teaching Award (2009).

(b) **Courses Taught at UBC**

	Course	Scheduled	Class	Hours Taught			
	Number	Hours	Size	Lectures	Tutorials	Labs	Other
W1 2011	ENGL 112 x2	39	35	3 Hours			
W1 2011	ENGL 153	39	50	3			
W2 2011	ENGL 112 x2	39	35	3			
W2 2011	ENGL 150	39	50	3			
S2 2012	ENGL 493/ CULT 490	39	36	7/Week			
W1 2012	ENGL 112	39	140	2			
W1 2012	ENGL 112	39	35	3			
W2 2012	ENGL 112 x2	39	35	3			
W2 2012	ENGL 153	39	50	3			
S2 2013	ENGL 493/ CULT 490	39	35	7/week			
W1 2013	ENGL 112 x3	39	35	3			
W2 2013	ENGL 151x3	39	35	3			
S1 2014	Engl 525D	39	1				3 hrs/ week
W1 2014	ENGL 153x2	39	35	3			
W1 2014	ENGL 250/ Cult 275	39	17	3			
W2 2014	ENGL 151x3	39	35	3			
S1 2015	ENGL 493/ CULT 400			3			
W1 2015	ENGL 153x2			3			
W1 2015	ENGL 501/ IGS 501X		2				2 hrs/ week
W1 2015	ENGL 502/ IGS		13				3 hrs/ week
W1 2016	ENGL153 X2	39	35x2	3			

W1 2016	ENGL503	25	4				2 hrs/ week
W2 2016	ENGL150	39	35	3			
W2 2016	ENGL250/ CULT275	39	50	3			
W2 2016	ENGL493/ CULT400	39	30	3			
W 2018	ENGL112 X2	39	35x2	3			
W1 2018	ENGL309/ CULT371	39	35	3			
W2 2018	ENGL493/ CULT400/ ENGL522	39	25	3			
W2 2018	ENGL112	39	35	3			
W2 2019	ENGL 250/ CULT 275	39	31	3			
W2 2019	ENGL 456/ CULT 475	39	11	3			
W2 2019	ENGL 522	39	1	3			
W1 2020	ENGL 250/ CULT 275		34	1.5			2
W1 2020	ENGL 203		29	1.5			2
W2 2020	ENGL 250/ CULT 275		27	1.5			1.5
W2 2020	ENGL 493/ CULT 400		18	1.5			1.5
W2 2020	ENGL 501		3	1.5			1.5

(c) **Graduate Students Supervised (If Applicable)**

Student Name	Program Type	Year		Principal Supervisor	Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish		
Brianna Ferguson	MFA CRWR	2020	2021	Michael V. Smith	Committee Member
Kyla Morris	MA ENGL	2019	2021	George Grinnell	Co-Supervisor
Mark Buchanan	MA ENGL	2015	2016	Constance Crompton	Committee Member
Mina Rajabi Paak	MA IGS	2013	2014	George Grinnell	Committee Member
Grace Cleveland	MA ENGL	2013	2014	Allison Hargreaves	Co-Supervisor

Note: It is not the norm for faculty in the Educational Leadership Stream to participate in graduate supervision.

(d) A Summary of Student Evaluations of teaching effectiveness scores over the past five years (or since appointment if less than five years)

W1 2011	ENGL 112: 3.5 + 3.47	ENGL 153: 4.33 (Total=11.3)
W2 2011	ENGL 112: 4.0 + 4.59	ENGL 150: 4.08 (Total=12.67)
Summer 2012	ENGL 493/CULT 490: 4.23	
W1 2012	ENGL 112: 3.8 + 3.9	ENGL 153: 4.6 (Total=12.3)
W2 2012	ENGL 112: 4.5 + 4.3	ENGL 153: 3.9 (Total=12.7)
Summer 2013	ENGL 493/CULT 490: 4.5	
W1 2013	ENGL 112: 4.7 + 4.4 + 4.3 (Total=13.4)	
W2 2013	ENGL 151: 4.3 + 4.1 + 4.6 (Total=12.9)	
Summer 2014	<i>(Directed Reading ENGL 525D / No data available)</i>	
W1 2014:	*ENGL 153N: 4.7 + 4.8	ENGL 250/CULT 275: 4.6 (Total=14.1)
W2 2014	ENGL 151: 4.5 + 4.4 + 4.3 (Total=13.2)	
Summer 2015		
W1 2015	*ENGL 153N: 4.6 + 4.7	
	ENGL 501/IGS 501X (2 Students / No Data Available)	
	ENGL 502/IGS 501Y (13 Students / No Data Available)	
W1 2018	ENGL 112: 3.88 + 3.25	
	ENGL 309/CULT 471: 4.21	
W2 2018	ENGL 112: 4.12	
	N.B. No data available for ENGL 493/CULT 400	
W2 2019	No TEQs	
W1 2020	ENGL 203: 4.5	
	ENGL 250/CULT 275: 3.75	

