HCAS Department of English
Self-Study: 2009–2016

Executive Summary

The Department of English faculty has completed a self-study of the unit's academic programs in the context of the strategic goals of the department, Harriot College of Arts and Sciences, and East Carolina University. We are committed to the University's mission of student success, public service, and regional transformation and believe that the department's work in teaching, scholarship, and service aligns with that mission. The undergraduate and graduate programs in the Department of English open minds to the transformative power of language, literatures, and literacies and significantly contribute to ECU's liberal arts foundations curriculum. Our faculty have been influential scholars—in both research and creative activity—and our department serves the college, university, and region. We do face challenges, especially in the areas of faculty attrition, morale, and student recruitment, and we see opportunities for improvement and growth as we continue to pursue excellence.

a. Overall quality of each degree/certificate
BA English
Students majoring in English at East Carolina University develop writing, critical thinking, and reading skills for career success, global citizenship and the sophisticated understanding of language, literature and culture. English majors take classes from the range of fields that make up the study of English today: creative writing, film studies, folklore, linguistics, literature, multicultural and transnational literatures, rhetoric and composition, teaching English to speakers of other languages, and business and technical communication. The program is flexible and can be tailored to the interests of individual students, who receive personalized attention from a team of nine faculty advisors. The BA offers students distinctive experiences such as an elective for-credit internship ("Careers in Writing"), study abroad opportunities in London, Belize, Ireland, and the Czech Republic, and a one-credit "English Professional Seminar" for career and graduate school exploration and preparation. We have had success in decreasing average time to degree for freshmen to 4 years (as of 2014–15). Student learning outcome assessment data suggests that overall program quality is strong. Student satisfaction, as measured by senior surveys, is also high. The department offers undergraduate minors in Creative Writing, English, Film Studies, and Linguistics and undergraduate certificate in Business and Technical Communication and in TESOL.

Certificates
The **certificate in business and technical communication** provides students with opportunities to develop analytical and practical skills in planning, writing, designing, editing, and managing a range of professional texts for print and online publication. The certificate is open to students enrolled in undergraduate degree programs, including English, and offers students a high-quality introduction to professional communication. The undergraduate **certificate in TESOL** is designed for students who wish to further their education in the field of teaching English to speakers of other languages. The certificate helps prepare professionals planning to teach English as a second language (ESL) in the US or English as a foreign language (EFL) overseas (it is too new to be included in the Full Report).

MA English (with Certificates in Multicultural and Transnational Literatures, Professional Communication, Teaching English to Speakers of Other Languages, and Teaching English in the Two-Year College)
The **MA in English** is a 33-semester-hour program that offers both a thesis and comprehensive assessment project option, which is a non-thesis option. The degree teaches advanced skills in reading and writing (professional, rhetorical, analytical, and creative) as well as the appreciation and analysis of literature, film, and cultural issues. It effectively prepares students for professional careers in writing, editing, information design and related fields; for entry into PhD programs in English and other professional degree programs (such as law); and for teaching English in the two-year college and teaching English to speakers of other languages. The degree program also provides opportunities for public school teachers to acquire advanced degrees that focus on writing, literature, and English language skills. MA students have opportunities to explore a variety of interests and choose among eight concentrations: English Studies, Creative Writing, Linguistics, Literature, Multicultural and Transnational Literatures, Rhetoric and Composition, Teaching English to Speakers of Other Languages (TESOL), Technical and Professional Communication.

The online **certificate in multicultural and transnational literatures** offers continuing education for post baccalaureate teachers, professionals, and potential graduate degree students in literatures from diverse ethnic and cultural groups that may have been excluded from mainstream literary studies. Course work is international, intercultural, and interdisciplinary, with emphases on genre, historical context, and critical methodologies, and a focus on ethnic American and world literatures written in English. The online **certificate in professional communication** allows working professionals to update their key skills in relation to technological and conceptual changes in the field. The online **certificate in TESOL** is designed for qualified candidates who wish to further their education in the field of teaching English to speakers of other languages. The certificate helps prepare professionals planning to teach English language learners (ELLs) in public/private sectors in the US or English as a Foreign Language (EFL) in such contexts overseas. The **certificate in TETYC** is designed for qualified candidates who wish to further their education in the field of teaching English at the community or two-year college (it is too new to be included in the Full Report).

We serve a diverse student body, including working professionals, with on average, 70% part-time students. The four-year graduation rate for the MA is 75% and the average student graduates in 2–3 years. Almost all students meet student learning outcomes (assessed through thesis/CAP projects). On graduating surveys, students favorably evaluate the knowledge and skills they have gained in the MA and certificate programs.

PhD Rhetoric, Writing, and Professional Communication
The PhD in Rhetoric, Writing, and Professional Communication (RWPC) program is a 60-semester hour program with a required dissertation. It offers students the opportunity to combine theory and practice. Focused on public and community rhetorics across genres and media, we provide future scholar-teachers with diverse, well-supported research and pedagogical experiences and foster professional development within intellectual and professional communities. The program emphasizes the integration of coursework, research, and professional development, including opportunities for students to teach a variety of writing courses and serve

in editorial and leadership positions. The PhD program was revised in 2012–2013 and admitted its first students into the new program in 2013. Faculty involved with the PhD program has been reduced from 14 to 12 in the last several years. The program now recruits from a national pool of applicants. The average time-to-degree is 6.5 years. Our placement has been outstanding. Of the 22 graduates, 20 are employed in higher education, and two work in industry. Assessment data shows that students excel at articulating the place of their research within the discipline but could improve on articulating the scope and focus of their dissertation projects.

b. Strengths and weaknesses of the department

Teaching

Department faculty are regularly recognized for their teaching excellence. Three have received ECU's Scholar-Teacher Award and nine have received university teaching grants. Faculty teaching has been supported by professional development within the department and through the Quality Enhancement Plan (QEP), "Write Where You Belong." We successfully transitioned, in large part due to the professional development efforts of our excellent fixed-term faculty members, in 2015–16 to ENGL 2201, "Writing About the Disciplines" a sophomore-level writing course developed as part of the QEP. The training program for GTAs teaching composition is strong. Advising is a strength at all levels. We can continue to work on improving our curriculum to attract students and prepare them for 21st century challenges. At the MA level, we have struggled to offer courses to support all the concentrations, leading to limited choice for students, especially in the campus-based programs. The decline in our ranks of instructional personnel has been a challenge, especially as we strive to offer the courses required by the writing foundations program, BA, three minors, two undergraduate and four graduate certificates (two of these, undergraduate TESOL and graduate Teaching English in the Two-Year College, are too new to be covered in this self-study), seven MA concentrations (apart from English Studies), and the PhD. Workload issues related to increased composition teaching by tenure-line faculty with expertise in other areas and heavy graduate advising loads have eroded morale.

Scholarship

Scholarship—research, creative activity, and engagement—is a strength. Two of our faculty have been recognized as Thomas Harriot College of Arts and Sciences Distinguished Professors (Bauer in 2014 and Wieland in 2016). Since 2009, faculty members have published 39 books and 10 monographs with top tier presses like U of Michigan P, Routledge, Cambridge UP, U of Pennsylvania P, and Carnegie Mellon UP. They have published 104 chapters, 9 compilations, and 1 supplement. They have published over 200 individual articles and proceedings, many in the top venues in their fields and have presented over 600 papers, exhibits, posters or podium presentations at top conferences and other venues. Writers have presented 114 readings, 22 performances, and 5 productions. For fiscal years 2010–2016, department faculty submitted as PIs 35 proposals for external funding totaling $2,179,877. They received 24 grants totaling $772,953. Department faculty submitted as co-PIs 34 proposals totaling $4,924,387. They received 30 grants totaling $2,269,451. As in any department, faculty productivity is uneven, and we would like to offer semester course reassignment awards to support focused faculty scholarship. Differential teaching loads can also allow faculty to focus their efforts in their areas of strength. In addition to retirements, the department has in recent years failed to retain highly productive senior faculty members as well as promising junior faculty.

Service

Department faculty individually and collectively make a service impact on the university and region. They are leaders in ECU's shared governance structures and in administrative roles. They have co-curated three exhibitions and edit or co-edit five journals. They also organize regional and national events, symposia, and conferences and are leaders in professional organizations. We support regional educators through the Tar River Writing Project and the Eastern Carolina Writing Symposium for Community College/K-12. The department's Community Action Committee leads a "Write Place, Write Time" community writing initiative. Faculty have developed and nurtured service-learning and internship opportunities for students. Our next challenge is to translate these activities into further external funding opportunities and make them recruitment draws.

Front Office/Staff
During the period under review, we have had three interim chairs and two permanent chairs (the current chair has served less than a year). This leadership turnover poses obvious challenges for developing and implementing consistent policies and practices related to workload, evaluation, and operations. We have support from an excellent staff, but turnover is a challenge. State hiring practices make it impossible to reward exceptional staff with raises and bonuses; the only way for a staff member to get a raise is to switch jobs. As a result, existing staff are frequently called on to cover vacancies and staff hiring is an ongoing activity. For example, none of our current four staff members has been in the department more than 2 years, and we are hiring for one vacant staff position. We have improved cross-training of staff so that existing staff can help to train new staff.

c. Major findings
During the past seven years, we have maintained program quality in the face of enrollment declines that track national trends. We have strived to enhance student success in undergraduate and graduate programs and develop innovative online programs that respond to market needs. In their teaching and scholarship, faculty push the boundaries of our disciplines and demonstrate the relevance of humanistic studies in the 21st century. This self-study has helped us to define strengths as well as areas for improvement. The challenges identified in the self-study will shape our actions in the coming years.

d. Significant actions or changes planned
In summary, the most significant actions planned in this self-study are provided below:
- Continue expanded undergraduate recruitment including community college outreach and curricular off-ramps from other ECU degree programs, with a focus on career opportunities.
- Develop a circle of alumni ambassadors.
- Develop 1000-level course offerings that represent the diversity of English and serve as recruiting gateways.
- Explore the possibility of creating a BS degree focusing on professional writing.
- Reduce the undergraduate certificate in Business and Technical Communication to 12 hours.
- Enhance opportunities for undergraduate research.
- Review catalog for course titles and descriptions.
- Expand graduate recruitment, including continued outreach to HBCUs.
- Mentor students to encourage timely completion of CAP, thesis, and dissertation projects.

