Presentation

- Received Department Strategic Planning document
  - Will review at meeting in the Fall
  - As well as discussion document
- No plans for MA online
  - Are teaching an online graduate seminar this semester
  - Marketing course to high school teachers
- Offer 1 or more experimental courses each semester
- Working on some interdisciplinary minors
- All peer institutions have full graduate tuition waivers for GTAs
- Purchasing computers
  - Laptops cost more than tower
  - Creates situation - can’t buy equipment for part-time people and non-tenure track
- Difficulty of tracking alumni

Internet Incentive Funds

- Get 85% of money back - $22,000
- Have to apply for Academic Affairs money to qualify to have conference presentations funding

Computer purchases

- If person is 100% time, can only get a laptop
- People share offices – would like them to share computers
- Laptops are more expensive
- Originaly
  - Needed laptops to take to classrooms
  - With smart classrooms don’t need to do this

CGTA Funding

- Provost will communicate with BOR

IPR went well
Teaching Loads
- English faculty tend to be generalists
  - If want them to be doing more research need to move to a 2-2 teaching load
- Competing interests
  - Retention, recruiting, research, etc.
- One woman in her 5th year – has never had a new course to prepare
- Established faculty have needs for support as well
- Full-time instructional faculty teach 5-5 (mostly composition) have needs as well
- A 5-5 load for composition is “punishing”
  - 5 course could have 125 students
- Size of the load make it difficult to deliver excellent instruction

Research in the Humanities
- When he came no access to MLA Bibliography
- First CD-ROM
- Then limited access
- Use friends at another university
- Not a good understanding of nature of research in Humanities
- Can’t get current issue of some journals with Project Muse
- If research requirements are increased need to increase support
- Can’t get journals they need
- How about University P & T committees –
  - Does rest of campus understand nature of their research?
  - Puts English faculty at disadvantage
  - Courtesy publications as an example
- Most of their work is single author studies
- Don’t have Oxford English Dictionary in library (has to buy himself)
- Perhaps we need a fee for composition courses
- Used to have Encyclopedia Britannica
  - Wasn’t used
  - Cancelled

Outreach and Service
- Need a vision for this
- Need a coherent vision from University
- They do a lot in their department but it takes a lot of time
- What is the priority?
- Interdisciplinary work also takes a lot of time
Diversity Hires

- Will probably need help with this
- Need to make it a priority
- Will need to actively recruit to make this happen
- Need Native American faculty
  - Would help attract tribal students
- Would like a person of color hired into English Department
- Can they use search firms?
- Target of Opportunity hires (or Targeted Opportunity hires)
- As a land grant have under realized opportunity to serve American Indian populations

Basic Writing Program

- In Fall she teaches in Wagner Hall which is good
- Lab in Scobey is nice but small
- Noisy air conditioner
- Teaching in Scobey is almost untenable under these conditions
- Faculty come from office in West to work on computers in Scobey
- Need to investigate lab space
- “If money can fix it, it’s not a problem”
Department of: ENGLISH

Statement of Mission

1. In fulfillment of its part of the College of Arts and Sciences’ mission to provide a strong liberal arts education for all SDSU students through the core curriculum, the English Department offers core curriculum courses which
   a. Develop and enhance students’ abilities to communicate in written English, while encouraging students to view themselves as engaged, creative and relevant producers of knowledge,
   b. Develop students’ literary background as one part of a humanities background which fosters intellectual skills, humanistic understanding, cross-cultural literacy, and aesthetic appreciation,
   c. Develop students’ ability to think analytically, speculatively, and imaginatively in ways that are applicable across the disciplines,
   d. Enhance students’ ability to employ instructional technology in their writing, learning and research in innovative and creative ways.

2. In fulfillment of the College of Arts and Sciences’ mission to provide the best possible personal and professional preparation of its undergraduate majors and graduate students, to prepare students to make positive contributions to their professional disciplines, and to enable them to function in and contribute to the changing global society of which they are a part, the English Department
   a. Offers three undergraduate plans of study, one to prepare secondary school teachers of English, one to provide non-teaching English majors with a broad literary and writing background useful in professional or graduate school or in positions in government, the arts, administration, business, and industry, and one to provide instruction in the theory and craft of creative and professional/technical writing.
   b. Offers an M.A. degree in English in which students may focus on Studies in English or Studies in Language and Rhetoric, and which prepares students to teach in secondary schools or community colleges, for technical writing positions, or to attend competitive Ph.D. programs,
   c. Provides students with an understanding of the development and structure of the English language, and of the complex historical and cultural circumstances in which it developed and continues to evolve
d. Provides students with an understanding of bibliographical resources, informational technology, and the historical development of research methods and critical approaches in literary scholarship and cultural studies,

e. Develops students’ aesthetic, historical, and theoretical appreciation of all forms of literary and cultural expression,

f. Contributes to a humanistic understanding and appreciation of the diverse cultural perspectives which inform the increasingly interconnected world in which we live.