Note: *ENGL 153N=Hybrid Narrative and Composition Course for Nursing Students

(e) Continuing Education Activities

(f) Visiting Lecturer (indicate university/organization and dates)

(g) Other (Workshops and Seminars attended)

University of British Columbia

- International Program for the Scholarship of Educational Leadership: UBC Certificate in Leadership and Pedagogy in Higher Education (audited), May to September 2020.
- Basic Weekend Workshop in Narrative Medicine, Columbia University, October 2019.
- Classroom Tech Orientation, Centre for Teaching and Learning (CTL), September 2011.
- Copyright Compliance for Professors, UBC Library, September 2011.
- Inclusive Classrooms (Equity), Equity Office and CTL, September 2011.
- WebCT Vista Gradebook, CTL, September 2011.

University of Alberta

Writing across the Curriculum (WAC) Workshop/Seminar: Teaching Writing Studies 101, U of A. April 28-May 1, 2009.

Preparing a Teaching Dossier. University Teaching Services Workshop, February 2009.

WAC Workshop/Seminar: Developing Writing-Intensive Courses. April 2-May 2, 2008.
 Proseminar 2: Introduction to Teaching First-Year English. Department of English.
 September, 1997.
 Proseminar 7: Theories of Pedagogy. Department of English. Winter, 1996.

9. **EDUCATIONAL LEADERSHIP**

(a) *Areas of special interest and accomplishments*

I am involved in the scholarship of teaching and learning. In 2016, I attended the annual European Conference on Education in Brighton, UK and presented on my experience of using “creative” assignments within the composition course I’d designed for Nursing students. I’ve also presented this material with the Campus Alberta Writing Studies group and am currently developing this research into an article. I’ve also been engaged in research on the politics and pragmatics of labour in tenure-track teaching-intensive positions. This work falls under the rubric of the scholarship of educational leadership.

More recently, I’m undertaking research and teaching in the field of medical humanities. I presented a paper at a Medical Humanities conference in New Jersey in October (Chronicity and Crisis: An International Conference on Time in the Medical Humanities), and I’m part of a multi-campus team organizing an international conference in Medical Humanities that—before the pandemic—would have taken place in Banff in April 2020 (Literary Arts and Health Humanities Today and Tomorrow). In the second term of Winter 2019, I taught a cross-listed fourth-year course on Graphic Medicine.

(Until 2015, my main contributions to educational leadership were undertaken through my role as Chair of the FCCS Curriculum Committee.)

(b) *Curriculum development/renewal*

Spring 2021: Designed GWST 240, a second-year communications course that will be offered for the first time in Winter 2021.

Spring 2020: Member of a team of writing instructors in ECS tasked with designing ENGL 109:

In my role as Curriculum Chair for FCCS (2013-2015), I was actively engaged in educational leadership in the following ways:

- I met regularly with faculty members as they developed curricula in order to guarantee that proposals fulfilled the expectations of the various committees through which their curriculum items must pass (departmental programs, UPPCC, FCCS Curriculum, and Senate Curriculum).
- I provided support to members of UPPCC during their consideration of Curriculum items presented to that committee. My knowledge of the process and concerns of Senate Curriculum was integral to the process at a Faculty level.
- Once curriculum items were discussed at UPPCC and FCCS Curriculum, I worked one-on-one with initiators to address concerns raised in either or both committees and to help them revise their documents.

- I worked, in tandem with the Dean, Wisdom Tettey, and the Associate Dean, Robert Egelston, to change the culture of the faculty by acting to ensure that all new curriculum proposals are accompanied by a rationale that addresses the programs themselves rather than the needs of the individuals proposing changes. This has been especially important with new courses.

- I worked actively as an advocate for FCCS on the Senate Curriculum Committee and was a member of several sub-committees of Senate Curriculum.