- Reduce PhD coursework hours.
- Develop programming to assist PhD students in preparing research for publication.
- Maintain research productivity as measured by peer-reviewed publications, substantive engaged scholarship, and proposals for external funding (when available).
- Develop a system of differential teaching loads and unbalanced teaching loads to enable faculty scholarship and mentorship of graduate students and reward faculty for their strengths.
- Offer a semester-long departmental research reassignment award.
- Manage operating budget to increase, if possible, funding for faculty professional development (conference travel, research/creative activity travel, and materials purchases).
- Request reconfiguration of several amphitheater lecture classrooms to facilitate flexible, problem-based learning and group collaboration.

Our work is central to ECU's mission, and our curriculum development will be forward-thinking and responsive to the needs of students and employers while also grounded in the strong teaching and scholarly traditions of our disciplines. We strive to advance knowledge in our fields and to involve students at all levels in faculty scholarship. We will continue to build partnerships with regional educators and other stakeholders. We maintain and affirm our strong commitment to contributing productively to student learning and success, public service, and regional transformation within a liberal arts framework.

Full Report

1a. Program Purpose: BA English

1.1 Program Purpose
Students majoring in English at East Carolina University develop writing, critical thinking, and reading skills for career success, global citizenship, and the sophisticated understanding of language, literature, and culture. English majors take classes from the range of fields that make up the study of English today: creative writing, film studies, folklore, linguistics, literature, multicultural and transnational literature, rhetoric and composition, teaching English to speakers of other languages, and business and technical communication.

1.2 Program Alignment
The program's purpose aligns with the University's mission and strategic initiatives as follows:
- In addition to traditional face-to-face classes, we use online and hybrid delivery methods to increase access to knowledge particularly in the areas of multicultural and transnational literatures, business and technical communication, and TESOL.
- Our diverse course offerings, inclusion of service-learning, global/domestic diversity designations, and study abroad programs (e.g., Belize, England, Ireland and Poland/Czech Republic) equip "students with the knowledge, skills and values to succeed in a global, multicultural society." Cultural enrichment is the nature of the humanities and therefore the nature of our program as well.
- Effective teamwork and leadership skills are integral to our coursework and internships on campus and in the community, developing "tomorrow's leaders to serve and inspire positive change."

- Our faculty's initiatives such as "Write Place, Write Time," the Contemporary Writers series, a [TESOL and Applied Linguistics Graduate Students (TALGS) conference](#) accepting undergraduate submissions, and journals such as the *[North Carolina Literary Review](#)* including undergraduate student interns, all make a difference in the community "to support a thriving future for eastern North Carolina and beyond." See also 4.11.

1.3 Features
- Our BA program is interdisciplinary. Our courses cover a range of related disciplines; film studies and linguistics have their own prefixes. In addition to the BA, we offer four minors: English, Film Studies, Creative Writing, and Linguistics. Professional certificates in Business and Technical Communication or TESOL can be built into the student's major or minor.
- We offer internship classes for juniors and seniors (1–2 semesters). Those interning on campus develop their copy editing skills working for professional journals, such as the *North Carolina Literary Review*; others are placed with legal firms, art museums, city government, and various non-profit organizations in and outside Greenville (see Appendix D).
- We offer a one-credit professional seminar preparing juniors and seniors for the job market or graduate school application process. Students learn from the experiences of our alumni and other guest speakers, prepare their resumes, job or school applications, and complete their senior portfolios to be submitted before graduation.
- While we are continuously pressed to increase class sizes, we do our best to maintain a relatively low teacher–student ratio. Our Writing Intensive (WI) classes are capped at 25 and Creative Writing seminars are as low as 18–20 students. We increased the cap on non-WI undergraduate classes from 35 to 40. Our faculty advisors encourage students to think about their desired career goals from the very beginning; our faculty are known to be caring and attentive to students' needs.
- Undergraduate students run an English Club, a Creative Writing Club, and a Film Club. Each club has a faculty sponsor.
- Our minors in Film Studies and in Linguistics are interdisciplinary. For example, the Linguistics minor includes classes from the Department of Foreign Languages and Literatures, Communication, Speech and Hearing Sciences, Anthropology, and, in its current revision, from Computer Sciences. These minors signify the tendency in our department to look for disciplinary bridges. We believe that meaningful interdisciplinary connections, looking outward, are the best way forward.
- Where feasible, we cross-list our classes with related areas such as Communication, Anthropology, and interdisciplinary programs including Ethnic Studies, Great Books (both led by the English faculty), Medieval and Renaissance Studies, and Women's Studies.
- In our service-learning classes (such as some sections of ENGL 1100, 2201, and 3880), our students become involved with the community (e.g. writing for local nonprofits).
- We have an undergraduate student journal that publishes research by ECU undergraduates. This journal, *[The Lookout](#)*, is created by students, from the call for submissions to the actual publication, in a class focused on editing and publishing.
- English Education majors automatically double-major in English Education and English (a shared core of classes). We encourage and support students double-majoring in other areas as well.

1.4 External Factors

Student enrollment in the areas of study "English Language and Literature/Letters" and "English Language Arts Teacher Education" in the UNC system shows a decline from about 2,500 students a year in 2009–2012 to about 2,000 students a year in 2013–2015. This trend is reflected in the decline of enrollment (based on the internal BIC data) for the same broad area at ECU as shown in the totals in the table below (for the breakdown by category see Appendix A).

Major (English, English Intended, English Education, English Education Intended)	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total	311	312	314	275	237	202	208	236
Source: ECU BIC Report: Enrollment by Unit and Major for CAS 1/6/2017								

The North Carolina legislative climate, including in July 2013 the removal of teacher tenure and pay increases for teachers completing advanced degrees has, overall, discouraged students from pursuing teaching as a profession and depressed enrollment in the BS in English Education. The drop in the numbers for the UNC system corresponds with the year of this legislation and confirms this observation. English Education students automatically double-major with English and so are counted among our majors. A decrease in the numbers of BS English Education students has been one of the factors affecting the decline in our majors.

Another has been the steady focus on STEM education orienting both new students and, importantly, their parents, to degrees in health and hard sciences. As several recent articles have shown, however, liberal arts degrees are experiencing a renaissance: graduates in these fields are finding jobs and their average pay is improving (e.g. *8 College Degrees that Will Earn Your Money Back*). In a recent *Wall Street Journal* article, Liz Kirschner of Morningstar Inc. in Chicago says, "It's easier to hire people who can write—and teach them how to read financial statements—rather than hire accountants in hopes of teaching them to be strong writers" (*Good-News Liberal-Arts Majors*). A number of courses in business and technical communication that we offer (leading to a certificate in this area) add the technical writing and digital publishing skills that many 21st-century jobs require.

According to EDEPS for North Carolina, there were 1,728 Bachelor program "completers" in 2014–2015 (Literatures, Language Studies, Linguistics) with 1,096 for "English Language and Literature, General." The demand indicator for this area, however, lists only post-secondary educator positions (English Language and Literature Teachers; for 2014, there were 2,870 positions, with a projection of 3,240 by 2024), which does not help us answer the question of supply-demand for non-teaching English majors.

1b. Program Purpose: Certificate in Business and Technical Communication

1.1 Program Purpose

The certificate in Business and Technical Communication (BTC) provides students with opportunities to develop analytical and practical skills in planning, writing, designing, editing, and managing a range of print and electronic texts for use in professional and community contexts and for publication.

1.2 Program Alignment

The ability to analyze information, write, and present data in various forms is increasingly important in every field. Leadership and service in communities and professions requires effective communication. Professionals read and write on the job more than ever before. According to a 2013 CNBC report, 80% of employers today are looking to hire people proficient in oral, written, and visual communication. Skilled jobs in the 21st century economy will go to people who can communicate in a variety of situations using a range of technologies and media.

1.3 Features

Our certificate is unique in its focus on business and technical writing. We integrate writing practices of students' disciplines in a variety of certificate courses through class work designed to encourage students to investigate the professional writing genres and activities in their prospective fields. Students work on multimodal and digital projects, learn project management skills, and collaborate with students from other majors. Two focus areas distinguish our program. One is managing editing and publication processes that includes students publishing their own undergraduate research journal, *The Lookout*. The other is student involvement in service learning in several of the courses. One example is students in an ENGL 3880 course developing brochures and whiter papers for a project in the NC town of Windsor for which the Mayor, the Fire Chief, and a faculty member in the ECU Hospitality and Leisure Studies program were clients.

Other state universities with similar programs include UNC Wilmington and NC State. Both programs incorporate aspects of journalism, which our program does not. Given the limited number of credits required for the certificate, we focus on skills for business and industry.

1.4 External Factors

The certificate is open to students enrolled in undergraduate degree programs, including English, and can benefit students preparing for any professional situation. In 2015, "Bloomberg surveyed 1,320 job recruiters at more than 600 companies to find out which skills employers want but can't find" ("Job Skills Companies Want But Can't Get"). Communication was ranked as "Less common, more desired" than other skills, as was leadership. *U.S. News Online* in 2016 also identified writing and communication as critical job skills ("These 3 Career Skills Will Make You Invaluable to Your Employer: Companies want Workers with Collaborating, Decision-Making and Mentoring Skills"). A certificate is a tangible demonstration that students have developed the communication skills employers are seeking. While most certificate students will not go on to become technical writers, it is a possible career path. Technical writers with excellent writing and editing skills and a background in another field are sought after by companies according to the Society for Technical Communication. The BLS Quick Facts: Technical Writers for 2015 lists the median pay as $70,240 per year; entry-level education, bachelor's degree; work experience in a related occupation, less than 5 years; and the job outlook, 2014–2024 as a 10% increase (faster than average). Social media management is another potential career for students with a certificate, but that field is not yet tracked by the BLS separately from technical writer.

1c. Program Purpose: MA English, Multicultural and Transnational Literatures Certificate, Professional Communication Certificate, Teaching English to Speakers of Other Languages (TESOL)

1.1 Program Purpose

The MA in English is a 33-semester-hour program that offers both a thesis and comprehensive assessment project (non-thesis) option. The degree teaches advanced skills in reading and writing (professional, rhetorical, analytical, and creative) as well as the appreciation and analysis of literature, film, and cultural issues. It prepares students for professional careers in writing, editing, information design and related fields; for entry into PhD programs in English and other professional degree programs (such as law); and for teaching English in the two-year college and teaching English to speakers of other languages. The degree program also provides opportunities for public school teachers to acquire advanced degrees that focus on writing, literature, and English language skills. MA students at ECU have opportunities to explore a variety of interests and then to expand their work in particular areas of study including Creative Writing, Linguistics and TESOL, Literature, Multicultural and Transnational Literatures, Rhetoric and Composition, and Technical and Professional Communication.

