

## Departmental Annual Report - Part I All Departments

| College of Arts and Humanities<br>College or Division | English and Philosophy Department<br>Department, If Applicable | College of Arts and Humanities - English Program<br>College School Area (Title On Report) | 2011<br>(Su10-Sp11)<br>Academic Year |
|---|--|---|--------------------------------------|
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**1) Name of department chairperson or director? 2) Email address of department chairperson or director?**  
 Dr. David W. Newton dnewton@westga.edu

**3) List departmental mission statement?**

The Department of English and Philosophy offers a strong and diversified program of courses and degree programs; provides support at all levels for departments, colleges, and programs campus-wide; and serves the community and the region. The English faculty are committed to the following principles: Educating students at all levels to be literate, linguistically proficient individuals with a firm grounding in the cultural and critical contexts of Western thought; 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; Offering a variety of writing-intensive, discussion-oriented classes that encourage active student participation and that incorporate current applications of technology; Excellence in teaching at all curricular levels; Integrating teaching and research, and actively recruiting students to participate in research and learning at the undergraduate and graduate levels; Contributing to the local community and to the region at large by offering public service through the service of its professional faculty and through academic and cultural programs that are open to the university and the general public.

**4) List departmental goals for this reporting year.**

Program Goal 1: Curricular Conduct a national search to hire a new tenure track faculty member in Eighteenth-Century British Literature. Program Goal 2: Curriculum Assessment Complete work on Senior Seminar Survey for undergraduate majors and implement survey for assessment purposes. Program Goal 3: Faculty Professional Development Design and implement a revised faculty mentoring and training process for new First-Year Writing faculty. Program Goal 4: Progression, Graduation, and Professional Preparation Work with the President's RPG Commission on researching and designing a comprehensive university RPG that takes into account the central role of First Year Writing courses and faculty in the improvement of retention and progression in the core. Program Goal 5: Student Research To maintain and/or increase opportunities for undergraduate student research. Program Goal 6: Department Administrative Structure Design and seek approval for a new associate chair position for the department Program Goal 7: College Administrative Structure Work with other departments to develop and implement new policies and procedures for the newly formed College of Arts and Humanities.

### Assessment Information

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

Program Goal 1: Curricular Conduct a national search to hire a new tenure track faculty member in Eighteenth-Century British Literature. Assessment: Search committee interviewed candidates at MLA; three finalists were invited to campus for interviews; Dr.

Laura Miller (Ph.D., University of California at Santa Barbara) was hired for the tenure track appointment in the spring. Program Goal 2: Curriculum Assessment Complete work on Senior Seminar Survey for undergraduate majors and implement survey for assessment purposes. Assessment: The department's Assessment Committee completed work on the survey template and it was administered to all students taking ENGL 4384 (Senior Seminar) in the fall and the spring. The department will be using the data from the survey for assessment purposes. Program Goal 3: Faculty Professional Development Design and implement a revised faculty mentoring and training process for new First-Year Writing faculty. Assessment: The department's First-Year Writing Committee completed work on the mentoring guidelines and the new mentoring process will be implemented in Fall 2011. Program Goal 4: Progression, Graduation, and Professional Preparation Work with the President's RPG Commission on researching and designing a comprehensive university RPG that takes into account the central role of First Year Writing courses and faculty in the improvement of retention and progression in the core. Assessment: The department chair (David Newton), the Director of First-Year Writing (Brandy Robinson), and The Director of the University Writing Center (Maren Henry) all participated on the Commission and/or the DFW subcommittee. RPG recommendations directly related to First-Year Writing are on the Commission's list of proposals. Program Goal 5: Student Research To maintain and/or increase opportunities for undergraduate student research. Assessment: Undergraduate research increased again this year, most notably through the inaugural production of LURe (Literary Undergraduate Research Journal). Started by Dr. Lisa Crafton (faculty advisor), the journal is organized, edited, and produced by students in our program and will in the future be soliciting undergraduate literature research nationally. Program Goal 6: Department Administrative Structure Design and seek approval for a new associate chair position for the department Assessment: The department developed job responsibilities for this new position and received approval for it from the dean and provost. Program Goal 7: College Administrative Structure Work with other departments to develop and implement new policies and procedures for the newly formed College of Arts and Humanities. Assessment: English and Philosophy faculty and staff worked with colleagues from other A&H departments to draft policies for the new college and to put into place its new committee and faculty governance structures.

