

Program Goal 5: Faculty Professional Development

Increase professional development allocations for tenure-track and lecturer faculty in English.

Program Goal 6: Student Research

Provide opportunities for undergraduate student research.

Assessment Information

- 5) List assessments used to measure progress toward departmental goals.

Program Goal 1: Curricular

Design and implement an additional program track for the M.A. English degree.

Assessment: The M.A. English degree previously had just two degree options: a degree track that included only graduate-level coursework and a degree track that included graduate-level coursework and a thesis. Assessment of our graduate program—based on student evaluations of our program and information from other graduate / doctoral programs that were aspirational for our graduate students, strongly suggested that a third option was needed for students who did not want to write a 60 page thesis but needed a substantial, article-length writing sample (approximately 30 pages) that could be used for submission to a doctoral program, for inclusion in a writing portfolio, or for submission to an academic journal. The Graduate Program Committee drafted the proposal for the new program track (the Capstone Option) and it was approved by the faculty last fall.

Program Goal 2: Curriculum Assessment

Develop new rubric for assessment of learning outcomes in the English major.

Assessment: The department uses student essays written in the senior capstone seminar as part of its assessment of learning outcomes in the major. The department's Assessment Committee revised how the essays are assessed by creating a new assessment rubric that is keyed to the department's existing rubric for evaluating writing in the major.

Program Goal 3: Student Retention and Progression (RPG)

Begin revisions to the First-Year Writing Program (ENGL 1101 and ENGL 1102) in response to RPG, QEP, and CCG goals.

Assessment: As part of its internal assessment review of the First Year Writing Program

and in response to recommendations set forth in RPG, QEP, and CCG, the department began a systematic process of evaluating its FYW Program, focusing specifically on major revisions to ENGL 1101. The process included work done by both the FYW Committee and an adhoc committee comprised of other faculty from our FYW Program. Both committees reviewed data and did research on composition programs from peer institutions. Subsequent meetings in the spring with all members of the FYW faculty and with the tenure-track and lecturer faculty have laid the foundation for the work the department will do in FY13 in designing a new syllabus template, textbook selection, assignment guidelines, and sequenced grading rubrics.

Program Goal 4: Graduate Teaching Instructors

Design and implement a graduate teaching program.

Assessment: Last year, the department received permission to design a teacher training program for graduate students so that they can teach core sections of ENGL 1101 and 1102 once they have completed 18 credit hours of graduate coursework. The program was implemented this year and requires students to work as a Graduate Teaching Assistant (GTA) in the fall before assuming responsibilities as a Graduate Teaching Instructor (GTI) in the spring when they teach one section. GTIs work under the close supervision of a Graduate Teaching Mentor who provides ongoing instruction in teaching, conducts periodic classroom observations, and monitors syllabi, textbook selections, assignments, and graded work. The implementation of the program is being carefully documented for assessment purposes.

Program Goal 5: Faculty Professional Development

Increase professional development allocations for tenure-track and lecturer faculty in English.

Assessment: Our professional development funding per faculty member is smaller than many other departments across campus. This has been an issue for many years, but our faculty have continued to be among the most productive faculty on campus in the area of professional development. In our budget planning this year, we were committed to allocating more funds up front for faculty professional development. Temporary, one-year increases to COAH department budgets allowed us to meet this goal, and we were able to increase professional development allocations from \$800 per faculty member to \$1200. While this is still insufficient and hardly covers travel for research or conference presentations, it moves the department in a positive direction.

Program Goal 6: Student Research

Provide opportunities for undergraduate student research.

Assessment: Undergraduate English majors and faculty advisors published the second annual edition of *LURe: Literary Undergraduate Research*, a peer-reviewed journal which this year includes research essays from UWG as well as other colleges and universities. Graduate students in our program organized and sponsored the department's 8th annual Undergraduate Research Conference in the spring, a day-long event which features peer-reviewed research presentations from core (ENGL 1101 and ENGL 1102) and

major-level classes. Finally, more students in our major and minor programs had research papers and creative works accepted to national academic conferences—such as NCUR—than ever before. In fact, there was not enough travel funding to support all of them attending.