The online **certificate in multicultural and transnational literatures** offers continuing education for post baccalaureate teachers, professionals, and potential graduate degree students in literatures from diverse ethnic and cultural groups that may have been excluded from mainstream literary studies. Course work is interdisciplinary, intercultural, and international with emphases on genre, historical context, and critical methodologies, and a focus on ethnic American and world literatures written in English.

The online **certificate in professional communication** is designed to help professionals remain competitive in the workplace. Professionals work in a rapidly changing environment that requires them to update their communication abilities throughout their working career. Both conceptual and technological issues underlie those changes.

The online **certificate in TESOL** is designed for qualified candidates who wish to further their education in the field of teaching English to speakers of other languages. The certificate helps prepare professionals planning to teach English language learners (ELLs) in public/private sectors in the US or English as a Foreign Language (EFL) in such contexts overseas.

1.2 Program Alignment

The MA in English, along with its certificate programs, has a proven track record in providing access to (through both campus-based and online course offerings) and preparing students with the knowledge, skills, and values to succeed in a global, multicultural society. The programs emphasize the integration of coursework, research/creative activity, and professional development.

1.3 Features

Our department graduates the second largest number of students with MA degrees in English in the UNC system (a very close second to NC State). Our small campus-based full-time student population is provided opportunities for consulting; teaching; editing journals; generating and writing content for department communications and social media; and publishing their research and creative activity through graduate assistantships. We also offer two concentrations online in order to meet employment market demands for the professional development of those already employed in a wide variety of fields. We also have four certificate programs; three can be completed online. We often use the certificate programs to recruit students into our MA program.

1.4 External Factors

In the last seven years two factors have impacted our MA in English enrollment: the elimination of the pay raises for teachers in NC who obtain a Master's degree and the increasing competition from online programs especially at for-profit colleges and universities. See Appendix A for enrollment by concentrations. According to the Bureau of Labor Statistics, there is increased market demand for graduates with MA degrees in English in postsecondary and high school education, public relations specialists, fundraisers, advertising and marketing managers, and technical writers. According to *US News and World Report*, Public Relations Specialist and Technical Writer were ranked #2 and #3 in the Best Creative and Media Jobs of 2017.

1d. Program Purpose: PhD Rhetoric, Writing, and Professional Communication

1.1 Program Purpose

The PhD in Rhetoric, Writing, and Professional Communication (RWPC) program is a 60-semester hour program with a required dissertation that offers students the opportunity to combine theory and practice in the study of rhetoric, writing, and professional communication. Focused on public and community rhetorics across genres and media, we provide future scholar-teachers with diverse, well-supported research and pedagogical experiences and foster professional development within intellectual and professional communities.

1.2 Program Alignment

The PhD in Rhetoric, Writing, and Professional Communication prepares students with the knowledge, skills, and values to succeed in a global, multicultural society and serve as faculty and researchers in academic settings. The program emphasizes the integration of coursework, research, and professional development including opportunities to teach a variety of writing courses and serve as associate editors and in leadership positions in writing program administration.

1.3 Features

The PhD program was revised in 2012–2013 and admitted its first students into the new program in 2013. These revisions and alignment with similar programs (while also articulating our uniqueness) has allowed us to recruit from a national pool of applicants. Students in our PhD program also have the opportunity to learn from accessible and supportive research-productive faculty who hold leadership positions in the field's major professional organizations and on editorial boards. Areas of faculty and student research include the study of rhetoric, writing and communication in professional spaces, such as corporations, medicine, science, non-profit organizations, and government, as well as school, digital, community, and public contexts. Other

research areas include the history, theory, and pedagogy of writing and literacy practices as well as the intersections of cultural rhetorics and technical communication. Over the last several years, PhD students have taught a variety of undergraduate writing courses: writing foundations, science writing, business writing, persuasive writing, introduction to editing, and writing and style.

In comparison, very few PhD programs that combine rhetoric, writing studies, and technical communication exist in the southeast region. Our program existed before Clemson, NC State, Virginia Tech, and George Mason University had PhD programs in rhetoric and writing. None of these programs, including our own, grew out of traditional English PhD programs. Given new hires during 2012 and 2013 in these areas, we responded to market demand and knowledge of a changing discipline that would bridge rhetoric, writing studies, and technical communication. With strong, productive faculty in both areas, this made sense to us to move in this direction.

The program's 12 core faculty members (down from 14) are well-known, productive scholars who are nationally and internationally recognized in their research areas. They often collaborate with students on research presentations and publications. Five tenure-track faculty in rhetoric, writing, and technical communication, hired within the last 5 years, along with current tenured faculty helped build the program's reputation and recruit PhD graduate students. We have also intentionally recruited students from underrepresented groups into our PhD program in order to do our part to diversify our fields of study within higher education.

1.4 External Factors
Some of the reduction in the program's enrollment over the last seven years was deliberate, so that we could assess and revise the program and build an infrastructure to support students in the program more systematically. There is still market demand for faculty who research and teach within writing studies and technical communication at all types of colleges and universities. This is evidenced by an active job market that begins in September each year and lasts, in some cases, through the summer. Our newly revised program still has to prove itself, and each year, we lose students to more established and older PhD programs in rhetoric, writing, and technical communication. The next several years' placement of graduates will be crucial to the future growth and success of the program.

2a. Enrollment, Degrees and Student Success: BA English

2.1 Enrollment
- *Headcount.* Between Fall 2010 and Fall 2016, enrollment totals fluctuated between a high of 199 (Spring 2012) and a low of 111 (Spring 2015), representing our sharpest decline. The majority of students remained FTE (between 87% and 94%) throughout this time. The number of **new students** for each fall semester (where we usually see an increase) ranged from 7 to 28 (Fall 2015); of **new transfers** from 2 to 23 (Fall 2016); of **continuing students** 103 to 192 (Spring 2012); and of **returning students** from 1 to 11 (Fall 2010 and Fall 2013). **In-state** enrollment outnumbered **out-of-state**, remaining steady between 91% and 96%. **On-campus students** outnumbered **DE-only students** by 94%–98%, as did **upper division** vs. l**ower division** students by 54%–86%. Also see Appendix A (English majors, minors, and certificates Fall 2009–Fall 2016).

- *Diversity*. **Female** majors consistently outnumbered **males** by a 2–1 ratio. **White** students outnumbered **minority** students by a 3–1 ratio. By **age distribution**, students at or below the age of 24 ranged from 90–177, and students at or above the age of 25 ranged from 12–34. The majority of students came from eastern North Carolina, from the Research Triangle to the coast, with some from the Charlotte area.

- *Undergraduate Characteristics*. The weighted **high school GPA** was steady from Spring 2010 through a peak in Spring 2016 (mean 3.7) with a drop in Fall 2016 (mean 3.45). **Incoming students from the 25th percentile** had 3.0–3.35 GPAs from Spring 2010 to Fall 2016. **Students in the 50th percentile** hovered around 3.5 with a peak of 3.76 in Spring 2016 and a drop to under 3.5 in Spring 2011 through Spring 2013 and then again in Fall 2016. **Students in the 75th percentile** remained between 3.84 and 4.08 (Spring 2016). The **combined SAT score** shows the lowest mean of 1045 in Fall 2016 and the highest mean of 1091 in Spring 2010. In effect, they show a slight but steady decline from Fall 2010 to 2016. To illustrate this declining trend, incoming students from the 25th percentile had scores ranging from 965 (Fall 2016) to 1010 (in Spring 2010). Student scores from the 50th percentile ranged from 1030 (Fall 2016) to 1090 (Spring 2010), and scores from the 75th percentile ranged from 1090 (Fall 2016) to 1170 (Spring 2010 and Fall 2012). The **composite ACT score** shows the mean between 20 and 23 (22 in both Spring 2010 and Fall 2016). Incoming students from the 25th percentile had scores ranging from 19 (Spring 2010) to 21 (Fall 2016); the 50th percentile scored 19 to 23 (Fall 2015); the 75th percentile scored 22 to 25 (Fall 2016). The composite ACT score, therefore, contrasts with the steady/slight decrease in the combined SAT scores over this time period.

2.2 Degrees Conferred
The numbers of graduated students from 2009–2010 to 2015–2016 range from the lowest of 38 in 2015–2016 to the highest of 90 in 2012–2013. Our lowest numbers come from the most recent years included in this data file. By gender, most of our graduates were females (as noted earlier), at the rate of 58–78% (vs. males at the rate of 22–42%). By ethnicity, most of our graduates for this time period were white (ranging from 25 [2015–2016] to 68 [2012–2013]); the total of minority students ranged from 9 (2009–2011) to 16 (2013–2014). The numbers for "total other" are very low, typically at 1–4 with one peak of 9 in 2012–2013.

Retention to Major, Persistence, and Graduation by Intended Major. In 2009, all three categories were on the rise for new freshman, peaking in 2010 with Retention to Major 1-yr at 68.2%, Persistence 4-yr at 50%, and Graduation 6-yr at 41.7%. Retention 1-yr declined to 55% in 2011, rose to 73.7% in 2013, dropping slightly to 66.7% in 2014 and rising to 68.6% in 2015. Persistence 4-yr fell slightly to 45% in 2011 before dropping to 43.8% in 2012. Graduation 5-year rose from 41.7% in 2009 to 50% in 2010 and dipped to 45% in 2011. Graduation 4-year increased from 25% to 36.4% in 2009–2010, dropped to 30% in 2011 and rose again to 37.5% in 2012.

For new transfers, Retention 1-yr rose slightly in 2010 to 86.7% in 2010, dipped to a low of 20% in 2012, peaked at 100% in 2014 and dipped to 77.8% in 2015. Persistence 4-yr hovered around 70% from 2009 before declining to 30% in 2012. Graduation 6-yr also hovered around 70% in between 2009 and 2010; 5-yr rose from 60% in 2009 to 66.7 in 2010 and 2011. 4-yr graduation

also rose from 60% to 66.7% in between 2009–2011, and then to 30% in 2012. Graduation 3-yr began at 50% in 2009, rose to 66.7% in 2010, dropped to 30% in 2012 and then increased to 35.7 in 2013. Graduation 2-yr started at 30% in 2009, increased to 40% in 2010, declined to 27.8% in 2011 and 20% in 2012 before rising to 35.7 in 2013 and 44.4 in 2014. Graduation 1-yr only registered above 0% in 2011 (5.6%).

