

UNIT REPORT

English-Academic - APR Self-Study**Report by Academic****Unit/Department**

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Program Mission

English Program Mission

Program Mission Statement:

English majors develop skills in the fundamentals of English composition, creative writing, textual interpretation, and critical thinking. Students apply these skills across diverse areas of study, including linguistics and literacy, technical and business writing, literary criticism and theory, world literatures, film and cultural studies, expository and creative writing, and pedagogy. Students write extensively in all courses and gain speaking experience through oral reports, presentations, and class discussions.

Program Goal (add a minimum of 3 program goal "plan items")

English Goal 1: Streamline UG Curriculum

Goal Statement:

Streamline and diversify the undergraduate curriculum.

Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

Indicators/Metrics to Evaluate Progress:

We will track curriculum changes; monitor the advising process, and do student surveys.

List of Actions the Program Will Take to Achieve Goals :

We will make curricular changes to the BA program; implement a more standard advising processes; argue for additional hires to maintain our curriculum; and distribute student surveys.

Goal Achievement Level: In Progress

English Goal 2: UG Experience Opportunities

Goal Statement:

We aim to enhance student opportunities for professional and collaborative work experience.

Alignment to UI Strategic Plan Goals:

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

Do student surveys; measure number of internships available; monitor classes for student experience opportunities.

List of Actions the Program Will Take to Achieve Goals :

Create internships and cultivate internships that we currently have; add an Editing and Publishing course to the curriculum.

Goal Achievement Level: In Progress

English Goal 3: Recruitment and Retention

Goal Statement:

Expand recruitment and retention efforts for both BA and graduate programs.

Alignment to UI Strategic Plan Goals: None**Indicators/Metrics to Evaluate Progress:**

We will track numbers of new admits; track efforts within the department to both recruit and retain new students.

List of Actions the Program Will Take to Achieve Goals :

The UG Director position is currently unfilled: we should fill this and rebrand it as the Director of UG Recruitment and Retention; focus on ENGL 109 (the Writing Studio) as a key retention effort for the university as a whole; discuss ideas at the Dept level.

Below is information about the co-requisite model (English 109) that was recently published in a special edition of *Composition Studies*:
<https://compositionstudiesjournal.files.wordpress.com/2020/08/cs48n2all.pdf>

Goal Achievement Level: In Progress

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Creative Writing (MFA)

Assessment Report Contact: Tara MacDonald

Program Changes in Past Year:

Organizational Changes: In May, the program lost the Director of Creative Writing, whose Clinical Assistant Professorship was not renewed. Previously, the Director of the program taught a 1-1 (3-course releases per term) and managed both the UG Creative Writing Emphasis and the MFA program. The new Director was appointed this August, who will receive just a one-course release to do this work.

Additionally, a permanent Fiction faculty member retired in May. Though staying on to supervise two final-year MFA candidates, and we were able to hire a Temporary Lecturer for this year to teach our Fiction classes and be a reader on MFA theses projects.

Temporary faculty are not able to be Major Professors, so this will be a potential issue for assignments of Major Professors. We have only 3.5 permanent creative writing faculty remaining to staff our classes and supervise students theses.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: n/a

Import Outcomes Data (from Anthology Outcomes):

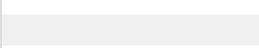

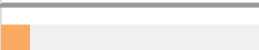
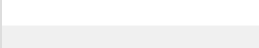
1.

Analytical Skills

Students will analyze their own creative work and situate it within the literary traditions and conventions of their genre, and discuss how their work exemplifies, expands, or bridges those boundaries.

Academic Year 2020-2021: Creative Writing (M.F.A.)

Term: Overview

Exceeded		0%	0
Met		88.89%	8
Partially Met		11.11%	1
Not Met		0%	0

Summary of Student Learning:

Summary from assessment of final portfolio in ENGL 571: The portfolio is a good culminating assignment for the class, and accurately reflects students' semester-long learning. The one student who only partially met the assessment objective was an outlier. Due to his personal life, he did not put the amount of time into reading or writing for the class that a graduate student usually would, and despite the professor meeting with him several times, he continued to misunderstand some central concepts (though he did make substantial progress from the start of the class to the end).