3. Through its course offerings, the English department contributes to the larger Arts and Sciences mission of supporting professional programs in other colleges by enabling them to meet accreditation requirements and to enrich students’ lives.

4. The English Department contributes in a variety of ways to the Arts and Sciences mission of enriching the quality of life on campus, in Brookings, and throughout the region by promoting an appreciation of literature, literary and cultural history, and aesthetic appreciation to a variety of audiences, both on and off the campus.

5. The English Department serves the broader Arts and Sciences mission of expanding the boundaries of knowledge through its commitment to and investment in the scholarly and creative activities of its faculty, as these activities enrich the educational experiences of students and the overall intellectual environment of the university while allowing faculty members to participate in prominent scholarly conversations and creative endeavors on the regional, national and international level.

Statement of Vision –

The English Department will provide its students, faculty, staff, and stakeholders dynamic and innovative teaching, scholarship, and service. The Department will

1. Provide current and innovative offerings in the undergraduate and graduate curricula;

2. Provide opportunities and resources for faculty and students to engage in research;

3. Provide outreach through conferences such as the Great Plains Writers’ Conference and creative writing contests for middle and high school students;

4. Recruit and retain the best possible students and faculty from diverse populations;

5. Provide students and faculty the opportunity to experience the diversity of people and ideas in academic study and travel.
**How has mission changed in the last ten years?**

The core of our mission has remained stable over the last decade with our emphasis on student-centered learning, teaching, and advising. Our curriculum has always encouraged diverse viewpoints and representations. What has changed is an increased emphasis on peer-reviewed research by faculty without a corresponding reduction in teaching loads and the University’s objective that faculty work should contribute to economic development.

**Challenges over next five years**

1. Retirements of senior faculty and mentoring of new faculty;
2. Ensuring that our curriculum remains cutting-edge;
3. Upgrading of physical facilities and unmet computer needs;
4. Enrollment pressures in General Education courses (staffing, scheduling, financial and physical resource issues);
5. Heavy teaching loads;
6. Lack of funds to support research and travel;
7. IPR in AY 2009-10 (COMPLETE FEBRUARY 2012)
8. Endowment for Great Plains Writers’ Conference

**Planned objectives, initiatives, projects, programs over next five years**

<table>
<thead>
<tr>
<th>Objective or Description</th>
<th>Link to Strategic Goals</th>
<th>List type of Resources needed</th>
<th>Outcomes metrics</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirements of senior faculty and mentoring of new faculty;</td>
<td>Strategic Goal 1</td>
<td>Recruitment monies; continuing FTE; resources for new faculty research/travel, release time</td>
<td>New hires in place</td>
<td>2009-2014</td>
</tr>
<tr>
<td>Recruiting faculty and students from under-represented groups</td>
<td>Strategic Goal 1</td>
<td>Recruitment monies; start-up funds; release time for faculty; scholarship support for students</td>
<td>At least one new faculty member from an underrepresented group; 5% increase in students from underrepresented groups</td>
<td>In AY 2009-10, the Department has three graduate students from indigenous populations 2009-2014</td>
</tr>
<tr>
<td>Ensuring that our curriculum remains cutting-edge</td>
<td>Strategic Goal 1</td>
<td>New faculty hires in target areas; faculty research time and resources</td>
<td>On-going curricular updating</td>
<td>2009-2014</td>
</tr>
<tr>
<td>Upgrading of physical facilities and unmet computer needs</td>
<td>Strategic Goal 1</td>
<td>Money to buy new computers and software, refurbish faculty offices and classrooms</td>
<td>New faculty and staff computers and technology</td>
<td>2009-2014</td>
</tr>
<tr>
<td>Meeting enrollment pressures in General Education courses</td>
<td>Strategic Goal 1</td>
<td>Staffing, scheduling, financial, and physical resources</td>
<td>Class sections available for students</td>
<td>2009-2014</td>
</tr>
<tr>
<td>Reduce teaching loads</td>
<td>Strategic Goal 1</td>
<td>Staff and financial resources; streamlining of curriculum</td>
<td>Teaching loads reduced to 3-3</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Support increased faculty research</td>
<td>Strategic Goal 1</td>
<td>Reduced teaching loads; money for travel and research</td>
<td>Reduced teaching loads; restructuring of course rotations</td>
<td>Four faculty received grants from Provost’s Office</td>
</tr>
<tr>
<td>Endowment for Great Plains Writers’ Conference</td>
<td>Strategic Goals 1-4</td>
<td>Financial; help from Foundation</td>
<td>Endowment established</td>
<td>2009-2014</td>
</tr>
</tbody>
</table>