6) **Based on the assessments of departmental goals, discuss any departmental improvements.**

Program Goal 1: Curricular

Design and implement an additional program track for the M.A. English degree.

Improvement: The new Capstone Track has been approved at every administrative level, and our first two students graduated under the Capstone Option this summer. This will assist us with graduate student recruitment.

Program Goal 2: Curriculum Assessment

Develop new rubric for assessment of learning outcomes in the English major.

Improvement: Assessment rubric was approved this year and is now being used as part of our ongoing assessment process in the major.

Program Goal 3: Student Retention and Progression (RPG)

Begin revisions to the First-Year Writing Program (ENGL 1101 and ENGL 1102) in response to RPG, QEP, and CCG goals.

Improvement: Process will lead to the development and approval of documents that will change how we teach ENGL 1101 and assess writing in this core course. All faculty have had an opportunity to participate in and contribute to the process, ensuring greater instructional support for the outcomes.

Program Goal 4: Graduate Teaching Instructors

Design and implement a graduate teaching program.

Improvement: Program was designed last fall and implemented in the spring when two graduate students taught ENGL 1102 sections. Assessment results from those two sections were positive. Minor modifications to the training / mentoring process are being integrated into the program. Based on a competitive application process, four graduate students have been accepted into the GTI program for this year and will teach in the spring.

Program Goal 5: Faculty Professional Development

Increase professional development allocations for tenure-track and lecturer faculty in English.

Improvement: Professional development allocations were increased for FY12 with temporary funds. The next step is to find ways to make this a permanent part of our budget for FY13 going forward.

Program Goal 6: Student Research

Increase opportunities for undergraduate student research.

Improvement: Student participation in undergraduate research increased this year, and we have the highest number ever of students who had papers accepted to academic conferences, including *NCUR*. The problem is funding. Students have work accepted but then are not able to travel because of insufficient funding. Even when the department is able to identify supplemental funds, some students were not able to travel because they could not afford to pay for portions their travel up front and then request reimbursements.

- 7) **Attach additional assessment information (not related to student learning outcomes in academic programs which are input in another section of the system), consolidate information into one PDF document and upload it here.**

Assessment File Upload (No file uploaded)

Departmental Progress Toward The UWG Strategic Plan

Please discuss your department's initiatives toward the UWG Strategic Goals

You only need to reply to the goals your department addressed this year

- 8) **Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.**

As the mission statement for the English program articulates, the department actively engages in teaching, service, and professional activities that fulfill each of these key areas of the strategic plan:

Training in the Liberal Arts:

Mission Statement: Educating students at all levels to be literate, linguistically proficient individuals with a firm grounding in the cultural and critical contexts of Western thought;

Beginning in the core curriculum (Introduction to Literature and Surveys of World, British, American, and Multi-Cultural Literature courses) and continuing throughout the major (advanced courses in British, American, and Multi-Cultural Literatures), the English program provides students with a comprehensive immersion into literature, one of the cornerstones of a liberal arts education.

Through its courses in literature and in creative writing, students also gain a deeper appreciation for the arts as an essential form of human communication, imaginative expression, and cultural production.

Professional competencies:

Mission Statement: Equipping students at all levels with the critical thinking and communication skills--both written and oral--that will allow them to pursue careers in a variety of professions, such as teaching, law, business, editing and publishing, writing, and research;

Because of its emphasis on writing, the English program continues to play a central role in the implementation of UWG's Quality Enhancement Plan (QEP), which emphasizes

undergraduate student writing. The QEP learning outcomes (increased ability to write in standard English and to apply writing to discipline-specific communication) are aligned with the program's own learning outcomes in its writing and literature courses.

Furthermore, the program contributes to professional competencies in the following ways:

The English Education program provides students who are preparing to become secondary school teachers with a rigorous content-based education in literature and with training in writing pedagogy.

Courses in Professional and Technical Writing, Editing and Publishing, and Creative Writing prepare students to enter to a variety of professional settings where advanced writing skills are required.