Despite the program changes noted above, the quality of students is incredibly high and faculty are devoted to student success.

Summary of Faculty Discussion:

Faculty finding: The final portfolio requires students to contextualize the poems that they have written for the class (each of which has required them to try out a particular aspect of prosody--e.g. writing in terza rima, or writing a sonnet, or writing in blank verse, or writing in sapphics) in relation to broader theories and systems and histories of prosody that we've been studying, as well as to include an analysis of a contemporary book of poetry that makes substantial use of poetic form. Of the 9 graduate students, 8 of them wrote detailed, knowledgeable prefaces for their poems, and included poems that demonstrated knowledge and growth in terms of the techniques studied, as well as a strong analytical essay. 1 student, who is doing his MA rather than MFA, and had no prior experience with Prosody, did an adequate but not fully graduate-level job on this project.

We may want to revisit whether MA students are prepared for certain MFA classes in the future.

Summary of Changes/Improvements Being Considered:

May be useful to include a range of final portfolios (not just from one class or one professor).

Inter-rater Reliability:

n/a

Closing the Loop:

Will include next year!

English (MA)

Assessment Report Contact: Tara MacDonald

Program Changes in Past Year:

Organizational changes: After three faculty departures we have substantially less graduate faculty able to teach MA courses. This also means that the course content is much more literature-focused, currently, whereas in the past, we offered students a range of class options in literature, film, and rhetoric.

Curriculum: We created a new Environmental Humanities course to showcase current faculty strengths.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):


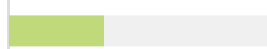
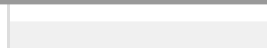
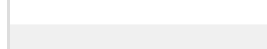
2.

Argumentation

Students can contribute to critical conversations about texts with original interpretations of those texts argued via a clear and feasible thesis statement.

Academic Year 2020-2021: English (M.A.)

Term: Overview

Exceeded		63.64%	7
Met		36.36%	4
Partially Met		0%	0
Not Met		0%	0

Summary of Student Learning:

Findings from course assignment in ENGL 560: Overall, the majority of students (7) exceeded the outcome, by generating clear, constructive, falsifiable, narrowly framed theses that engaged with and extended critical thought on an issue. Some of these theses were strong and original enough to possibly merit publication! The remaining students (4) at least met the outcome. These latter students received commentary from Prof Turpin on their final projects, to the effect that their theses, while strong, will benefit in the future from additional revision, usually on the matter of tightening language, making more specific claims, and stating the thesis in clearer terms and at a point in the essay (say, the end of the first or second paragraph) that is unmistakable.

Summary of Faculty Discussion:

In this assessment—part of a final-project rubric for a graduate seminar on Odd Literatures of the 19th Century—I assigned a percentage score for students' theses in their seminar papers (25-35 pp. long). The percentage score assessed the clarity, falsifiability, evidence-based foundations, and constructive arguability of thesis statements, as part of their engagement in critical conversation.

As a graduate seminar, one of the primary learning outcomes is that students contribute to critical conversations about texts with original interpretations of those texts—via a clear and feasible thesis statement. However, even graduate students often have trouble, at least at first, generating a thesis statement that is narrow enough, unclouded, and that extends or complicates critical discourse on an issue. For that reason, we engaged in exercises earlier in the semester designed to explore how to generate a research question and a thesis—and we discussed how academic writing often works by writing TOWARD a thesis, rather than beginning with one.

Summary of Changes/Improvements Being Considered:

Assessment may benefit from review done by more than one professor.

Inter-rater Reliability:

n/a

Closing the Loop:

Will respond next year.

English - Creative Writing Emphasis (BA)

Assessment Report Contact: Tara MacDonald

Program Changes in Past Year:

Curriculum change: we made ENGL 391, 392, 393, our intermediate poetry, fiction, and nonfiction writing classes, repeatable. This was done to allow more flexibility in the program, as we have not been able to offer as many writing classes as students would like. This flexibility should also allow students to graduate and complete their degrees on time.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):


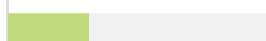
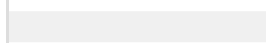
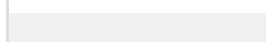
1.