In addition to my role as Chair of the FCCS Curriculum Committee, I developed and delivered a Graduate Directed Readings Course (ENGL 525D) on Trauma Theory for an IGS MA student (Summer 2014).

(c) *Pedagogical Innovation*

Like all teaching faculty, in the last year I have had to adapt my courses to the online context. As a result, I have become more proficient in Canvas, and (to my surprise) have found myself comfortable and confident leading synchronous classes via Collaborate Ultra. While I look forward to returning to the classroom, this last year has forced me to be much more reflexive about my teaching style and my relationship to technology. I was surprised, along with many of my students, by the potential for intimacy/immediacy in an online synchronous class. The highest compliment I received this year, especially in my theory classes, is that the online sessions felt as if they'd taken place in an actual classroom.

I have used WebCT and Blackboard. While I have used presentation software (Power Point and Prezi), I have found that this can limit interaction within smaller classes. Because my courses are either skills-based, or a combination of both skills-based and content delivery, I encourage experiential learning through such things as workshops and mini-conferences where students present their work to their peers.

In my first-year courses I also include a creative writing component. I've had students produce a variety of assignments, including a short creative piece (short story, sonnet, or memoir, depending on the course content). This has proven to be a remarkably effective approach to teaching both literature and composition in a first-year context. It supplements the intellectual content of these courses by giving students the chance to learn through experience.

(d) *Applications of and contributions to the scholarship of teaching and learning*

I've given several SoTL papers, two of which I'm developing into articles. (See Conference Presentations and Works in Progress).

(e) *Teaching and Learning Grants*

(f) *Formal educational leadership responsibilities*

(g) *Innovation in the use of learning technology*

(h) Other educational leadership contributions

September 2020-April 2021: Teaching mentor: Lindsay Farrugia (new sessional instructor teaching ENGL 112)

Faculty mentor to Myron Campbell, now a tenured Associate Professor in Creative Studies. While this began as an informal mentorship, it eventually involved very active and labour-intensive input on his tenure file.

I delivered a workshop on the Teaching Dossier for FCCS (W2 2011).

10. SCHOLARLY AND PROFESSIONAL ACTIVITIES**(a) Areas of special interest and accomplishments**

In my doctoral work, I focused on experimental/avant-garde art and literature; a secondary area of specialization was critical theory. In my dissertation I read experimental representations of the Holocaust (in visual art, memoir, and fiction) through a variety of theoretical paradigms including psychoanalysis, deconstruction, and trauma theory.

I am also interested in the intersection between genocide studies and popular culture, and have taught and given presentations in this area.

In addition to my academic specialization, I am a creative writer (non-fiction) and have published and won an award for this work.

In terms of SoTL, I am undertaking research on the relationship between pedagogy and trauma as well as on the function of creative assignments (poetry, fiction, memoir) within the composition classroom, as well as the politics and material experience of the tenure-track teaching stream. In tandem with my interest in developing courses in Medical Humanities for our campus, I am narrowing my research focus to representations of trauma in popular culture.

(b) Invited Presentations

"Mid-Century Modern and the Aesthetics of Fascism." History and Memory Colloquium (in partnership with HIST 495U, organized by Dr. Brigitte L Normand). UBCO, March 29, 2018.

Participant in a roundtable discussion, "Commemorating Genocide and Ethnic Cleansing: Transatlantic Perspectives" (as part of the Unit 6 Urban Studies/History Speakers Series, with Allison Hargreaves, Brigitte Le Normand, Janet MacArthur, and Margo Tamez). UBCO, February 16, 2016.

"The Aftermath of Genocide: Trauma and the Second Generation." This was a collaborative seminar presentation developed (delivered twice) with Dr. Allison Hargreaves at the Human Rights and Genocide Symposium. UBCO, April 9, 2013.

"From Latent to Blatant: Queering *Battlestar Galactica*." Panelist, Pure Speculation Convention. Edmonton, AB. October 2010.

"Commix, Memoir, and Holocaust Representation: An Introduction to Spiegelman's *Maus*." Guest lecture, *English 209: Making Readers*, by invitation of Dr. Tracy Kulba. Department of EFS, University of Alberta, November 2007.

Television appearance as a literary expert in the Reel Girls Media series *Booked*. This episode

features a roundtable discussion of Natsuo Kirino's award-winning literary mystery *Out*. The program was aired on Access, Book TV, CLT, and Bravo in October 2005.