Experiential learning:

Mission Statement: Offering a variety of writing-intensive, discussion-oriented classes that encourage active student participation and that incorporate current applications of technology;

Practically every upper-level course in English is designated as a DSW course (discipline specific writing intensive course) and fulfills the writing requirement for the B.A. degree.

The majority of courses that the English program teaches in the core (including first-year writing courses), the major, and in the graduate program utilize CourseDen. Many of our first-year writing courses are taught in computer-enhanced classrooms.

Students in the English Education track are required to do field work in the secondary classroom over several semesters, culminating in an a semester-long internship in an English classroom that keyed to teaching observations and assessment by faculty in the English program.

Creative Writing courses employ a workshop format that stresses peer-editing and collaboration among participants. This model is used in many of our other classes within the major and in the core, especially those that emphasize writing instruction.

One of the hall-marks of our literature classes is the emphasis on student participation through structured class discussions and formal class presentations.

Another emphasis within the English program is undergraduate research as a form of experiential learning. With the support and mentoring of English faculty, majors and minors within the program have successfully presented their research and writing at regional and national conferences. They have also published work in regional and national venues.

Graduate students in our program are involved in experiential learning through their work as research assistants with tenure-track faculty.

- 9) **Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations - Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.**

English faculty are actively involved in the formation and teaching of learning communities. Several English faculty serve as coordinators of learning communities (including very successful ones in Creative Writing, Film, and African American Women). Furthermore, since all learning communities require core-level courses, many of our first-year writing faculty teach dedicated learning community sections. Our department works closely with the learning community coordinator in scheduling learning community sections so that these opportunities will be available to first year students.

- 10) **The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.**

Graduate enrollment in the M.A. English program continues to grow and, based on recruitment efforts and applications, we anticipate having the highest enrollment numbers in our graduate courses ever in the fall. We have more students wanting to enter the program but have had to limit further enrollment increases until additional funding for assistantships can be identified. Currently, we do not have enough seats in our graduate seminars to accommodate all of our graduate students. The department is creating many new professional options for graduate students—such as the capstone option and the GTI program—which are helping to increase enrollment

- 11) **The University will maintain an environment that is safe and conducive to learning.**

The department works with the Facilities and Risk Management departments to create and maintain a safe working environment for faculty, staff, and students. The department responds promptly to requests about maintaining a safe learning environment and works proactively to identify potential problems and safety concerns.

- 12) **The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.**

In addition to an inviting a number of nationally recognized creative writers and literary scholars to campus for public presentations, the department organized and sponsored visits to campus by two national award-winning writers (Tim O'Brien and Z.Z. Packer) as part of the Shared Text First Year Experience which provides a common learning experience for all first year students taking ENGL 1101 and 1102 in the core.

- 13) **All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.**

While the department cannot directly improve faculty and staff compensation, it has written reports outlining salary compensation and compression issues among faculty at different academic ranks and presented these to the dean for consideration.

Renovations to some department work spaces (faculty meeting and seminar rooms in the TLC) and the conversion of former TLC and Pafford classroom spaces to faculty office space has alleviated (but does not fully resolved) some of the serious office space and facilities limitations the department currently faces. The department has created a long range plan for improving classroom, office, and workspace as funding permits.

- 14) **The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.**

The department actively participates in summer orientation sessions and in preview days throughout the year as a way to support student admission and enrollment.

Despite no increases in permanent faculty lines, the department continues to meet the increased enrollment targets for core level seats for freshman students (especially in ENGL 1101 and ENGL 1102) even though this limits our ability to expand our offerings (and increase our enrollments) in our major, our minor programs, and our graduate program.

- 15) **With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: student to faculty of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.**

The average class size in all English courses remains below the university average because most English classes are writing-intensive, experiential learning courses, not large lecture-format classes. However, in our FYW classes, the average class size is 24, not far below the UWG average, and significantly above the number recommended by the Modern Languages Association (MLA) and National Association of Departments of English (ADE). Most faculty in our FYW program are teaching 100 students (24 students in four sections) per semester in writing intensive courses in addition to serving as tutors in the University Writing Center.

The English program employed 43 full time faculty and 7 part-time faculty for a ratio of 6.1 to 1.