Time to Degree. Average years to graduation **for freshmen** remained above 4 years from 2009–2014 with a peak at 4.7 in 2011–2012 and ended at 4.0 in 2014–2015. Median years to graduation for freshmen hovered just under 4 years in this time period, reaching a high of 3.93 in 2011–2012, 2012–2013, and 2014–2015. Median years dipped to 3.7 in 2010–2011 and 2013–2014. **For transfer and second-degree students**, mean years from 2009–2010 to 2014–2015 fluctuated around 3 years, hitting a low of 2.54 in 2013–2014 and a high of 3.17 in 2011–2012. Median years to graduation for these students remained just under 3 years (2.69–2.71) from 2009–2010 until an increase to 3.13 in 2014–2015.

2.4 Justification of Program Size

Consistent with University Action and THCAS Objective, the Department's objectives in its strategic plan 2014–2019 include commitment to increasing the number of undergraduate majors (actions taken are discussed under 2.9) and to increasing the efficiency of its operations and improving the management of its resources. As for enrollment management under this category, the plan commits to using historical data to create schedules based on student needs to help us improve the ratio of seats occupied to seats available. Our efforts to create need-based schedules, active monitoring of class enrollments, and strategic planning of course rotations have begun to help us to adjust the number of classes offered at every level. In fact, our spring 2017 classes are at capacity and the waitlists for some would warrant opening additional sections if resources would allow. As far as student credit hours and FTE enrollments, it is important to note that some of our classes require smaller caps (i.e. creative writing workshops), and that we teach many WI classes (capped at 25) as well as hundreds of sections of ENGL 1100 and 2201 serving all ECU students (capped at 25 as well). Naturally, teaching hundreds of sections of service courses affects our overall credit hour productivity.

The fact that our classes are filling and that the number of majors, minors, and certificate students is on a slow but steady incline suggests there is no reason for program contraction. We will continue with our recruitment initiatives, striving to further diversify our student body, and use the data resulting from our enrollment management strategies to justify any plans for expansion in form of adding course sections and courses to achieve more varied and robust offerings from one semester to another.

Student Success: BA English

2.5 D/F/W Rates in 1000- and 2000-Level Courses

The raw data (see Appendix B) shows some modest rate fluctuation in individual course rates from year to year, which is to be expected. It also shows that DFW rates trend higher in linguistics courses than they typically do in other courses. Assessment in these more technical courses relies on quizzes and tests (with just one correct answer), which is quite different from what students experience in many other classes in our department (e.g. creative writing or literature). Generally, our DFW rates tend to be considerably higher in DE classes than they are

in face-to-face classes. This is probably because some undergraduate students may not yet have developed the self-discipline needed to enjoy success in an online delivery mode and/or because they take online classes for the wrong reasons (e.g. convenience of not having to attend class). Many of our faculty have adopted the *Starfish* reporting system for early intervention, sending early feedback to the student as well as the student's advisor who then further supports the student.

2.6 Job Placement Rates

We have limited and incomplete data on job placement of English major; what we do have, presented below, is limited to students employed or attending graduate school in North Carolina. The only quantitative data available are in the NC Tower Report, specifically for the BA in English Language & Literature/Letters and for the BS in English/Language Arts Teacher Education; our students in English Education are double-majors with English. The Tower Report contains data for graduates employed or attending graduate school in North Carolina and only includes the years 2009-2010, 2010-2011, and 2011-2012.

	2009-2010					
	BA ELL/L			BS E/LATE		
Number of graduates	62			17		
After Year One, Two, Three	One	Two	Three	One	Two	Three
Graduates employed in NC	47	43	42	14	12	12
Their mean wages ($)	12,218	15,310	18,075	28,695	32,772	30,328
Graduates in NC public higher ed.	22	27	22	0	5	5
Grads employed or enrolled in NC public higher ed.	50	48	47	0	12	12

Of 62 graduates with the BA in English Language & Literature/Letters (ELL/L), 76% were employed after Year 1 in the state of NC, identical to the placement rate for all bachelor's graduates from ECU; however, this rate dropped to 68% after Year 3. The mean starting wage at Year 1 was $12,218, increasing to $18,075 after three years, which was significantly lower than the overall median wage for all bachelors' graduates from ECU ($24,165 after Year 1).
Of 17 graduates with the BS in English/Language Arts Teacher Education (E/LATE), 82% were employed in NC after the first year as compared with 76% of all ECU bachelor's graduates at the end of Year 1 after graduation. The mean wage for the BS in Teacher Education was $28,695 at the end of Year 1, higher than the $24,165 for all ECU graduates, with an increase to $32,772 after Year 2 (still quite low compared to the national standard).

	2010-2011					
	BA ELL/L			BS E/LATE		
Number of graduates	64			21		
After Year One, Two, Three	One	Two	Three	One	Two	Three
Graduates employed in NC	40	38	NA*	20	19	NA
Their mean wages ($)	13,286	18,602	NA	27,423	28,323	NA
Graduates in NC public higher ed.	24	19	NA	5	4	NA

Grads employed or enrolled in NC public higher ed.	50	47	NA	20	20	NA

*NA: Not Available

Of 64 BA graduates in ELL/L, 63% of these were employed after Year 1 (compared to 76% for all bachelor's graduates at ECU), representing a decline of 13 percentage points from 2009-2010. Compared to 2009-2010, the enrollment in public higher education in NC after Year 1 increased. Mean wages also increased from 2009-2010, but remained about $10,000 less than the mean for all bachelor's graduates ($23,005).

Of 21 BS graduates in E/LATE, 95% were employed in NC by the end of Year 1 as compared with 76% of all ECU graduates with a bachelor's degree, a 9% increase in employment in NC over 2009-2010. The mean salary of $27,423 after Year 1 compares to $23,005 for all graduates of ECU. This salary rose to $28,323 after Year 2 (cf. $23,005 all ECU graduates). The wages trended very low.

	2011-2012					
	BA ELL/L			BS E/LATE		
Number of graduates	**81**			**'suppressed data'**		
After Year One, Two, Three	One	Two	Three	One	Two	Three
Graduates employed in NC	59	Not available		'suppressed data'		
Their mean wages ($)	17,091	Not available		'suppressed data'		
Graduates in NC public higher ed.	19	Not available		'suppressed data'		
Grads employed or enrolled in NC public higher ed.	63	Not available		'suppressed data'		

Of 81 BA graduates in ELL/L, 73% were employed in NC at the end of Year 1 compared to 75% of the total ECU graduates. The mean salary was $17,091 compared to the $24,420 for all graduates. Enrollment in graduate schools in NC decreased to 23% (compared to 20% for all bachelor's graduates from ECU) at the end of Year 1. The data for BS in E/LATE is not available.

Anecdotal data. Faculty members have been encouraged to report information on the job and graduate school placements of students they know. **These have been compiled into a list included in Appendix C.** Because these are not broken down by year of graduation and because they are not necessarily comprehensive, we cannot determine any overall trends. However, these lists do indicate that department graduates are entering diverse types of careers in areas including business and industry, education, human services, entertainment and journalism/communications in the state, in other parts of the country, and internationally. The job placements we are aware of do meet our faculty's expectations.

2.8 Actions Taken

Curriculum. The department developed three new minors (Film Studies, 2009; Linguistics, 2011; and Creative Writing, 2014) to help recruit more students to the field and improve retention. The certificate in Business and Technical Communications was revised and a new certificate in Teaching English to Speakers of Other Languages (TESOL) was developed in 2011–2012. In 2015–16, the existing department minors were revised and reduced from 24 to 18 semester hours to aid in recruitment, and to enhance program competitiveness and degree completion by

students (this was aligned with similar curricular changes across the College). Both certificate programs seem to have a positive effect on student interest in our department; being able to complete a major or minor with a certificate built into it has proven to appeal to students; more growth is therefore expected. The department website was updated to better organize pathways through the major and explain the curriculum to students; the improvements are ongoing.

Advising. To improve student retention and success, the department instituted several changes to advising. These included the development of a faculty advising policy, a procedures and responsibilities document, and a move to maintaining electronic records (Degree Works). The advising pool was broadened through the addition of new advisors and the workload among them was adjusted to make advisee assignments more balanced. In 2011–12, the department developed an advising survey for undergraduates and will continue to try to improve the response rate. In 2013–2014, the department developed a partnership with the English education program in the College of Education to ensure students could complete a secondary major in English while completing their education degrees in a timely manner.

Career Preparation. In 2010–2011, faculty designed and administered a new senior survey. Although the response rate was small (n=14), those who answered indicated a need for help with planning for careers. In response, faculty developed a new course, ENGL 4999 (English Professional Seminar Course), which has been taught annually since the fall of 2012, averaging 10–15 students per year. Advisors have been asked to encourage juniors and seniors to take the course. A new initiative began in 2011–2012 to compile data on job and graduate school placement and to revise the department website to include features on successful alumni. A new exit survey for seniors was designed and implemented in 2014–2015. The results indicated a need to expand department internship offerings beyond service on department journals. **A list of internship placements held by English students is found in Appendix D.** During 2015–16, the information on ECU site's Degree Explorer was also updated to include career information.

Action Plans
2.9 Action Plans and Needed Resources
- Actively recruit new students through ECU open houses for both prospective and admitted students.
- Continue departmental recruitment sessions featuring current students, alumni and faculty.
- Continue to build relationships with local high schools and with community colleges in the region through high school and community college outreach.
- Target community college transfer students by individually contacting students planning to attend transfer student orientations.
- Continue to build the career focus on the program's website and through social media to help potential students and their parents understand pathways through English leading to specific careers including advertising, business, law, medicine, public relations, non-profits, publishing and more (Also see *Why English Majors are the Hot New Hires; Triumph of the English Major*)
- Promote and encourage for-credit internships inside and outside the department as a signature experience within the major and feature students doing internships on website/social media. Continue to build in our students a career-oriented mindset as soon as they join the department.

- Build a circle of dedicated alumni willing to serve as the department's ambassadors in the community. Continue to collect and promote successful alumni stories on the website and in social media.
- Continue to work with ECU's career center through the College of Arts and Sciences liaison. Feature English students on the internship profiles compiled by the career center.
- Consider renaming ENGL 1000 (a gateway course for literary topics) and design another 1000-level special-topics course for other topics in English studies (e.g. Cyber Dimensions and Alternate Realities; Gender and Fairy Tales; Belief and Doubt; Ghosts and Beliefs; Dreams in Film and Text; Narration in Medicine, etc.). Large sections of these courses should help draw more students to our major and other programs. Such large sections would be conducive to interdisciplinary team teaching.
- Monitor BS in University Studies (BSUS) program to ensure that students eligible to complete an English major choose English over BSUS. Continue to reach out to Education advisors (especially ENED, SPED, and ELEM) to encourage them to send eligible students leaving Education to English rather than to the BSUS; establish the same with the College of Nursing advisors.
- Find additional ways to reduce losing intended English majors to other majors (e.g. request from the Office of Admissions lists of intended English majors and of undecided students registered for Open Houses and contacting them, one by one, in the Fall and Spring; assign incoming transfer students/intended English majors directly to advisors in English).
- Participate fully in ECU's Part-Way-Home Initiative designed to track college dropouts/English majors based on the data available for the past nine years. We will try to learn what percentage of these students completed education elsewhere and contact some of the more recent students with tailored information that might motivate them to reconsider and return to complete their degree.
- Build double-major alliances through the College Undergraduate Council.
- To aid in tracking, include a category on the faculty member's annual report for listing job and graduate school placements for students they advise, teach or mentor.
- Send job survey to alumni through ECU Alumni Association.

