



Thomas Fahy

Scholarly interests: Ever since I started writing horror books, I have found myself spending a lot of time trying to convince people I'm not a serial killer. My recent young adult horror novels, *Sleepless* (Simon & Schuster) and *The Unspoken* (Simon & Schuster), both received American Library Awards for Reluctant Young Readers. My edited collection, *The Philosophy of Horror* (University of Kentucky Press), which the *New York Journal of Books* called "an intelligently written, perceptive, engrossing work," has earned high praise in journals, newspapers, magazines, and websites, and my recent anthology *The Writing Dead: Talking Terror with TV's Top Horror Writers* (University of Mississippi Press) will be released in paperback in May 2017. I have been interviewed by numerous publications, including *Salon* as well as several radio hosts in the United States, Canada, Australia, and Malaysia. I have also been a featured guest on several episodes of the Spanish television series *Creadores Prodigiosos*.

I have published extensively about literature, film, and popular culture in the academic realm as well, including fifteen books since 2002, over two-dozen articles, and a number of other publications. Some of my books include *Understanding Truman Capote* (University of South Carolina Press), *Staging Modern American Life: Popular Culture in the Experimental Theatre of Millay, Cummings, and Dos Passos* (Palgrave Macmillan), and *Freak Shows and the Modern American Imagination: Constructing the Damaged Body from Willa Cather to Truman Capote* (Palgrave Macmillan).

Teaching: Before taking the reins of the graduate program in English, I became interim director at a time when low enrollments forced the department to reduce course offerings significantly, student satisfaction plummeted, the graduate budget had been cut by one-third, and the Dean discussed the possibility of eliminating the master's degree altogether. I presented the department with a proposal to change the program based on identified student need. I ushered departmental support to restructure the master's degree. We changed requirements, lengthened class time, enhanced and updated our course catalog, altered the comprehensive exam to tailor it for each student, and focused advising to help students be professionally viable both inside and outside of academia. Following these revisions, the program's students have been measurably more active in conferencing and publication. In 2015, three of our students gave papers at graduate conferences (two at the Stony Brook University and one at Binghamton University), and a few months ago I helped one of my thesis students get her paper accepted at the 2016 International Hemingway Conference at Dominican University. For our students interested in professional fields such as publishing, I have focused on the importance of work experience. Last year, we helped place two graduates in Writing Center jobs—one as a staff member at the Writing Center of SUNY College at Old Westbury and the other as a Research Writing Instructor with Think & Write NY. I facilitated the hiring of several others as copyeditors, indexers, and assistant editors responsible for securing permissions and reprint rights for edited collections. We have also created opportunities for some graduate students to serve as readers for our fiction journal, *Confrontation*. I am pleased to say that we currently have over 20 students, whom I advise individually every semester. I enjoy sharing my love of literature from F. Scott Fitzgerald to Toni Morrison with my undergraduate and graduate students, and I was thrilled to accept the Newton Award for Teaching Excellence in 2014.

Aspirations and Challenges for the Campus:

In the last two years, my students have been some of the most inspiring in my career at LIU. They have remained positive while watching their classes get smaller and smaller. They have held their heads high while having their scholarships cut (sometimes mid-year). And they have participated in events to promote LIU while expressing anxiety about whether or not the university will close before they graduate. Nevertheless, they feel excited by learning and by what happens in the classroom. It is my hope that LIU can once again become an institution that accepts the best and brightest, unwaveringly supports its students, makes faculty an integral part of admissions and marketing efforts, and hires experienced admissions staff with expertise in the liberal arts. Yes, many students come to LIU to study business, marketing, and other professional fields, but many others come here with a passion to be writers, dancers, artists, musicians, public historians, and educators. We need to turn our university around so that its reputation today is commensurate with its proud history.