**FY 2010 Initiatives, projects, programs**

<table>
<thead>
<tr>
<th>Objective or Description</th>
<th>Action Steps</th>
<th>Resources needed</th>
<th>Outcome metrics</th>
<th>Accountability</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful IPR</td>
<td>Write self-study; secure external reviewer; site visit</td>
<td>$1000</td>
<td>Positive review</td>
<td>McEntee/Donovan, Keller, Brandt, faculty</td>
<td>Site visit will be scheduled for SP 2011—COMPLETE</td>
</tr>
<tr>
<td>Reduce teaching loads of tenure track faculty to 3-3</td>
<td>Prepare plan for Dean; discuss with faculty; streamline curriculum and alter course rotations</td>
<td>TBD</td>
<td>Tenure track faculty teach 3-3 load (2 lit/1 comp alternate with 2 comp/1 lit</td>
<td>McEntee/Donovan</td>
<td>Spring 2010—COMPLETE</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Goal</td>
<td>Responsible Parties</td>
<td></td>
<td></td>
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<tr>
<td>Faculty searches (<em>Tietchen + O’Connor positions; Serling position; create pool of part-time instructors</em>)</td>
<td>Begin searches as early as possible in FA 09</td>
<td>All positions filled</td>
<td>McEntee/faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit faculty and students from under-represented groups</td>
<td>Target minority faculty and students in recruitment materials and advertising</td>
<td>FTE available for faculty line; advertising and recruitment expenses</td>
<td>1 faculty hire from an under-represented group; 5% increase in minority students</td>
<td>McEntee/Faculty/Dean/Provost</td>
<td></td>
</tr>
<tr>
<td>Finalize department structure (Humanities major; merge with Phil/Rel)</td>
<td>Seek decision from Dean and Provost</td>
<td>Secretarial assistance</td>
<td>Department structure finalized</td>
<td>Provost/Dean/McEntee/faculty</td>
<td></td>
</tr>
<tr>
<td>Determine future directions of Methods and Juvenile Lit</td>
<td>Get feedback on CST summer Methods course</td>
<td>CST/HIST/ENGL fund a joint Methods course Interdisciplinary Methods course; decision on permanent instructor for Juvenile Lit</td>
<td>McEntee/Haleta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement undergraduate Writing Emphasis</td>
<td>Clarify with Provost</td>
<td>None</td>
<td>Writing Option implemented and advertised</td>
<td>McEntee/Stewart-Nuñez</td>
<td></td>
</tr>
<tr>
<td>Peace Studies minor</td>
<td>Finalize curriculum proposal</td>
<td>None</td>
<td>Curriculum approved and advertised</td>
<td>Woodard/Baggett</td>
<td></td>
</tr>
<tr>
<td>American Studies minor</td>
<td>Finalize curriculum proposal</td>
<td>None</td>
<td>Curriculum approved and advertised</td>
<td>Baggett/McEntee</td>
<td></td>
</tr>
<tr>
<td>Develop team-taught course</td>
<td>Develop a new interdisciplinary course</td>
<td>Cooperation of other department Course developed and scheduled for AY 2010-2011</td>
<td>McEntee/Brandt/Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Thesis Option in Grad Program</td>
<td>Finalize proposal from last year</td>
<td>None</td>
<td>Department approval</td>
<td>Donovan/Brandt-Stewart-Nuñez/McEntee/Grad Committee</td>
<td></td>
</tr>
</tbody>
</table>
Degrees Offered:

- BA English
- BA English Education
- English Minor
- Professional Writing Minor
- Peace and Conflict Studies Minor (inter-disciplinary)
- MA English (by thesis or exam)

Current Staffing:

- Tenured and Tenure Track Faculty: 12 (14 including Donovan/new hire)
- Open Tenure Track Faculty Lines (FTEs): 2 (1 after this year’s new hire)
- Instructors: 12 (Serfling will transition to Tenure Track)
- Graduate Teaching Assistants (GTAs): 16
- Graduate Students (Includes GTAs): 32
- Temporary Instructors: 6
- Support Staff: 1
- Technology Fellows: 1
- Work Study: 1
- Total (Active Staff): 49