Needed Resources.
- College-level leadership in form of a recruitment officer who will coordinate branding, advertising and recruitment outreach to serve our and other programs within THCAS. Not having this crucial resource significantly diminishes efficacy of our efforts.
- Resources to support the Department of Foreign Languages and Literatures in offering a wider range of foreign language classes in the summer. (Our major requires 4 semesters of a foreign language; the limited foreign language offerings make it more difficult for juniors and seniors switching to our major to complete the degree on time when no summer classes in 'their' language are offered.)
- Funds for recruitment material and advertising.

2b. Enrollment, Degrees and Student Success: Certificate of Business and Technical Communication

2.1 Enrollment Trends

Overall, the trend has been up and down over the last several years. This year, the numbers are increasing as students receive more information about the certificate program from advisors. We did experience a dip that might be attributed to the School of Communication moving to a BS degree that does not require a minor. We had a number of communication majors in the past doing the English minor, which often easily provided the additional opportunity to add the certificate. More English majors are opting for the certificate (15 in Spring 2017).

Certificate of BTC	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Totals	9	9	11	9	9	12	5	8

Source: ECU BIC Report: Major Data for College of Arts and Sciences.2/7/2017

2.2 Degrees Conferred

Certificate of BTC	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Conferred	1	2	2	4	3	4	1	0

Source: ECU BIC Report: Graduation by Program. 2/7/2017

Some students have reported that after they enrolled in the certificate program, they realized they could not finish it because of the required hours in major programs. Some students who enrolled in the certificate may have neglected to apply for the certificate when they applied for graduation.

2.8 Actions Taken
We changed in the certificate program curriculum, particularly the core, from a selection of courses anchored by one core course, ENGL 3880, which is a service course, Writing for Business and Industry. The core now consists of two courses, ENGL 3040 Introduction to Professional Writing and ENGL 3870 Introduction to Editing and Publishing. The program also requires a capstone, which is a choice from several 4000-level courses. The benefit to students is that the program is now more organized around the program objectives and provides the skills students need. We have also worked to identify certificate students earlier to work with them on their goals.

Action Plans

2.9 Action Plans and Needed Resources
- Reduce the required credits from 15 to 12. Most minors in the THCAS were reduced to 18 in Fall 2016. One less required course should attract more students, making it easier to fit the program in their degree plan, without affecting the quality of the Certificate.
- Expand recruitment and visibility of the Certificate.

As the table in 2.2 above suggests, we have some administrative challenges in monitoring students--who come from program across the university--enrolled in the certificate program. Plans to address these issues include:
- Develop a timeline for notifications to students enrolled in the program about applying for graduation with the certificate

- Ask students who cannot finish the certificate to inform us; if possible, find out why. Engage certificate students in activities apart from class to create more community around the certificate program.

Needed Resources
- Funds for advertising products and for continued support of the student journal *Lookout* published in ENGL 3870.

2c. Enrollment, Degrees and Student Success: MA English and Certificates

2.1 Enrollment Trends
- *Headcount.* The last seven years have seen a steady decline in enrollment, from a high of 64 new students in 2010–2011 to a low of 35 in 2014–2015. We enrolled 38 new students in the 2016–2017 academic year. This decline roughly parallels a similar trend in applications (see "characteristic of incoming graduate students" for details). The ratio of full- to part-time students varies, with an average of 31% of students operating full time and between 21% and 39% of students full time in any given semester. An average 35% of students are on-campus (range: 27% to 48%). The general trend is toward an increase in distance education students. The number of continuing and returning students has dropped significantly and steadily, from a peak 119 in Spring 2012 to a low of 53 in Fall 2015. As for the certificate programs, there was growing enrollment until Fall 2014-2015 (MTL & PC) and Fall 2015 (MTL). The majority of certificate students (between 80%-100%) are part-time, in-state residents, taking DE classes.
- *Diversity.* Gender ratios have remained steady, with **females** comprising 68%–77% of students. **White** students comprise 68%–82% of students, **minority** students 12–19%, and **unknown/mixed race/resident alien** students 12%–19%. Enrollments show a growing trend in non-traditionally aged students (25 or older), ranging from a low of 75% in Fall 2010 to a high of 87% in Spring 2016. As for the certificate programs, except for a couple of years where our diversity was more pronounced, most of the certificate students are female (58%-100%), white (42%-100%), and 25 or older (81%-100%).
- *Characteristics of Incoming Graduate Students.* The number of completed applications has declined in recent years from a peak of 92 in 2011–2012 to a low of 50 in 2016–2017. The undergraduate GPAs of new MA students have risen over the past seven years, beginning at 3.17 in 2010–2011 and peaking at 3.36 in 2013–2014 before settling at 3.3 in 2016–2017. Meanwhile, average GRE scores have dropped for admitted students who took the GRE prior to August 2011; among students who have taken the newer version of the GRE, scores of admitted students have held steady. (Note: Trends in MAT scores could not be calculated for lack of data.) Selectivity rates varied from 82.6% to 100%. Rates have generally been higher in more recent years. Yield rates have varied from 72.6% to 84.2% and are generally dropping. The GPAs of our new certificate students average 3.0 and above, and they often serve as low-stakes ways for students to begin graduate studies, so our selectivity rates vary between 80%-100%. Our yield rates average 97.4% for the PC certificate, 69.3% for the MTL certificate, and 57.9% for the TESOL certificate.

2.2 Degrees Conferred

The average number of degrees awarded over the last seven years was 49 per year. The highest number (57) degrees were conferred in 2010–2011 and the lowest number (36) were conferred in 2015–2016. The majority of our graduates were female with percentages ranging from 81% in 2010–2011 to 66% in 2011–2012, with an average over the seven-year period being 71% female to 29% male. The majority of our graduates were white (between 68%–89%). The last two years have seen the greatest diversity in our program with 69% white and 31% classified as minority or other. As with the MA degree, the majority of certificate graduates were female and white although the last couple of years shows an increase in the number of students identifying as a minority or the other category.

2.3 Completion Rate Trend
Over the last seven years, we've retained on average 82% of our students after the first year. Our three-year graduation rates average 67.5%, and 75% of our students graduate within four years. On average, students who graduate from our program take 2–3 years to complete the program. The majority of the students were part-time and so they took, on average, longer than our full-time students. We have put into place a series of timelines, policies, and procedures pertaining to thesis and comprehensive assessment project (CAP) advising that have improved degree completion.

2.4 Justification of Program Size
We have plenty of room to expand enrollment in our campus based program, and we have some capacity in our online programs given the declining enrollment due mostly to competition from other online programs and the state's decision not to award teachers who pursue a Master's degree a salary increase. In the last year or so, we saw a slight increase in the number of online applicants, and through recruitment efforts and pipelines with undergraduate institutions, we saw some growth in our overall numbers. In support of University and College strategic initiatives, the English Department plans to increase enrollments in the **MA English** and in certificate programs and diversify our graduate student body through targeted recruitment efforts.

Student Success: MA English

2.6 Job Placement Rate
More than half of our graduates are gainfully employed while enrolled and seek the degree online for professional development purposes or advancement. As for the campus based students, the majority of MA graduates from our program are teaching in community colleges, 4 year-colleges, and universities across the state of NC (and beyond). Graduates from our programs have been employed or are employed at over half of the 58 community colleges in the state of North Carolina. We see this placement as important to the regional mission of our university and one of the ways the department contributes to workforce and economic development. Our other students take positions as technical writers and communicators in public relations, marketing, the public sector, and within industry. Some of our graduates work at universities in advising, marketing, alumni affairs, and other positions where communication and writing are vital. Additionally, several MA graduates each year go on to MFA or PhD programs. In the last couple of years, MA students have gone onto MFA or PhD programs at University of Tennessee; Michigan State University; Baylor University; University of North Carolina, Greensboro (3); NC State; University of Miami; Illinois State University; Kent State University; University of West Virginia; San Diego State University.

Certificate students usually complete certificates for advancement purposes or as a precursor to completing the MA in English degree.

2.8 Actions Taken
The graduate studies office in the Department of English and the faculty have:
- Revised the student learning outcomes and mission for the MA in English.
- Tracked students more carefully and communicated with them more often, helping them to finish the program in three years or less.
- Implemented a series of professional development discussions, connected students to alumni, and (for our on campus students especially) provided them with marketable experiences in consulting, teaching, editing, writing, and presenting.
- Held annual workshops on professionalization, such as creating CVs and resumes, presenting at conferences, finding academic jobs, etc.
- Started an ongoing annual conference for graduate students, encouraging them to present their work and discuss it with peers and faculty.
- Created workshops on writing a successful MA thesis.
- Encouraged students seeking 18 hours of graduate ENGL credit to earn a certificate.
- Encouraged students who completed certificates to pursue the MA in English.
- Encouraged students to submit their research and writing to regional and national conferences in order to practice presenting and answering questions about their work.

2.9 Action Plans and Needed Resources
- Cultivate wide faculty buy-in for a multifaceted recruitment action plan in response to identified market need.
- Continue recruitment plans to foster and sustain pipelines to NC undergraduate institutions and HBCUs. NC is home to the largest number of HBCUs, and very few have graduate degrees in English or the offerings and support we provide. Many NC institutions do not have graduate programs.
- Recruit students from within ECU from a variety of other majors (including other majors in THCAS, Communication, and Education), especially those interested in the teaching of writing or writing and editing as a career. An MA in English degree along with an undergraduate degree in a specific content area or technical subject will increase marketability.
- Market certificate programs to graduate programs in THCAS and throughout the university.
- Recruit students in other ECU graduate programs for our certificate programs.
- Recruit military students for online certificates and gateways to the MA in English.
- Use the new graduate school admission system to communicate with potential students and follow up with them until they are admitted and registered.
- Needed resources: funding for recruitment events, advertising including google ads, marketing materials, and international recruiting.
- Needed resources: instructional resources and flexibility to offer smaller classes (while reaching the minimum number) and schedule courses for students once they get here.
- Needed resources: MA fellowships for students from underrepresented groups to work on theses and apply to PhD programs.