(c) Other Presentations

- "Tracing the Holocaust." Seminar presentation delivered to the interdisciplinary Holocaust Workshop. Department of History and Classics, University of Alberta. March 2007.
- "Yes, We Have No Boltanskis." Seminar presentation delivered to the Holocaust Workshop. Department of History and Classics, University of Alberta. February 2005.
- "There's No Place Like Home: The Architecture of Violence in the Work of David Wojnarowicz." Public Works Speakers' Series, Department of English, University of Alberta. March 1999.

(d) Other

(e) Conference Participation (Organizer, Keynote Speaker, etc.)

- "Trauma, Affect, and Rupture in Multimodal Texts: Teaching Graphic Medicine in the Arts and Humanities." Teaching Life Writing Conference December 10-11, 2020.
- "After the End: Interminable Grief in the Graphic Memoirs of Anders Nilsen." Chronicity and Crisis. Montclair State University, New Jersey. October 25-26, 2019.
- "Maureen and Melancholia: Violence, Misogyny, and Power in the *Garnethill* Trilogy." Captivating Criminality 4, Bath Spa University, July 2017.
- "The Ballad of the Carrot and the Stick (or, the Uncanny Vicissitudes of Tenure)." Precarious Academic Labour in the Age of Neo-Liberalism. Okanagan College, Kelowna, BC, May 5-6, 2017.
- "Narrative Reciprocity as Pedagogy." CAWS Spring Colloquium, Campus Alberta Writing Studies, University of Calgary, April 28, 2017.
- "Mid-Century Modern and the Aesthetics of Fascism." Noir in the North, Centre for Studies in Memory and Literature, University of Iceland, Reykjavik, November 16-17, 2016.
- "Narrative Knowledge as Practice in the Nursing Classroom," The European Conference on Education. Brighton, UK, June 29-July 3, 2016.
- "Cabin Fever: Sharon Riis's Colonial Fantasies." ACQL/AQCL, Congress of the Humanities and Social Sciences. University of Ottawa, May 2015.
- "The Project of Selfhood: Vampires, Race, and the Archive." CACLALS, Congress of the Humanities and Social Sciences. University of Ottawa, June 2015.
- "Rewriting History: Race, Gender and the Contemporary Vampire." CALA, Congress of the Humanities and Social Sciences. University of Victoria. May 2013.
- "The Art of Memoir: The Architecture of Loss in Lisa Appignanesi's *Losing the Dead*." ACCUTE, Congress of the Humanities and Social Sciences. University of Saskatchewan, May 2007.
- "Eisenstein as Vicarious Witness." ACQL/AQCL, Congress of the Humanities and Social Sciences. University of Saskatchewan, May 2007.
- "Giorgio Agamben Meets the Wachowskis: The State of Exception in *V for Vendetta*." Narratives of Citizenship. University of Alberta, Edmonton, AB, March 2007.
- "The Ethics of Failure: Childhood, Photography, and Holocaust Memory." The Future of Memory: An International Holocaust and Trauma Studies Conference. University of Manchester, Manchester, UK, November 2005.
- "On Pornography: The Photograph as Holocaust Fetish." Visible Evidence XII. Concordia University, Montréal, PQ, August 2005.
- "Sleeping with the Enemy: Bryan James' *Stockholm(e) Syndrome*." CACLALS, Congress of the Humanities and Social Sciences. University of Western Ontario, May 2005.
- "Revenge of the 'Nice' Modernists, or, How I Stopped Worrying and Learned to Love Mid-

- Century Design.” Archiving Modernism. University of Alberta, July 2003.
- “To Be or Not to Be: Identity Politics and Post-Holocaust Philosophy.” Notions of Self and Selfhood. First Annual Conference in Comparative Literature, Religion and Film/Media Studies. University of Alberta, May 2002.
- “Topography of the Trace: Genocide and the Contemporary Avant-Garde.” Refiguring History: Between the Psyche and the Polis. University of Newcastle, Newcastle-Upon-Tyne, UK. May 1999.

11. **SERVICE TO THE UNIVERSITY**

(a) *Areas of special interest and accomplishments*

(b) **Memberships on committees, including offices held and dates**

University of British Columbia

Hiring Committee, English Program, Department of English and Cultural Studies, 2019.
Standing Committee on Reappointment, Promotion, and Tenure (SCRPT), Department of Critical Studies, 2016-2017.