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

Program Goal 1: Curricular Conduct a national search to hire a new tenure track faculty member in Eighteenth-Century British Literature. Improvements: Dr. Laura Miller (Ph.D., University of California at Santa Barbara) was hired for the tenure track appointment in the spring. Program Goal 2: Curriculum Assessment Complete work on Senior Seminar Survey for undergraduate majors and implement survey for assessment purposes. Improvements: The department will have more comprehensive data for curriculum and program assessment. Program Goal 3: Faculty Professional Development Design and implement a revised faculty mentoring and training process for new First-Year Writing faculty. Improvement: Formal mentoring process with written guidelines are in place for FY12. Program Goal 4: Progression, Graduation, and Professional Preparation Work with the President's RPG Commission on researching and designing a comprehensive university RPG that takes into account the central role of First Year Writing courses and faculty in the improvement of retention and progression in the core. Improvements: Some proposals from the Commission report are already being implemented, including revisions to the FYP attendance policy and the development this past summer of a summer FYW experience immersion course for at risk students which was piloted by Dr. Angela Insenga. Program

Goal 5: Student Research To maintain and/or increase opportunities for undergraduate student research. Improvements: The department's new undergraduate literature journal (LUR: Literary Undergraduate Research) was published. Program Goal 6: Department Administrative Structure Design and seek approval for a new associate chair position for the department Improvements: Dr. Margaret Mitchell was appointed as our new associate chair. Program Goal 7: College Administrative Structure Work with other departments i to develop and implement new policies and procedures for the newly formed College of Arts and Humanities. Improvements: Policies and procedures for the new College of Arts and Humanities are now in place.

- 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 should 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 remained at the highest levels ever (approximately 30 students). We have more students wanting to enter the program but have had to limit further enrollment increases until additional resources can be identified. Currently, we do not have enough seats in our graduate seminars to accommodate additional students in the program. The dissolution of the graduate school has created additional organizational and administrative pressures on the program and resulted in the loss of several graduate students whom we had admitted into the program in the spring.

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

The department works with Facilities and Risk Management departments to create and maintain a safe working environment for faculty, staff, and students.

- 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 coordinated the visit of Pulitzer Prize winning novelist and nonfiction writer Julia Alvarez to UWG as part of the Shared Text Project which provides a common learning experience for all first year students 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.**

Renovations to some department work spaces (faculty meeting and seminar rooms in the TLC) and the conversion of former TLC classroom space to faculty office space alleviates (but does not fully resolve) some of the serious office space and facilities limitations the department currently faces.

- 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; 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 lecture-format classes with scantron examinations. 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 currently employs 45 full time faculty and 7 part-time faculty for a ratio of 6.4 to 1. The department ratio of tenure-track faculty to majors in our program is approximately 16 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 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 Pulitzer Prize winning author Julia Alvarez to campus. We have seen attendance by the public at these events increase over the past several years. The

department has been actively involved in working with local organizers and promoting the Big Read events throughout the local community. Through initiatives in our English Education program like BRIDGES, which takes English faculty from our program out into area public schools, we are establishing stronger relationships with students and teachers across the region. 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.
- 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.

Two administrative positions (Director of First Year Writing and Director of the University Writing Center) were merged into one administrative position. Created the position of Associate Chair for the Department of English and Philosophy.

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

None

### **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.

Under the leadership of Dr. Lisa Crafton (faculty advisor), students in our program started a new journal, LURe (Literature Undergraduate Research) that publishes undergraduate research in literary studies. The Creative Writing Guild (Dr. Emily Hipchen, faculty advisor) won best new student organization at UWG. Pulitzer-Prize winning novelist Julia Alvarez visited campus as part of the First-Year Writing Program's Shared Text Series in cooperation with our Creative Writing Program. Many different departments and units on campus contributed to and participated in this major event.