2d. Enrollment, Degrees and Student Success: PhD Rhetoric, Writing, and Professional Communication

2.1 Enrollment Trends

- *Headcount.* The last seven years have seen a small decline in enrollment from a high of 29 students enrolled in 2010–11 to a low of 16 in Spring 2015. Part of this is due to the number of students who graduated during this same time. By Spring 2016, enrollment was back up to 20 and is trending upward. We enrolled 6 new full-time PhD students in the 2015–2016 academic year. Over the last four years, the PhD program has made a concerted effort to recruit full-time campus based students into its revised program. In Fall 2011, we had 23 PhD students registered (6 full-time and 17 part-time). In Fall 2016, we had 22 students registered (14 full-time students, and 8 part-time).
- *Diversity.* Gender ratios have remained steady, with females comprising 59% to 75% of students. White students comprise 68% to 85% of students, minority students 7–18%, and unknown/mixed race/resident alien students 10% to 21%. In the last three years, there is a steady increase in the diversity our program. Enrollments also show a growing trend in traditionally aged students (24 or younger), ranging from a low of 5% in Fall 2013 to a high of 10% in Spring 2016.
- *Characteristics of Incoming Graduate Students.* The number of completed applications has increased in recent years from 6 in 2011–2012 to 19 in 2015–2016. Selectivity rates varied from 53.3% to 66.7% during that time. Yield rates have varied from 28.6% to 50%. The undergraduate GPAs of newly enrolled PhD students range from 2.81 in 2009 to 3.8 in 2013 with all other years being above a 3.0. Average GRE scores have increased for students who took the GRE prior to August 2011; among students who have taken the newer version of the GRE, scores of admitted students have held steady.

2.2 Degrees Conferred

The PhD program began in Fall 2004 and until the Summer 2012, we had graduated only four students. In the past 4.5 years, we have graduated 18 students. The highest number (8) degrees were conferred in 2013–2014 and the lowest number (2) were conferred in 2011–2012. The majority of our graduates are female with percentages ranging from 100% to 50%. The majority of our graduates are white (between 50%–100%) over the 7-year period.

2.3 Completion Rate Trend

The average time to degree for all 22 students is 6.5 years. Five of these students were full-time while 17 were part-time. While many of our part-time students took longer than 7 years, all graduated within 10. We anticipate that this number will continue to decrease as more full-time students graduate between 4–6 years, on average. The average time to degree since the revisions to the program is projected to be 4 years. Over the last seven years, with the exception of one year, we retained 100% of our PhD students after the first year. Over the last four years, we've retained all but one student. We have put into place course rotations, timelines, policies, and procedures pertaining to advising, coursework and comprehensive exam process to improve our time to degree and support student success.

2.4 Justification of Program Size

Given the reduced number of PhD faculty (down from 14 to 12 in the last three years) and that many of these faculty serve as administrators and others teach in a robust online concentration of the MA in English as well as in undergraduate courses, program size is an issue. We believe 15–18 full-time students and approximately 5 part-time students is a sustainable level unless we are able to hire more faculty in areas represented in the PhD curriculum. The amount of preparation and feedback time in teaching a doctoral seminar and the amount of advising and mentoring that goes into preparing PhD students for three extensive exams, a dissertation prospectus, and dissertation project along with helping them develop research projects, presentations, publications, and job search materials is not accounted for anywhere in a faculty member's overall workload even though this work contributes to the SCH production of the department. In the last three years, we have made a concerted effort to recruit students from underrepresented groups in order to help diversify our program and eventually our fields. Several of these students are from HBCUs, and we are helping to support their transition to a predominantly white institution (PWI). None of the faculty have HBCU experience, so we are in the process of seeking resources, forming partnerships with some of our graduates who are teaching at HBCUs, and working with our students on how best to support them in this transition. We believe having PhD students from underrepresented groups provides our undergraduate students with models and unique experiences, so we believe this to be a success of our recruitment efforts to date and a distinctive quality of a program.

Student Success

2.6 Job Placement Rate
Two of our graduates continue in their faculty positions at ECU (School of Communication), one graduate continues at Carteret Community College, two at Methodist University, and one at North Carolina State University. Ten graduates have received faculty positions at the following universities: ECU (in the College of Technology and Computer Science), UNC Pembroke, University of Mount Olive (2), University of Tennessee, Martin, North Carolina A & T, Elizabeth City State University (2), Tarleton State University and Barton College, University of Belize, ECU (Allied Health Sciences). One graduate continues to work as a manager for an information technology company in the Raleigh area, and another graduate works in Global Internal Communications for a company in Washington, DC. Two graduates have positions at Pitt Community College.

In the next several years, we expect that students will be better able to secure tenure-track positions at institutions and the faculty expects that our students will be able to compete nationally.

2.8 Actions Taken
The PhD program underwent a major revision to the advising, curriculum, and comprehensive exam procedures in 2012. We instituted an innovative professional development seminar for first year PhD students, and the faculty in the program worked to graduate several students who had stalled after finishing coursework. We have instituted timelines for when exams need to be taken, and this has worked well. The comprehensive exam process now scaffolds learning more effectively from coursework to a dissertation project and includes writing a publishable article. Students have had research published in major venues such as, *College English*, *Southern Discourse*, *and Communication*, *Kairos*, *International Journal of Sociotechnology and*

Knowledge Development, *Intercom*, *Computers and Composition*, and *Peitho*. The mentoring infrastructure of the PhD program, which includes the professional development seminar and the new advising system, has produced excellent results in a very short period of time. In addition, one faculty member is hosting an ECU Department of English Jobs Group, which provides the PhD students (from first year to fifth year) with access to a robust website resource that she created: englishjobsgroup.wordpress.com. She meets with students monthly, reviews their materials, answers questions, and provides detailed guidance and support on every facet of the job market experience, from timelines to organizational strategies to screening interviews and campus visits. She also enlists other faculty members throughout the process.

Action Plans

2.9 Action Plans and Needed Resources
To increase enrollment in the PhD program, we need additional faculty lines and recognition of the faculty workload involved in working with PhD students. This may take additional hiring and/or a reallocation of re-assigned time within the department. We may also need additional assistantship money to increase stipends to remain competitive with other programs. We also need funding for one or two competitive full-time post-doctoral one-year instructor positions. Students who complete the program in four years but need additional time to send their work out for publication and secure a job could apply for these post-docs. There are models for this kind of postdoctoral support at many institutions.

3a. Curriculum, Learning Outcomes and Student Satisfaction: BA English
Curriculum Analysis
The link to degree requirements as published in the Catalog is listed below. See Appendix E for an updated curriculum map from TracDat that illustrates alignment of student learning outcomes to courses in the curriculum.

BA English
http://catalog.ecu.edu/preview_program.php?catoid=10&poid=2256

3.1 Curriculum Map and Course Sequences
ENGL 1100 is a prerequisite writing foundations course that is intended to prepare students for several genres of writing, including persuasive writing that integrates secondary sources. Roughly 25 English courses at the 3000-level carry ENGL 1100 as a prerequisite.

As an example, the 2000-level courses in linguistics (e.g. LING 2700, LING 2710, LING 2740) introduce concepts that are reinforced mastered at the 3000-level, such as in LING 3750. LING 3750 requires a research paper that is subsequently used for assessment of the Linguistics minor.

The three outcomes of *history, rhetorical devices & form* and *writing skills* assessed in the past three years have been satisfactorily met by graduating seniors (Criterion of Success: 80%). This conclusion is determined by examining the senior portfolios collected via Blackboard and scored by members of the undergraduate committee. In that regard, the 31 courses used for assessment indicate that the outcome of writing skills is "introduced" and "reinforced" in 100% of the courses listed in the curricular map (Appendix E); five of these courses (ENGL 4091, 4340; LING 3750, 3770, 4730) indicate the outcome as "mastered." The learning outcome of history is

introduced and reinforced in all but four of the classes (ENGL 2830, 3030, 3870, 3835). The outcome of rhetorical devices and form is introduced and reinforced the in 18 of the 31 courses and mastered in one (ENGL 4091).

Through our QEP, we have phased out a second semester first-year writing class and replaced it with a second-year writing class that uses writing about writing (WAW) and Writing in the Disciplines (WID) approaches. ENGL 2201 Writing About the Disciplines is a course that helps students at sophomore standing or higher prepare for writing intensive courses within their majors.

3.2 Curriculum

The annual program assessment guided by the learning outcomes assures that we continue to maintain and improve the quality of our curriculum. Among the latest actions planned we established (Spring 2016) and continue to develop a bank of instructional materials on the Department's Sharepoint site to facilitate sharing of course materials and best practices and to encourage our faculty to make use of this resource in their classrooms. The areas meet regularly to discuss programmatic and curricular issues and all faculty try to meet at least once a semester to discuss these issues. Each year the Director of Undergraduate Studies puts through one or more curricular proposals initiated by the areas. Among the recent changes, we renumbered our Shakespeare and Children's Literature courses to the 3000-level (Spring 2015) and introduced two advanced seminars: ENGL 4091 Shakespeare: Topics and ENGL 4951 Topics in Children's and Young Adult Literature (2015–2016 catalog). Even though the senior portfolios assessed consistently rate above our Criterion of Success (80%) on the related history outcome, faculty continue to observe that our students are overall stronger in identifying the influence of culture than that of history and technology on the production, perception, and analysis of language and texts, the areas to be covered in such specialized seminars. Graduating seniors are now asked to include at least one paper from their 4000-level classes, including these, into their senior portfolio to help us assess their ability to understand and analyze historical, cultural and technological contexts for primary texts these courses offer.

Our sections of ENGL 1000 (Appreciating Literature) and LING 2050 (English for Global Communication) designated as Global Understanding allow students to make audio-visual contact with students in other cultures and nations, most recently in Chile and Nigeria. For example, LING 2050 (English for Global Communication) taught as a Global Understanding class in Spring 2015 and 2016 featured collaborations with students and faculty in Poland, Nigeria and Russia.

The interdisciplinary linguistics minor complements many majors: English, anthropology, education, Hispanic Studies and other foreign language majors, computer science and more. The number of students with the linguistics minor has grown from 2 (Fall 2012) to 14 (Fall 2016) (Appendix A). For English majors, this minor offers another avenue to explore in their undergraduate career and may point undergraduate students towards possible graduate programs in the future.