Productivity

Identify how diverse elements of craft work to produce meaning and emotional resonance in creative writing.

Academic Year 2020-2021: English - Creative Writing (B.A.)

Term: **Overview**

Exceeded		68.75%	11
Met		31.25%	5
Partially Met		0%	0
Not Met		0%	0

Summary of Student Learning:

Assessment for the CW emphasis focused on ENGL 493, Advanced Nonfiction workshop. By this point, students have taken ENGL 290, our Intro class, and ENGL 393, the Intermediate Nonfiction workshop. By the time they get to 493, they should be adept writers and able to identify craft elements in other writers' work.

A craft analysis differs slightly from a literary essay. A craft analysis is not an explication or interpretation of a text's meaning; nor is it an evaluative judgment about the quality of a text. Rather, a craft analysis focuses on how a text is produced rather than what it means or how "good" it is. Students might ask question like:

- How do rhythms, repetition, images, or details evoke a particular mood?
- How do shifts in point of view generate dramatic tension, and to what end?
- How does a particular syntactic decision help shape the writer's persona?
- How does enjambment multiply meanings and create ambiguity in a poem?

Our 493 students were successful in this skill.

Summary of Faculty Discussion:

As different instructors teach 290, 393, and 493 (and our other CW classes), we need to make sure that we are reinforcing the same key skills and making clear the LOs for the degree.

Summary of Changes/Improvements Being Considered:

We might do a better job of tracking skills across the levels; suggestion, then, to assess at both the 200-level and the 400-level next year.

Inter-rater Reliability:

n/a

Closing the Loop:

Will respond next year!

English - Linguistics and Literacy Emphasis (BA)

Assessment Report Contact: Tara MacDonald

Program Changes in Past Year:

n/a

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):

1

Specialized Skills

To analyze language at various linguistic levels such as sounds, morphemes, words, and sentence structures.

Academic Year 2020-2021: English - Linguistics and Literacy Emphasis (B.A.)

Term: **Overview**

Exceeded		30.3%	10
Met		57.58%	19
Partially Met		3.03%	1
Not Met		9.09%	3

Summary of Student Learning:

Assessment data is from the mid-term project for ENGL 241. The project is worth 150 points (15%) out of 1000 points. Students have scored between 130 to 150 points and most students fall at around 140.

Summary of Faculty Discussion:

Overall, I am happy with their performance. No changes currently needed. The grading rubric is at the end of the page.

Attached Files

[Mid-term Phonology ProjectF21.docx](#)

Summary of Changes/Improvements Being Considered:

This is challenging as we have only one faculty member with expertise in this area. Will need to discuss assessment strategies with faculty.

Inter-rater Reliability:

n/a

Closing the Loop:

More next year!

English - Literature Emphasis (BA)

Assessment Report Contact: Tara MacDonald

Program Changes in Past Year:

No major changes beyond staffing: Two faculty retired in Spring 2020 and were not replaced. Another instructor resignation was quickly replaced.

I would also note that we are slowly starting to experiment with having 1-2 Literature classes be offered as "virtual meeting" classes. We are considering online options too. Students are requesting these options (both majors in CDA and minors who are doing other online degrees).

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):

Literature Emphasis, Learning Outcome 1: "Identify appropriate lines of inquiry using a theoretical lens and apply them in an essay." English 473: Studies in Regional Literature (Literature of the Northwest)

	(1) Essay exceeds expectations	(2) meets expectations	(3) doesn't meet expectations
Essay clearly develops an argument about a core issue in the selected text.	6	1	
The essay uses substantial textual evidence to support the argument.	5	2	
The student uses appropriate critical vocabulary in executing the analysis.	5	2	

Summary of Student Learning:

For this assessment, the professor is focusing on the final written assignment for the semester (the “Final Critical Paper,” 7-9 pages (2500-3000 words) in length). Seven students completed this assignment.