The department ratio of full time tenure-track faculty to majors in our program is approximately 18 to 1. If students in our minor programs (such as Creative Writing and Film) who take the majority of their minor courses in the department are added the ratio becomes 31:1. The latter is a more accurate reflection of the actual student / teacher ratio in our department and more accurately reflects the current tenure track teaching and service (advisement, etc.) workload.

- 16) **West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth.**

None

- 17) **Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.**

None

- 18) **Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.**

None

- 19) **Community Relations: The University will engage the local community educationally, culturally and recreationally.**

The department has a long history of active engagement with the local community. Some of the highlights from this year include the following:

Our creative writing readings and scholarly lectures (where we bring outside writers and scholars to campus) are open to the public and advertised throughout the community (as far away as Atlanta), including the Shared Text Series that brought nationally renowned writers Z. Z. Packer and Tim O'Brien to campus.

The Creative Writing Program has also been holding some of its readings and book signings at Underground Books on the Square in Carrollton to be more directly engaged with the local community.

The department has been actively involved in working with local organizers and promoting the Big Read events throughout the local community.

The English Education program has established vital, working partnerships with area public schools and with secondary education teachers through its student internship and teacher observation programs.

Students and faculty from our chapter of Sigma Tau Delta, International English Honors Society, coordinate two can food drives (one in fall and one in spring) for the Carroll County Soup Kitchen.

- 20) Describe any notable achievements toward selected goals(s) during this reporting year.

These are included above.

- 21) List any resources that could have assisted your department with achieving/exceeding departmental goals and how they could have facilitated/improved the work of your the work of your department?

Other Departmental Information

- 22) List any changes to the structure or substructures of your department implemented during reporting year.

None

- 23) List any additional comments about your department based on this reporting year.

The English program struggles to meet its goals of providing enough sections in core courses to meet growing enrollment demands among entering students while at the same time creating enough sections in our upper-level courses and graduate seminars to meet equally significant enrollment increases in our major, minor, and graduate programs. For FY12, the number of faculty at each rank was as follows:

Full Time Tenure-Track Faculty = 17

Full Time Lecturers = 9

Full Time, Limited Term Instructors = 17

Part-Time Faculty = 5

Additional faculty, especially at the tenure track level are urgently needed. Increasingly, the department is having to rely on lecturers who carry heavier teaching loads and who do not have the same scholarly training as tenure-track faculty to teach upper-division courses to fill these gaps. The imbalance also keeps tenure-track faculty from teaching more courses in the core. The department also has a significant number of full-time but temporary (limited-term) faculty who teach in the core. While they provide excellent, dedicated instruction, their status as temporary faculty, including many who are on one-year appointments through temporary core-level funding, works against creating a stronger, more cohesive first-year writing program. More permanent positions are needed.

Finally, the ongoing budget crises continue to have a severe impact on faculty and staff morale. They affect the department's ability to offer the classes that students need to progress out of the core or to graduate and diminish the ability of faculty to meet the

university's expectations for tenure and promotion through loss of budgetary support for travel and research. This, in addition to low salaries and unaddressed instances of severe salary compression, threaten our ability to meet the Strategic Goal of "improve[ing] the compensation and working environment of faculty ... in order to recruit and retain the best individuals."

Departmental Annual Report - Part II (Academic Departments Only)

- 24) List all new degree or certificate programs with the full/accurate program title launched in your department this reporting year.

None

- 25) Number of nationally recognized academic programs offered by your department?

0

- 26) List new or renewed accreditation or similar distinction (include name of the accrediting body and date received) in your department this year.

None

- 27) List any notable achievements accomplished by your department this year.

For the second consecutive year, English was ranked in the top five (4th overall) among all departments at UWG for having the largest number of majors.

Student Achievements

- 28) List types of licensure your department prepares students to receive?

Certification to teach in the public schools (English Education)

- 29) Explain how your department prepares students for licensure?