Spotlight on our twelve tenure track faculty members (as of Fall 2011):

- They published a combined 5 journal articles, 14 book reviews, 1 play review, 1 poetry book, and 2 creative non-fiction essays (one award-winning).
- They submitted for publication 7 journal articles, 2 book reviews, 3 books (two scholarly; one of poetry), and 6 creative non-fiction essays.
- They attended 19 total regional and national conferences, with 17 presentations of original scholarship as well as 8 invited poetry readings.
- Each serves on multiple departmental committees and almost everyone is directing at least one Master’s Degree thesis/exam.
- They have 100 percent involvement in college and university committees, including: Honors Committee, Women's Studies, Schultz-Werth Award, Harding Lecture, Tyospae (formerly Native American Advisory), Campus Planning, Research Grants and Awards,
Academic Assessment, Library, Faculty Senate (three members; Mike Keller will serve as Vice President next year), Graduate Council, Information Technology, and Faculty Handbook Task Force.

- They have accomplished the following: Two received a $3,500 grant to visit Russia (June 1-13) to organize future study abroad trips for SDSU students to Udmurt State University in Izhevsk; one is teaching a study abroad course on the gothic in Ireland, July 11-22. Two received Sewrey Lectureships. Numerous instances of involvement in Diversity (both classroom and service), Global Studies, Honors College (both teaching and committee work), and Women’s Studies. One faculty member serves as the Chess Club Advisor. Numerous guest lectures for colleagues classes (both in and out of department). One faculty member served as the Fall Theme Semester Coordinator: Turkey.

Credits Generated:

During the 2010-2011 academic year—excluding summer—a total of 13,445 state-support and 3,903 self-support credit hours were generated by the Department of English. We are the second highest credit generating department in the college, behind only the Department of Chemistry, and this is true of both state support and all credit-generating classes.

A summary of Student Credit Hour Generation for FY 2010-11 via Internet includes:

- Summer 2010 Undergraduate: 1,442
- Fall 2010 Undergraduate: 573
- Spring 2011 Undergraduate: 1,011
- Total: 3,026

Our summer offerings have been entirely via internet for several years. Last summer, we offered 26 English classes: 032, 033, 101 (3 sections), 201 (12 sections), 210, 268, 277 (2 sections), and 379 (5 sections) for a total of 1,416 Undergraduate Student Credit Hours generated. This coming summer (2012), we will offer 27 sections, including our first offering of ENGL 283. We will continue to offer on-line summer classes as the demand sees fit. Because we have not had a raise in three-plus years, more faculty members are teaching on-line summer classes, leaving fewer options for our instructional staff, who have relied on these classes to support their income.

Goals and Challenges:

For the AY 2011-12 and beyond, the Department Head has identified the following as the English Department’s significant immediate goals and challenges:

- Monitoring retirements of senior faculty and mentoring of new faculty and retaining their FTEs so as to fill the position(s) in a timely fashion;
- Ensuring that our curriculum remains cutting-edge;
- Exploring possible new minors in American Studies, African American Studies, and Film Studies;
• Exploring more possibilities for on-line instruction, especially during the fall and spring semesters;
• Revising and updating our graduate program to include Option B: Professional Paper, balancing required credits for Option C (Exam; 36) with Option A (Thesis; 30), and seeking ways to reduce the teaching load for GTAs;
• Continuing dialogue via Graduate Council (McEntee), Dean of A & S, Provost, and other key personnel in addressing the need for GTAs to receive a full tuition waiver (currently 2/3);
• Completing a successful WC/ESL Coordinator hire;
• Completing one more Tenure Track Hire (Early Americanist/Digital Humanities);
• Emphasizing and practicing diversity in curriculum as well as in recruiting/hiring faculty, instructors, and graduate students;
• Securing course release for untenured faculty and faculty involved in significant research projects;
• Upgrading of physical facilities and unmet computer needs (address the 100% rule for computer purchases);
• Emphasizing the urgency of retaining Internet Incentive Funds to support research and travel;
• Monitoring enrollment pressures in General Education courses (staffing, scheduling, enrollment caps, and financial and physical resource issues);
• Anticipating potential loss/reduction of Internet Incentive Funds to support research and travel as well as computer/technology needs;
• Monitoring the potential reorganization of the College;
• Securing a permanent endowment for Great Plains Writers’ Conference; and
• Tracking of graduated English majors at both the undergraduate and graduate levels.