Summary of Faculty Discussion:

Students in this class read the work of 15 recent and contemporary writers from the Northwest, including 6 novels, 3 collections of short stories, 4 collections of essays, 3 memoirs, and a collection of poetry. Students also kept a weekly reading journal and wrote 2 critical papers, primarily focusing on analyzing key motifs in the selected literary works and connecting these motifs with broader theories of literary representations of place that we had been discussing in class.

This is a very strong result, suggesting that students at the 400-level are well prepared for theoretical analysis. We should continue to embed such skills at every level of our literature classes.

Summary of Changes/Improvements Being Considered:

Students should build up to using theoretical lenses in their 400-level essays; suggestion to integrate such theoretical work in 200 and 300 level classes, so that they remain prepared for more advanced work at the 400-level.

Inter-rater Reliability:

n/a

Closing the Loop:

More next year as we assess results.

English - Professional Writing Emphasis (BA)

Assessment Report Contact: Tara MacDonald

Program Changes in Past Year:

We currently have only one full time faculty member teaching in Professional Writing.

We are considering a BS in Professional Writing and/or an online option, but will wait until we have an additional faculty member.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):

Example of an Assignment from ENGL 202: Introduction to Professional Writing

Project 4: Analyze a Public Policy Debate for Stakeholders is the major project of the course. It includes the following deliverables.

Students first chose a public policy issue and complete the following deliverables.

- **Research Dossier in the Digital Workspace OneNote.** For the dossier student gather and analyze data from scholarly and popular sources, and organize it into their digital workspace They learn and apply stakeholder theory to identify who has a stake in the outcome of the public policy debate about the issue and analyze this data using stasis theory to identify areas of agreement and disagreement. analyze sources. The goal in conducting this research is not to take a position toward the policy issues but to help stakeholders engage in dialogue about the issue as opposed to polarized debate. Student dossiers are assessed according to how organized their digital workspace is and if they have made analysis notes and included the bibliography information for all sources.

- **Progress Report** (about 500 words plus link to OneNote Research Dossier). For the progress report, students gain practice in composing a memo report which is common workplace genre, addressed to me, that describes progress they have made to-date, and what they need to do going forward to complete project research. The progress report is supported by sharing their dossier notebook with me, and it should be 1/2 complete. Students are assessed based on the progress they have made as stated in the memo report and supported by work they have completed in the dossier.

- **Formal Report** (about 2500 words). For the report, students play the role of a professional writing researcher who has been hired by stakeholders to identify areas of agreement and disagreement using stasis theory. Students are assessed by how they organized the report using IMRaD or modified IMRaD structure, the neutral level of objectivity they present in reporting their findings, and how clearly, they are able to explain the four stasis theory categories to a lay audience and how the source data they gathered fit within these.

3 out of 26 students did not meet outcomes for this assignment.

1.

Communication Skills

Students will learn to see agendas, purposes, and appeals in a variety of communication situations.

Academic Year 2020-2021: English - Professional Writing Emphasis (B.A.)

Term: **Overview**

No Results

Summary of Student Learning:

Three students failed this project but they had struggled all semester because of the pandemic. The course was taught fully online (asynchronous).

Summary of Faculty Discussion:

Students generally are doing well in this class and this emphasis; as many of the classes are online for the PW emphasis, students may require different kinds of support. Faculty will continue to discuss support for online students. We will more clearly recommend the Writing Center, which offers Zoom sessions, to our online students.

Summary of Changes/Improvements Being Considered:

We might look more closely at the number of majors vs non-majors.

Inter-rater Reliability:

n/s

Closing the Loop:

Next year!

English - Teaching Emphasis (BA)

Assessment Report Contact: Tara MacDonald

Program Changes in Past Year:

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:**Import Outcomes Data (from Anthology Outcomes):**




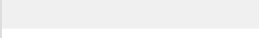
1.

Writing Skills

Students will write sustained essays that evidence close readings of works in literature and film, that engage with critical scholarship, theory, and practice, and that advance well-developed theses to analyze works' meanings and formal qualities.

Academic Year 2020-2021: English - Teaching Emphasis (B.A.)