Reviewing *ENGL 112: Studies in Composition*, Department of Critical Studies, January-April 2017. (A working committee tasked with revising and regularizing the learning outcomes, readings, and assignments for the department’s first-year composition course.)

Teaching and Learning Committee, Faculty of Creative and Critical Studies, 2011-2013, 2014-2017.

FCCS/IKBAS Working Group, 2015-2016.

Curriculum Committee (Chair), Faculty of Creative and Critical Studies, UBC, 2013-15.

FCCS Teaching and Learning Committee, UBC, 2014-2018.

Senate Curriculum Committee, UBC, 2013-2015.

Joint Meeting of the Curriculum and Learning and Research Committees, UBC, 2013-2015.

Senate Curriculum Committee Working Group, UBC, 2014.

Hiring Committee (Head of Department), Department of Critical Studies, 2013-2014.

Undergraduate Programs and Planning Committee, Faculty of Creative and Critical Studies, 2012-2015.

Standing Committee on the First-Year Experience (Chair), Department of Critical Studies, 2012-2013.

Curriculum Committee, Faculty of Creative and Critical Studies, 2011-2012, and 2012-2013.

First Year Committee in English (Chair), Department of Critical Studies 2011-2012.

Merit and PSA Review Committee, Department of Critical Studies, 2011-2012.

Teaching and Learning Committee, Department of Critical Studies, 2011-2012.

University of Alberta

Contract Academic Staff: Teaching (CAS:T) Representative, Chair’s Advisory Council, English and Film Studies (EFS), University of Alberta. 2009-2011.

Jury Member, Davenport Prize for Poetry, Folinsbee Prize for Creative Writing, EFS. April 2009, 2010.

CAS:T Representative, Write Program Committee, EFS. 2008-2009.

Guest Lecturer, “Principles of Pedagogy I: Teaching Literature,” Proseminar C, by invitation of Dr. Lahoucine Ouzgane, EFS. March 2008.

CAS:T Representative, Chair’s Advisory Council, EFS, 2007-2008.

CAS:T Representative, Writing Task Force, U of A. Winter 2007.

CAS:T Representative, Ad Hoc First-Year Curriculum Committee, EFS. Winter 2007. This committee

researched course models, organized a retreat, and developed departmental feedback processes for the implementation of our new three-credit first-year curriculum.
 CAS:T Representative, Write Program Committee, EFS. 2006-2007.
 Panelist, by invitation of Dr. Heather Zwicker, "5x5: A Dialogue about the Graduate Program," EFS. October 2005.
 Panelist, by invitation of Dr. Cheryl Suzack, Chair of the Equity Committee, EFS, to address the issue of classroom climate in the inaugural session of the committee's panel series, "Hot Button Issues." January 2005.
 Panelist, by invitation of Dr. Daphne Read, to speak about my experience as a novice first-year instructor to new graduate-student teachers. "Proseminar 2: Introduction to Teaching First-Year English." September 1998.

(c) Other service, including dates

Reader, MA IRP (English). Shohel Rana's "Normalizing Surveillance in Dave Eggers' *The Circle*." August, 2020. (Supervisor, Dr. George Grinnell)
 Reader, Honours (English). Noelle Viger's "When Realism is not Real: Challenging the Narrative of the "Arab Spring" Through an Analysis of *The Queue*." April, 2019. (Supervisor, Dr. David Jefferess)
 Honours Supervisor (English), Gillianne Hardy-Legault's "Creating Culture through Commodities: Identity Formation in *High Fidelity* and *Confessions of a Shopaholic*." May 2017-April 2018.
 Honours Supervisor (English), Lexie Hofer's "Genre, Gender, and Trauma in Marvel's *Jessica Jones*." May 2016-April 2017.
 Participant in recruitment event, Destination UBC, Saturday, May 9, 2015.
 Guest Lecture on Michel Foucault and Sarah Ahmed, IGS 501 / ENGL 502, March 26, 2015. (Invited by Dr. Ruthann Lee)
 Translator and editor, Abstracts for publications in Spanish, for Dr. Francisco Pena in preparation for his tenure application. Summer 2013.
 Aspire Workshop, April 10, 2014. (A full-day "visioning" workshop for faculty across campus.)
 Reader, Honours (English). Alison Brodie's "Dominion over Minds by Proselytism: The Discourse of Terror in *Letters on a Regicide Peace* and the Bush Doctrine," March 2013. (Supervisor, Dr. George Grinnell)

12. SERVICE TO THE COMMUNITY

(a) Memberships on scholarly societies, including offices held and dates

CACLALS: Canadian Association for Commonwealth Literature and Language Studies (2014-2015).
 ACQL/AQCL: The Association for Canadian and Quebec Literatures (2014-2015).
 Canadian Applied Literature Association, Member at Large. (May 2013-May 2014).
 (Vetting papers and proposals for the Association's conference at Congress, May 2014.)