### **Student Achievements**

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

English Education Certification to teach in the public secondary schools.

- 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](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?   | 12  |
| 33) Number of research presentations completed by students in your department this year?  | 32  |
| 34) Number of internships completed by students in your department this year?   | 5   |
| 35) Number of cooperative education experiences completed by students in your department this year?   | 3   |
| 36) Number of scholarships awarded to students in your department this year?  | 18  |
| 37) Number of fellowships received by students in your department this year?  | 0   |
| 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?  | 12  |
| 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.  |     |

Three students (Mackenzie Regier, Randie Mayo and Tim Payne) participated in the Thomas Lux Poetry Workshop at Georgia Tech. Josh Black (undergraduate English major) received a \$500.00 College of Arts and Sciences Student Professional Development Grant to begin publishing LURe: Literary Undergraduate Research.

#### **Number of Faculty**

|   |    |
|---|----|
| 43) Number of endowed chairs in your department?              | 0  |
| 44) Number of full professors in your department?             | 5  |
| 45) Number of full-time faculty in your department this year? | 47 |
| 46) Number of part-time faculty in your department this year? | 6  |

#### **Faculty Extracurricular Engagement with Students**

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| 47) Number of new course developments completed by faculty in your department this year? | 15 |
| 48) Number of honors courses taught by faculty in your department this year?             | 9  |
| 49) Number of faculty that participated or led a study abroad program this year?         | 4  |
| 50) Number of faculty that participated in academic advisement this year?                | 20 |

#### **Faculty Research Productivity**

|  |   |
|--|---|
| 51) Number of books and/or monographs published by faculty in your department this year? | 2 |
| 52) Number of book chapters published by faculty in your department this year?           | 7 |

|   |    |
|---|----|
| 53) Number of peer-reviewed articles published by faculty in your department this year?         | 32 |
| 54) Number of shorter works published by faculty in your department this year?                  | 23 |
| 55) Number of papers presented by faculty in your department this year?                         | 26 |
| 56) Number of other presentations delivered by faculty in your department this year?            | 24 |
| 57) Number of in-house publications published by faculty in your department this year?          | 7  |
| 58) Number of juried exhibits completed by faculty in your department this year?                | 4  |
| 59) Number of other exhibits or performances completed by faculty in your department this year? | 9  |
| 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?      | 45 |
| 62) Number of faculty that traveled abroad for research purposes this year?                     | 4  |

### Faculty Public Service

|  |    |
|--|----|
| 63) Number of faculty that served in honors organizations this year?                 | 7  |
| 64) Number of faculty that held positions in professional organizations this year?   | 12 |
| 65) Number of faculty that served as advisors to student organizations this year?    | 11 |
| 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?    | 16 |
| 68) Number of faculty that served on USG system committees this year?                | 4  |
| 69) Number of faculty that participated in public service activities this year?      | 49 |

### Faculty Grants and Awards

|  |    |
|--|----|
| 70) Number of grant applications submitted by faculty in your department this year?  | 10 |
| 71) Number of grant proposals funded for faculty in your department this year?<br>(Answer not to exceed response to question 70)                         | 5  |
| 72) Total dollar amount of the grants funded (reported for question 71) for faculty in your department this year?<br>(Round to the nearest whole dollar) | 41 |
| 73) Total number grants generated by faculty members in your department.   | 5  |
| 74) Total number of faculty receiving grants in your department this year.   | 3  |
| 75) Total number of faculty receiving fellowships in your department this year.  | 0  |
| 76) List notable achievements accomplished by faculty in your department this year.  |    |

Dr. Greg Fraser was name Georgia Writer / Poet of the Year. Dr. Emily Hipchen was named UWG Faculty Advisor of the Year for her work with the Creative Writing Guild.