Term: **Overview**

Exceeded		46.15%	6
Met		38.46%	5
Partially Met		15.38%	2
Not Met		0%	0

Summary of Student Learning:

Students met an appropriate benchmark here as 75% met expectations; students are generally well prepared to submit their 401 portfolio.

Summary of Faculty Discussion:

Students did well but this class -- and this emphasis -- is an anomaly in the English BA. We are discussing phasing out the Teaching Emphasis, but perhaps keeping 401 for Ed students who need it. We are in conversation with colleagues in Ed about the impact of phasing out this emphasis. As it stands, this is the only English class that focused on pedagogy in this way.

Summary of Changes/Improvements Being Considered:

See above RE changes being discussed to phase out the Teaching Emphasis.

Inter-rater Reliability:

n/a

Closing the Loop:

See above.

Student Achievement

Student Achievement**Student Retention:**

Put simply, we do not track retention in our program and we want to change that.

The Dashboard findings note that the percentage of continuing UG students from spring 2021 to fall 2021 is 90.68%. This could be higher.

Student Persistence:

No data for this category (would like clarity on whether we are meant to track students who left or joined our program RE "persistence").

It is worth noting that many English majors transfer from 1 year colleges or from other programs.

Samples from our Senior Survey from Spring 2021 (Question was: 1) Tell us about your "journey" as an English major. Why did you choose it? Was there any pushback (e.g. "What are you going to do with that?") How did you respond, if so? How do you respond now?):

In High School, well actually as long as I can remember, English was always my favorite subject. It always came so easily to me, but yet I still felt challenged and so intrigued with it. Yet, wanting to be "successful" I came into college as a pre-med student. After my freshman year, absolutely hating all my classes except my Honors English class, I knew I needed to switch majors. The professor of that class I loved submitted a paper of mine (without my knowledge) for an award, I ended up winning it, and that just solidified to me that I needed to switch to English. I definitely got pushback at first, but after being successful in it and having a lot of opportunities still come my way the response changed from "what are you going to do with that" to, "you could major in anything and be successful." Which still was not the response I got when I told people I wanted to be a doctor, but it was better:).

I first began my academic journey as a business major. I thought this would be the optimal degree, due to the job prospects and level of difficulty of the classes. However, after one year I decided to switch my major to English. If I do receive pushback from anybody today, I usually respond to them by informing them that an English degree is one of the most valuable skillsets to have. I tell them that it teaches you the most basic and important skill for any job: communication. I also usually give some sort of story that I have heard regarding a CEO or successful lawyer or author who all started the careers by receiving an English degree.

Student Completion:

Course completion rates for English UG courses are near 90% or above.

Student Postgraduate Success:

We do not monitor for success after graduating. Would very much appreciate suggestions for how to do so.

We have been working hard to better integrate career discussions into our curriculum, in ENGL 215 and the capstones, ENGL 490 and 440. English is challenging as it does not lead to one career, but we could be better at helping students to understand what career paths it does lead to.

We are bringing in alumni who work in copyediting and technical writing into the capstone classes to discuss their experiences.

In our Senior Survey, we ask students: Q4 - 4) What has the department done well to prepare you for life after graduation? What could we do better? Responses are positive but suggest room for improvement:

I do feel prepared. I think that something that was done well was the encouragement and relationships with faculty and students. College can be a really hard time so having people that encourage you and are constant is really awesome. Something that could be cool would be to maybe "show" more how the equipment that we get as English major is really applicable in the professional world. This was done in the 440 class, but I think it could be beneficial to start showing this earlier. like Freshman/Sophomore years. The pre-med degree has a "intro to healthcare professional" class, where they meet once a week and an alumni/successful professional comes and talks to the class. I think this is something that could be done for the department of English.

The English department sends out multiple emails about job and graduate school opportunities available for English majors. In addition, learning to communicate clearly both orally and through writing really prepares me for the next stage in my life.

I feel that my critical reading and writing skills have improved exponentially since my first year. I also have been told that I can ask a few of the members of the department for help on my graduate school application when/if I do decide to go.