(b) Memberships on other societies, including offices held and dates

(c) Memberships on scholarly committees, including offices held and dates

(d) Memberships on other committees, including offices held and dates

(e) Editorships (list journal and dates)

(f) Reviewer (journal, agency, etc. including dates)

Reviewing Renzo Pegoraro's textbook manuscript, *Introduction to Medical Humanities*, for Springer.

(g) *External examiner (indicate universities and dates)*

(h) **Consultant (indicate organization and dates)**

During the second term of 2019, I participated on a panel of English and Cultural Studies instructors designed to address concerns and build relationships with high school teachers in the Okanagan Valley.

During the second term of 2012 (March 1, 2013), I met with thirteen English teachers from the Central Okanagan School district. The purpose of this meeting was to share information about expectations and pedagogy in order to help high school teachers to better prepare their students for university.

(i) *Other service to the community*

13. **AWARDS AND DISTINCTIONS**

(a) **Awards for Teaching (indicate name of award, awarding organizations, date)**

FCCS Award for Excellence in Teaching, UBC, 2015.

William Hardy Alexander Award for Excellence in Undergraduate Teaching, University of Alberta, 2009.

Faculty of Arts Contract Instructor Teaching Award, University of Alberta, 2009.

Faculty of Arts Graduate Student Teaching Award, University of Alberta, 2003.

(b) **Awards for Scholarship (indicate name of award, awarding organizations, date)**

2000-2001 Province of Alberta Graduate Fellowship, University of Alberta

May 1999 Sarah Nettie Travel Bursary, University of Alberta

May 1999 J. Gordin Kaplan Graduate Student Award, University of Alberta

1998-2000 SSHRC Doctoral Fellowship, University of Alberta

1998-2000 Honorary Izaak Killam Memorial Fellowship, University of Alberta

1998-2000 Walter H. Johns Graduate Fellowship, University of Alberta

1996-1998 Province of Alberta Graduate Fellowship, University of Alberta

1996-1998 University of Alberta PhD Scholarship

1995-1996 University of British Columbia Graduate Fellowship

1988-1989 University of British Columbia Scholarship for Part-Time Study

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

(d) **Other Awards**

2010 The *Malahat Review's* Open Season Award for Creative Nonfiction

14. **OTHER RELEVANT INFORMATION (Maximum One Page)**

Four years ago, at the insistence of Human Resources (and in response to recommendations by the Faculty Association) the Acting Dean in FCCS was forced to reduce the teaching load for those of us in the Educational Leadership Stream to 3 and 3, giving us the summers free to undertake research and activities specific to the Leadership component of our position. The current dean of FCCS, Bryce

Traister, has reduced this teaching load even further. The norm is now 3 and 2. This has made a huge difference to the working lives and professional development of those of us in this stream. However, my own profile reflects the challenging nature of the workload for faculty in the tenure-track teaching stream during my first six years here. My publishing record is not what I had hoped it would be at this stage in my career, and I did not apply for grants until Winter 2019. I submitted a LOI for the ALT-Fund in November of last year, which, while unsuccessful, marked an important shift in my career development at UBCO. In spring of last year, I received a Partnership Grant (FCCS and Exeter University) to support a research trip to Exeter to work with faculty in the Wellcome Trust Centre there. (Postponed due to the pandemic.)

In September of this year I went through the process of being cross-appointed to GWST in CCGS. While the impetus for this move was a personal one, I look forward to the opportunities available to me in my new program. I've been asked to design courses, and in my first experience of doing so, I was encouraged by the generous and respectful support of my colleagues. I look forward to teaching and working within this new context.