Among other innovative approaches, our internship class, professional seminar and service-learning courses are highlighted in section 1.3 above. Teaching online to maximize student access to education is highlighted in section 1.2.

Student Learning Outcomes Assessment: BA English

3.3 Identified Strengths and Weaknesses in Student Learning Outcomes
Students have been assessed for a variety of learning outcomes since the last self-study. From assessment data collected since 2009, they perform the highest in the categories of **rhetorical devices and form** (2014–15: overall rate of satisfactory-to-outstanding was 88.9%; 2015–16: overall rate of satisfactory-to-outstanding was 88.3%); and **writing skills** (2014–15: overall rate of satisfactory-to-outstanding was 81.5%; 2015–16: overall number of satisfactory-to-outstanding was 91.2%). This means that students seeking the B.A. in English show strengths in their abilities to recognize, apply, and explain the use and effects of form, style, structure, themes, and other rhetorical devices in a wide range of texts. They also show strengths in their abilities to compose effective written arguments, to explain topics effectively (expository writing), and to engage in the writing process (drafting, revising, and editing for standard American English usage, punctuation, and spelling).

Students show the most room for improvement in the area of **research** (2010–2011: 55.9% performed at the satisfactory level or above; 2011–2012: 61.7% performed at the satisfactory level or above). That is, approximately a third of our majors continue to struggle to use and accurately cite library resources, including databases, dictionaries, and print and online collections.

3.4 Differences in Student Learning Outcome in Face-to-Face and Online Programs
We have no online programs at the undergraduate level.

3.5 Decisions Made and Changes Instituted Based on Assessment
The English Department Undergraduate Committee has overseen several efforts to improve student writing and research practices within our department. For instance, we have held faculty town-hall meetings about student writing and especially about discipline-specific expectations for student writing in our upper-level writing intensive courses (guided by the **writing skills** outcome). These conversations aimed to help faculty to provide additional emphasis on writing instruction in courses while ensuring that students receive consistent instruction in all courses.

The Department also made several curricular and pedagogical changes to better support student writing and **research** practices (see the area of research in section 3.3 above). For instance, we created a new writing foundations course, ENGL 2201, Writing About the Disciplines, to replace ENGL 1200 (Spring 2013; cornerstone of the ECU Quality Enhancement Plan). The course, which helps improve student learning of research skills and citation practices related to this outcome, provides a bridge for all ECU students (including our majors) in the sophomore year between introductory writing concepts and discipline-specific research and writing. The faculty also decided to provide greater emphasis on and more continuity of writing and research across our curriculum by renumbering four courses to the 2000-level (Spring 2013).

Another example (also pertaining to section 3.2 above) is our recent effort to collect and share among faculty instructional materials, initiated by the Undergraduate Committee and organized by area coordinators who held discipline-specific area meetings in spring 2016. Using the **writing skills** outcome as an example, they would discuss what specific grammar, usage, and punctuation issues their classes tend to address; what strategies they use to deal with these issues;

and whether any time is devoted to explicit grammar instruction. Each area coordinator summarized these discussions and collected various instructional materials as well as the tips for websites. The resulting bank of materials was shared on the departmental SharePoint site in July 2016 for our faculty to use in their classrooms.

3.6 Effectiveness of the Changes

Our graduates consistently perform above the Criterion of Success on the most recently assessed outcomes: **rhetorical devices and form**, **history**, and **writing skills**. (In 2014–2015 we included the outcome **diversity: global** on which 44.44% portfolios were rated "outstanding"/88.18% satisfactory or above.). Therefore, our goal for all our outcomes is to continue to increase the percentage of students performing at the outstanding level and to get the small segment of underperforming students to the satisfactory level (this can be as few as 4 students on an annual basis). To help with the latter, the raters will be instructed to add evaluative comments on the unsatisfactory portfolios to help us formulate actions planned starting with Spring 2017 assessments.

As for the changes discussed above, on the outcome of **writing skills** we experienced an increase in "outstanding" senior portfolios from 14.63% in 2013–2014 to 25.9% in 2015–2016. The overall satisfactory or above rate was 87.8% in 2013–2014 and 88.2% 2015–2016. On this and the other outcomes discussed above, it is too soon for us to tell the extent to which the bank of instructional materials we began building in 2015–2016 impacts quality of instruction. One way to help us assess whether instructors find the resource helpful and make use of it in their classrooms will be a new faculty survey (Spring 2017).

As for **research**, the QEP-related changes are still in the early stages of implementation for us to fully study their effects. The research outcome was not assessed since 2011–2012 (will be assessed again in 2015–2018). However, we can assume that the curricular changes to achieve greater emphasis on and more continuity of writing and research across our curriculum have aided in the gradual increase of portfolios rated as satisfactory or above on the writing skills as the raters tend to assess the quality of essays holistically, including the students' ability to work with secondary sources.

Student Satisfaction: BA English

3.7 Satisfaction of Students

Based on ECU's Graduating Senior Survey from 2010 to 2016 English majors report that they are consistently more satisfied with their major, by a small margin, than average graduates at ECU. With the exception of the 2011–12 survey, students report a higher than university average satisfaction with the instruction they have received in English, generally about 92% favorable for this period. However, the Director of Undergraduate Studies in English reports for the period record a drop in the number of declared English majors, from a high of 208 in Fall 2010 to 154 for Fall 2016.

In a couple of key categories scores for which English in the Senior Surveys consistently fell below the university mean deserve attention (1) "[Instructors] give you frequent and prompt feedback" and (2) "Develop opportunities for you to learn cooperatively with other students." The department's leadership should urge upon instructors the critical importance of timely, consistent, and relevant feedback. The issue of collaborative learning is not as clear-cut as this

type of learning is very typical for our classrooms. It will be important that instructors make students aware of what collaborative learning looks like to help them recognize when such activities take place.

3.8 Evaluation of Skills

According to the departmental senior surveys (begun in 2014–2015), recent graduates report overwhelmingly that they are satisfied with the core skills in English their coursework has provided or enhanced. They report overwhelmingly that their courses helped them become more rhetorically sophisticated, with a keener sense of the elements of style in their writing and reading. They affirm that their courses have helped them "mature and grow intellectually." Overwhelmingly, they indicate that their coursework has helped them achieve a greater sensitivity towards matters of cultural differences in ethnicity, gender, class, race, and religion.

Interestingly, the surveys generally report that English was not students' first choice of a major (80% in one survey reported this, for example). One student reported being told that "an English degree will get you nowhere." Clearly, the department has a daunting task dispelling the counter-messaging students have been receiving before and during their university careers about the value of the English major (See Actions Plans under 2.9).

3.9 Employer Feedback

We do not have any type of data to reflect on the employers' assessment of our graduates' knowledge and skills—beyond anecdotal evidence. For example, we have had a senior turn new employee after she was offered a job as a communication coordinator following a successful internship with a non-profit organization. Occasionally, we hear from our former students; some of this information is compiled in Appendix C. We would like to say with certainty that our students tend to retain their jobs or leave their current posts only for better opportunities. We have no reason to think otherwise, but these observations would need to be confirmed by data that, unfortunately, is very difficult to collect.

3.10 Improving Student Satisfaction

The 2014–15 Senior Survey reports that English fell short of the mean in the following area: "Advisors knowledgeable about post-graduate employment opportunities." This area was addressed specifically by the creation of English 4999, a one-credit professional seminar that examines topics related to preparation for professional life and/or graduate school and continues to remain on the forefront as part of building the degree's professions-oriented image. Also, the department has created its own senior exit survey to provide further data for assessment of student satisfaction. It has implemented a wide variety of measures to increase the number of majors, including high school and community college initiatives, partnership with English Education, publicity for its excellence in advising, heightened web presence, and careful ongoing assessment of student learning and the English curriculum (also see 2.9 above).

Action Plans: BA English

3.11 Action Plans: Pedagogical Change in Next 7 Years
- Design a 1000-level special-topics course for non-literary topics. Large sections of this course and of ENGL 1000 (possibly under a more attractive title) should help draw more students to our major and other programs (see 2.9 above).

- Organize a working group charged with exploring the possibility of establishing a BS in Professional Writing (working title only). The group will review enrollment data, consider available/needed resources given that we are limited in the number of classes we can offer each semester, and, depending on their findings and recommendations to the undergraduate committee and our faculty, explore this as well as alternative ways of diversifying our curriculum (Cf. The Changing English Major)
- Examine and discuss writing intensive courses in the major to ensure that they build on the QEP vertical writing curriculum and address identified student needs, particularly in the area of integrating research sources.
- Carefully review our existing curriculum and rename courses as needed to make titles more relevant and appealing to potential students.
- Consider requiring ENGL 4999 Professional Seminar (currently a recommended option).
- Develop and demonstrate on our website clear pathways through the major toward specific types of careers.

3.12 Action Plans to Improve Educational Experience
- Continue to build our internship experiences and study abroad programs.
- Continue to emphasize the real-world relevance of coursework to mesh with students' career plans. The career focus has to be part of each student's advising experience.
- Help students identify opportunities to build their resumes before they leave ECU.
- Seek opportunities for students to engage in research. For example, our faculty are on a planning committee that will host *Console-ing Passions*, an international conference on video, audio, new media, and feminism at ECU in July 2017. This spring these faculty members are hosting an abstract writing workshop to prepare undergraduates for writing conference proposals.

3.13 Additional Resources Needed
- Additional funding for student scholarships for study abroad at both college and departmental levels.
- Instructional resources to support maintaining smaller class sizes especially for writing intensive courses.
- Classroom remodeling to foster active, collaborative and accessible learning. This concerns the obsolete auditorium-style classrooms on the first floor in Bate Building where the bolted-down seats are small and uncomfortable and the overall setup makes collaborative learning very difficult.
- Other resources needed are listed under section 2.9 above.

3b. Curriculum, Learning Outcomes and Student Satisfaction: Certificate of Business and Technical Communication

Curriculum Analysis
The link to the certificate requirements as published in the Catalog is provided below.

Certificate of Business and Technical Communication
http://catalog.ecu.edu/preview_program.php?catoid=10&poid=2286&hl=

3.1 Curriculum Map and Course Sequences
Prerequisites for certificate courses are university writing foundations, and students are expected to have introductory research, writing, and revising skills. Certificate core courses introduce students to certificate outcomes including addressing different audiences, articulating discipline-specific theoretical perspectives most salient for writing specific to students' chosen fields specific, and demonstrating analytical and critical thinking about professional writing practices. In other courses, students focus on applying concepts in specific practices, such as applications of digital writing, rhetoric, and project management. In capstone courses, students are expected to demonstrate mastery of concepts.