The department has done an excellent job of challenging my way of thinking. I came into the department thinking a different way, and I left feeling better equipped to handle any conversation or idea. I found that the department's classes helped me to better understand not only literary ideas but also philosophical, political, art, cultural, social, etc... I think the English department does a great job, the only suggestion I would have is to place a heavier emphasis on professionalization after graduation. Find out what English majors can do and give them options. Tell them about classes and topics that may be of interest to them and find a way to connect those to professional fields (editing, publishing, law, politics, art, academia, etc...)

Do a workshop on how to apply or where to apply if you want to go into publishing.

The department as a whole is very friendly and wants to see each student succeed. They have allowed for me to figure out how to break down what I read and really understand and contextualize it. The department could try to be accommodating to those who are creative writers and not lump them with literary and education English students.

Identify Equity Gaps:

Our students are overwhelmingly white. We should work to diversify our class offerings further to welcome students of all backgrounds.

Notably, non-first-gen students come in with higher GPAs and leave with higher GPAs. We might be more attentive to first-gen students and how we can best support them.

Effective Learning Environment and Closing Equity Gaps:

One of our challenges is the UI-CDA program and ensuring that those students will welcome and part of the program. We are continuing to explore class modalities for these students.

Overall, faculty work very hard to make the learning environment welcoming to all students. We created a program this year called the English Ambassadors Program, in which student interns will assist faculty with how best to help students with their classwork and other needs.

This question from our senior survey is most relevant to this issue. 3) In your experience, has the English major (both in classes and extracurricular) been cohesive? Welcoming? Challenging? If so, how so? If not, please explain.

I would say the English major had been welcoming and challenging. First, as a Creative writer major I feel there are many great professors and faculty that allow for creativity to happen, however I feel that many of the English classes are geared more toward education and literary majors. There are also not many opportunities on campus, or at the career fair, for creative writers. Another challenge was the degree audit. It was difficult to read and understand as well as understand why certain classes are needed.

Yes it was cohesive. It was challenging and fun. However, I emphasized in professional writing and found a lot of those classes to be repetitive (in a negative way) some syllabi would be the exact same, the exact same projects, the exact same powerpoints. I would just re-use projects and did not get anything out of them.

Yes! The professors are so welcoming and helped me learn how to express and form solid opinions questions that helped me participate in classes. I was extremely shy for my first few English classes and gradually felt empowered to speak and engage more with professors and other students. However, I did experience some challenges due to extensive animosity towards conservative political opinions and my Christian faith and some of the conversations in classes said a lot of hateful things that made me feel that it would be unsafe to talk about my fundamental beliefs and conservative interpretation of texts. In those cases, I chose to to speak.

I think the classes have all been welcoming, and the professors were all very understanding in my experience. Feedback given to me on my work was helpful and comprehensive. I think the classes I took were challenging, but not impossible to complete with good grades.

Absolutely! I found all of my English classes to be cohesive, welcoming, and challenging! When I first began taking English classes, I was met with wonderful classroom environments and professors.

It has been pretty challenging the last couple of years but my classes have been cohesive and the teachers are very welcoming.

The responses are generally positive, if somewhat mixed. We hope that our new BA model, in which there is a single BA will lead to more cohesion across the emphasis areas.

We do work hard to not make students of any belief feel signaled out, and will continue to do so.

The full senior survey from last spring is attached.

Attached Files

[Default Report.pdf](#)

Demand and Productivity

Demand and Productivity

External Demand:

Our overall enrollment is down slightly from Fall 2020. We would benefit by considering online and virtual meeting classes as these classes have been filling.

Our percentages of continuing students is 90.68 for UG and 97.3 for grad.

Internal Demand:

Our credit hour production has fallen in Fall 2021 from 1483 to 1165. I'm not yet sure how to account for that, except through the loss of a few faculty members. Again, we will want to revisit online offerings for maximum flexibility.

Gen Ed accounts for 17% of that credit hour production.

Certain courses, especially ENGL 313 and 317, are incredibly popular with students in other programs. We struggle to offer enough sections of these, as well as ENGL 101 and 102.

Credit Productivity:

I don't have data for delivery modality and would be very curious to hear more about this.