This last year has been especially challenging. In addition to having to pivot so completely to online teaching, my life was affected by external factors that took a greater toll than I'd anticipated. Because of the dissolution of my spousal relationship with the current head of ECS, I was forced to sell my home, find new accommodations, and move during a pandemic. Because of the legal pressures specific to this separation, I had no control over the timing of these events, which meant that I had to move during the break between the first and second term. The compound stresses of the sale, the move, and the mistakes made in my first term of teaching online (I marked over 500 formal assignments in that first term)—together with a Christmas spent apart from family—came very close to breaking me. The delay with my final grades was the most regrettable consequence of these events. The second term has gone much more smoothly, even with an additional course, and I look forward to having a stable and productive academic year in 2021.

Final Note: I had several research and leadership activities scheduled for the late spring and summer 2020 that were postponed as a result of the current pandemic. These include:

- a two-week research trip to Exeter to work with Laura Salisbury and Lisa Baraitser, who are co-investigators in the Wellcome-Trust funded project, *Waiting Times: A Multi-Stranded Project on the Temporalities of Healthcare* <http://waitingtimes.exeter.ac.uk/> (This trip was funded by a partnership grant from FCCS.)
- an international conference in Health Humanities scheduled to take place in Banff in April 2020 (as part of a team of four organizers, from four different universities) <https://lahhconference.wixsite.com/lahh> We are hoping to reschedule, but everything is contingent on the resolution of the pandemic.
- a conference paper on Margaret Kilgallen to be delivered at the Nordic Society for Aesthetics in Aarhus, Denmark in May 2020 (now rescheduled for 2021) <https://events.au.dk/nsa2021aarhus>
- a conference paper on Charlotte Salomon to be delivered at the annual Graphic Medicine conference, which was to be held, this July, in Toronto <https://www.graphicmedicine.org/toronto-2020-conference/>

THE UNIVERSITY OF BRITISH COLUMBIA
Publications Record

SURNAME: Jacques

FIRST NAME: Melissa

Initials:

MIDDLE NAME(S): May

Date: August 20, 2019

1. REFEREED PUBLICATIONS

(a) *Journals*

“Making, Cruising, Dwelling: Motion as Shelter in the Work of David Wojnarowicz.”
Performance Research 10.4 (December 2005): 155-169.

“The Indignity of Speaking: The Poetics of Representation in Erin Mouré’s ‘Seebe.’” *Canadian Poetry: Studies, Documents, Reviews* 47 (Fall/Winter 2000): 70-83.

(b) *Conference Proceedings*

(c) *Other*

2. NON-REFEREED PUBLICATIONS

(a) *Journals*

“Call and Response.” *Malahat Review* 170 (2010): 29-34. [Winner of the Open Season Award for nonfiction; nominated by *Malahat Review* for a National Magazine Award]

“Authentic Imposters: Molding the Mini-Me.” *On Site* 23 (2010): 26. [Cultural Criticism]

“Marrow: 1-9.” *Tessera* 33/34 (Winter 2003): 71-80. [Creative Nonfiction]

(b) *Conference Proceedings*

“Giorgio Agamben Meets the Wachowskis: The State of Exception in *V for Vendetta*.” Online Conference Proceedings. Narratives of Citizenship. March 2007.
<<http://www.nofcit.com>>

(c) *Other*

Peer Review Report For: ‘Containment, delay, mitigation’: waiting and care in the time of a pandemic [version 1; peer review: 2 approved]. *Wellcome Open Res* 2020, 5:129
<https://doi.org/10.21956/wellcomeopenres.17514.r39136> (Invited Peer Review)

Biography entry and selected bibliography for Erin Mouré, commissioned by the 42nd Poetry International Festival, Rotterdam, 2011.

<http://www.poetryinternationalweb.net/pi/site/poet/item/19324/18377/Erin-Moure>

“Ask the Expert.” *Work of Arts* 5.2 (Fall 2009): 20-21. (Guest Column)

3. **BOOKS**

(a) *Authored*

(b) *Edited*

(c) *Chapters*

4. **PATENTS**

5. **SPECIAL COPYRIGHTS**

6. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

7. **OTHER WORKS**

8. **WORK SUBMITTED** (including publisher and date of submission)

9. **WORK IN PROGRESS** (including degree of completion)

“Tenure as Indenture: Dispatches from the Academic Hiring Hall.” Completed full draft:
revising for *Workplace: A Journal for Academic Labour*. [Scholarship of Educational
Leadership]

“Memoir, Affect, Community: The Poetics of Care in the Composition Classroom.” [Scholarship
of Teaching and Learning.]