Preparation is through our English Education Teacher Preparation Program:

http://www.westga.edu/english/index_189.php

- | | |
|---|-----|
| 30) Percentage of students who passed the state licensure or certification examination, if applicable. | 100 |
| 31) Percentage of graduating students that goes on to graduate or professional schools? | 30 |
| 32) Number of research papers published by students in your department this year? | 8 |
| 33) Number of research presentations completed by students in your department this year? | 16 |
| 34) Number of internships completed by students in your department this year? | 3 |
| 35) Number of cooperative education experiences completed by students in your department this year? | 0 |
| 36) Number of scholarships awarded to students in your department this year? | 12 |
| 37) Number of fellowships received by students in your department this year? | 1 |
| 38) Number of students engaged in funded research in your department this year? | 0 |
| 39) Number of students, in your department, that received national awards and/or recognition this year? | 0 |
| 40) Number of students, in your department, inducted into Academic Honors Societies this year? | 18 |
| 41) Number of students, in your department, that participated in a student program (which received national recognition) this year? (i.e. debate, cheerleading, athletic teams) | 0 |

42) List notable achievements accomplished by students in your department this year.

11 undergraduates from English and/or Creative Writing had academic papers or creative works accepted to the National Undergraduate Research Conference in Utah.

Tim Payne (undergraduate English major) was accepted to the Sewanee Writers Conference, one of the most prestigious writing conferences in the South. His selection was based on the submission of his work.

Number of Faculty

43) Number of endowed chairs in your department?	0
44) Number of full professors in your department?	3
45) Number of full-time faculty in your department this year?	43
46) Number of part-time faculty in your department this year?	7

Faculty Extracurricular Engagement with Students

47) Number of new course developments completed by faculty in your department this year?	27
48) Number of honors courses taught by faculty in your department this year?	10
49) Number of faculty that participated or led a study abroad program this year?	3
50) Number of faculty that participated in academic advisement this year?	17

Faculty Research Productivity

51) Number of books and/or monographs published by faculty in your department this year?	4
52) Number of book chapters published by faculty in your department this year?	1
53) Number of peer-reviewed articles published by faculty in your department this year?	35
54) Number of shorter works published by faculty in your department this year?	12
55) Number of papers presented by faculty in your department this year?	22
56) Number of other presentations delivered by faculty in your department this year?	15
57) Number of in-house publications published by faculty in your department this year?	2
58) Number of juried exhibits completed by faculty in your department this year?	1
59) Number of other exhibits or performances completed by faculty in your department this year?	3
60) Number of faculty that served in journal editing/reviewing positions this year?	16
61) Number of faculty that participated in notable continuing education efforts this year?	20
62) Number of faculty that traveled abroad for research purposes this year?	2

Faculty Public Service

63) Number of faculty that served in honors organizations this year?	2
64) Number of faculty that held positions in professional organizations this year?	7
65) Number of faculty that served as advisors to student organizations this year?	9
66) Number of faculty that participated in cooperative consulting efforts this year?	4
67) Number of faculty that served on institution (UWG) wide committees this year?	13
68) Number of faculty that served on USG system committees this year?	3
69) Number of faculty that participated in public service activities this year?	28

Faculty Grants and Awards

70) Number of grant applications submitted by faculty in your department this year?	5
71) Number of grant proposals funded for faculty in your department this year? (Answer not to exceed response to question 70)	2
72) Total dollar amount of the grants funded (reported for question 71) for faculty in your department this year? (Round to the nearest whole dollar)	1000
73) Total number grants generated by faculty members in your department.	1
74) Total number of faculty receiving grants in your department this year.	1
75) Total number of faculty receiving fellowships in your department this year.	1
76) List notable achievements accomplished by faculty in your department this year.	

Dr. Lisa Crafton published her second book, *Transgressive Theatricality, Romanticism, and Mary Wollstonecraft*, from Ashgate Press.

Dr. Stacy Boyd published his first book, *Black Men Worshipping: Intersecting Anxieties of Race, Gender, and Christian Embodiment*, from Palgrave Macmillan Press.

Dr. Katie Chaple published her first collection of poetry, *Pretty Little Rooms*.

Dr. Stacy Boyd achieved tenure and was promoted to Associate Professor.