Financial Health and Resources

Financial Health and Resources

Financial Health:

Concerns: The biggest financial concerns are staffing, TAships, and supporting first-year composition.

Staffing: In the past few years, the English department has lost and not replaced 8 faculty. And the Vice Provost for Faculty (a former faculty member in the department) is not teaching in the department now. Happily, we are on track to hire a TT line and instructor for AY 23, due to another retirement. In the long term, the Dept will ideally get an additional TT line, as we need hires in both Fiction and Rhet/Comp. Additional, future, needs are Nonfiction, Professional Writing, and Film Studies/Cultural Studies. We were very lucky to hire two instructors this summer, however, who are flexible and teaching a range of courses for us.

TAs: put simply, we could use more to support first-year comp! We are often adding sections of ENGL 101/102 at the last minute and could properly staff a few more with additional TAs.

First-Year Comp: See above! First-Year Writing has no budget. This seems surprising given how vital it is as a retention tool for the entire university. In particular, we would love to see ENGL 109 (the Writing Studio) be fully funded. This class is for students who need extra assistance with 101 and it is currently funded using only student fees. This is not sustainable and it also seems unfair to penalize students who need tutoring with extra fees. (More information on these types of classes and what is called the co-requisite model is here:

<https://compositionstudiesjournal.files.wordpress.com/2020/08/cs48n2all.pdf>)

First-Year Writing could also benefit from a specific budget to fund things like professional development for instructors, a celebration of student success in 101 and 102, and perhaps a Writing Across the Curriculum program (more information on what that looks like here:

<https://wac.colostate.edu/resources/wac/intro/programs/>)

Strengths: Gifts and external funding!

The department is lucky to have the support of many donors and thus can offer students, undergraduates especially, a range of scholarships. We could do a better job of publicizing this!

We also have some funds for faculty travel and scholarship as well. This has meant that faculty have continued to attend conferences (virtually or in-person) during Covid. Faculty research and creative activity has been very impressive in the unit.

Finally, the Confluence Lab, in particular, has been successful in securing external funding, most recently via a Mellon grant. Their most recent grant, from the Andrew W. Mellon Foundation, partners with the University of Oregon's Center for Environmental Futures and Whitman College to develop a "Pacific Northwest Just Futures Institute for Racial and Climate Justice." This three-year, 4.5-million-dollar project will build a regional network that works toward racial and climate justice through research clusters, community engagement, pedagogical experiments, digital platforms, and academic incentives to increase access to higher education for historically underrepresented communities, including Indigenous, Latinx, Black, working class, and first-generation students and faculty. The Confluence Lab component, "Stories of Fire: A Pacific Northwest Climate Justice Atlas," will work with local community partners to create a multimodal, polyvocal Atlas that gathers, tracks, and maps stories and images of wildfire, especially those that foreground connections between fire, social/environmental justice, and traditionally underrepresented voices. The [Northwest Knowledge Network](#) will act as the Atlas's repository, and the UI Library's [Center for Digital Inquiry and Learning](#) (CDIL) will help the team develop and present data in accessible ways.

This project allowed the Dept to hire an in-residence fellow who also is teaching 2 courses per semester for us for two years. An ingenious use of the grant, for which the whole Dept is very grateful!

Efficient Use of Resources:

Class assignments/Curriculum: With the loss and change of so many faculty (largely due to retirements), faculty have been encouraged to be flexible in their teaching. This has meant that faculty have taught outside of their primary areas and have had to be open to new experiences. I appreciate the team work that this has required. English has also worked with other departments (especially JAMM, Theatre, History, and Education) to try and offer students classes in other areas when necessary.

Curriculum: The Dept simply cannot sustain 5 emphases with the faculty that we now have so we are working to streamline the curriculum and offer students a single BA with concentrations. This model will be more flexible for both faculty and students, and it will help us to update our course offerings to better reflect current faculty number, faculty expertise, and what English Studies looks like today.

Writing Center: One of the best resources we have in the Dept -- and on campus -- is the Writing Center. We are incredibly lucky to have this resource, which we use for students who are struggling in their classes but also just for students who need extra support and resources that we cannot provide in the classroom.

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