3.2 Curriculum
Faculty assess and confer on the curriculum yearly. We have increased student experiences working on client-based projects and student-led projects.

Student Learning Outcomes Assessment: Certificate of BTC

3.3 Identified Strengths and Weaknesses in Student Learning Outcomes
We have been assessing students' ability to apply critical and analytical skills to professional writing practices and texts. Students have been meeting assessment goals in this area. A weakness has been articulating the relationship between theory and practice, which is important for transferring learning to other contexts.

3.4 Differences in Student Learning Outcome in Face-to-Face and Online Program
No differences to report.

3.5 Decisions Made and Changes Instituted Based on Assessment
We continue to incorporate additional activities that help students see the relationship between theory, analysis of professional writing practices and artifacts, and production of professional documents. We are also increasing client-based work to actualize theory and practice by providing students with outside audiences for their work.

3.6 Effectiveness of the Changes
It is too early to assess the effectiveness of changes described in 3.5. Additional assessment will help us determine the success of these efforts.

Action Plans: Certificate of BTC

3.11 Action Plans: Pedagogical Change in Next 7 years
- Reduce the number of hours required toward the BTC certificate from 15 to 12. (The certificate is 15 hours; our minors are 18; our certificate in TESOL is also 12.)
- Collaborate with BS working group.
- Increase opportunities for service learning to provide more venues for students to interact with actual audiences for their work.

3.12 Action Plans to Improve Educational Experience
- Offer undergraduate courses in the certificate on a more regular rotation.

3.13 Additional Resources Needed
- Instructional capacity to allow more regular and frequent course offerings of certificate courses.

3c. Curriculum, Learning Outcomes and Student Satisfaction: MA English Curriculum Analysis

Links to the degree requirements as published in the Catalog are provided below. See Appendix E for an updated curriculum map from TracDat that illustrates alignment of student learning outcomes to courses in the curriculum.

MA English
http://catalog.ecu.edu/preview_program.php?catoid=11&poid=2506&returnto=813
Certificate in Multicultural and Transnational Literatures (MTL)
http://catalog.ecu.edu/preview_program.php?catoid=11&poid=2532&returnto=813
Certificate in Professional Communication
http://catalog.ecu.edu/preview_program.php?catoid=11&poid=2533&returnto=813
Certificate Teaching English to Speakers of Other Language (TESOL)
http://catalog.ecu.edu/preview_program.php?catoid=11&poid=2534&returnto=813

3.1 Curriculum Map and Course Sequences.
Students in the MA program take a research course and conclude with a thesis or comprehensive assessment project (CAP). Thesis and CAP options vary by concentration. Research and writing skills are introduced and reinforced in all courses and assessed by individual faculty members at the thesis or CAP defense based on the MA in English student learning outcomes.

3.2 Curriculum
Areas review the curriculum and courses on a yearly basis as part of coordinating course offerings. We use special topics seminars to introduce new topics to students based on discipline changes or new sub-specialties. Our campus students attend seminar-type classes where discussion and engagement with the material is emphasized. As some of the oldest online programs at ECU, we continue to seek innovative approaches to building community in online spaces and use new technologies as they emerge to help facilitate this communication.

Student Learning Outcomes Assessment: MA English

3.3 Identified Strengths and Weaknesses in Student Learning Outcomes
A new set of student learning outcomes for the MA in English was developed and approved during the 2011–2012 academic year and first assessed during the 2012–2013 academic year. These student learning outcomes include: 1) Scholarship/Research/Creative Activity, 2) Writing Competence, and 3) Research/Creativity Activity Presentation. Given all MA in English students are required to present and defend a thesis or comprehensive assessment project (CAP), it made sense that program assessment be embedded into this requirement. The graduate faculty also discussed and approved an evaluation rubric to judge the project, presentation, and defense, and we also use this rubric to collect data for assessment. Almost all students meet the faculty expectations when it comes to their learning, but we would like to see a higher percentage of students exceed expectations on the individual student learning outcomes.

3.4 Differences in Student Learning Outcome in Face-to-Face and Online Programs
Given that the student learning outcomes and the assessment tool are the same, our assessments has not found a differences in student learning in our face-to-face and online programs.

3.5 Decisions Made and Changes Instituted Based on Assessment
We instituted several changes based on these on-going assessments. We concluded students need more time to articulate a research question or creative topic and now require a prospectus meeting during the semester prior to the completion of the thesis. We also require students to identify their CAP projects earlier. Both of these timeline changes ensure time for revision, which has helped students with the writing competence student learning outcome. We also standardized and made consistent the evaluation rubric for the Thesis/CAP defense. These evaluation rubrics give us data on the specific learning outcomes of the degree. There's some question that the criterion for success—that 80% of graduate students "exceed" rather than "meet" expectations based on the assessment tool—may be too high. We also redesigned the MA's research course offerings to more clearly align them with research approaches in the department: literary and cultural studies, empirical inquiry, and rhetoric, writing, and professional communication.

3.6 Effectiveness of the Changes
These changes have been quite effective in increasing the quality of the thesis and CAPs and thus we're seeing steady improvement in the research, writing, and presenting that students do.

Student Satisfaction: MA English

3.7 Satisfaction of Students
Based on the graduate student graduating survey, the vast majority of our students are satisfied with their advising, mentoring, instruction, and research experiences they receive. Because the number of campus students is small and spread over several concentrations, some of the graduate courses, especially in literature, creative writing, and linguistics/TESOL are cross-listed with undergraduate courses. Graduate students have complained about taking courses with undergraduate students, but in order for some of these courses to make with our current faculty and student numbers, they need to be taught together.

3.8 Evaluation of Skills
Based on the graduation survey, students with a MA in English believe they have received a high-quality education. On the graduating survey, each year 90%–100% of the MA students answered "somewhat" or "very much" when asked how much their graduate education contributed to their growth in knowledge, problem solving skills, communication skills, technical skills, personal development, and opportunities to develop leadership skills.

3.9 Employer Feedback
We often hear from departments, schools, and companies that our graduates are well-prepared by our programs, but we do not have comprehensive data on employer feedback.

3.10 Improving Student Satisfaction
Over the last seven years, the department has:

- Implemented communication plans, advising processes, program timelines, and forms, which have increased student accountability.
- Distributed an online survey for graduating students in the fall and spring to gather feedback on their experiences with the department and its programs.
- Created a graduate admissions committee that reviews applications.
- Designed a more comprehensive MA orientation for new students.
- Created and regularly updated the *MA Student Handbook*.
- Developed a campus graduate student culture that students find supportive and appealing.
- Redesigned the department website to feature alumni and to include information requested by students about programs and concentrations.
- Expanded the role of and student participation in the English Graduate Student Organization, which sponsors professional development workshops, social events, and an annual conference.
- Required students to meet with their committees and receive feedback on their proposed thesis or CAP projects earlier in the process in an effort to improve their research questions/design, literature review, and creative activity.
- Incorporated student presentations of their scholarly projects in courses in order to give them more practice explaining their projects and to generate feedback on their work.
- Revised and simplified thesis and CAP (comprehensive assessment project) guidelines to be more consistent across the MA concentrations.
- Discussed assessment results and ways to improve student learning at graduate faculty meetings.
- Prioritized graduate assistantship assignments that contribute to the undergraduate teaching mission of the department.

This infrastructure has increased satisfaction and efficiency in our services and provided additional support for students.

Action Plans: MA English

3.11 Action Plans: Pedagogical Change in Next 7 years
- Finalize streamlining and articulation of CAP projects across concentrations.
- Assess the feasibility and sustainability of continuing to offer the current set of concentrations; combining concentrations into groupings that make more sense to students; or and/or creating innovative, timely specializations that focus on student need and market demand.
- Review course titles and descriptions and update as needed.
- Reduce offerings of concurrently taught undergraduate/graduate sections.

3.12 Action Plans to Improve Educational Experience
- Improve students' educational experiences with additional support towards the completion of CAP and thesis projects.
- Advertise the actual courses we are able to offer; many courses are cancelled, not offered, or cross-listed with undergraduate sections because of the low number of students enrolled in some concentrations.
- Increase the department's relationship with our online students. Individual faculty do a great job of cultivating relationships with students in their coursework, but the majority of

the faculty do not know or interact with our online students. Even though these students are not on campus, their work could be better integrated into the intellectual life of the department.

3.13 Additional Resources Needed
As we continue to increase enrollment in our graduate studies programs, especially in our online programs, we will need instructional resources to allow us to offer additional online courses. We will also need instructional resources to separate face-to-face undergraduate and graduate sections taught concurrently.

Given the majority of our MA in English graduate students are in our two online concentrations, faculty in these areas do a disproportionate amount of graduate student advising, chairing, and serving on CAP/ Thesis committees. See Appendix F for a list of faculty contributions to CAPs/Theses. While thesis hours generate SCHs, they are not usually considered a part of a faculty member's workload. The department will explore strategies to more widely distribute committee service, to the extent feasible, and will consider the possibility of occasional reassigned time for extraordinary levels of thesis supervision.

In order to recruit students in all of our programs, we must implement advertising across the state.

3c. Curriculum, Learning Outcomes and Student Satisfaction: PhD Rhetoric, Writing, and Professional Communication
Curriculum Analysis

The link to the degree requirements as published in the Catalog are provided below. See Appendix E for an updated curriculum map from TracDat that illustrates alignment of student learning outcomes to courses in the curriculum.

PhD Rhetoric, Writing, and Professional Communication
http://catalog.ecu.edu/preview_program.php?catoid=11&poid=2507&returnto=813

3.1 Curriculum Map and Course Sequences.
Students take a research methods course in their first semester; additional coursework builds on that course. Students learn from foundational courses that focus on breadth as well as doctoral seminars that focus on topics in depth. We encourage students to identify potential dissertation questions/topics early in the program so they can explore these topics through readings and projects in coursework.

3.2 Curriculum
The doctoral seminars feature rotating topics, so we are able to offer courses on emerging topics and sub-specialties without having to create a new course. Our approach to the professional development seminar has been especially helpful for building supportive learning community and infrastructure for the program. Through its innovative design along with the new comprehensive exam process and timeline, which includes a publication-ready article, we have been able to assess the learning outcomes of the program more systematically. Additional

learning occurs in writing groups, reading groups, and the newly formed Jobs Group, as well as in one-on-one collaborations with faculty members on research and publications.

Student Learning Outcomes Assessment: PhD Rhetoric, Writing, and Professional Communication

3.3 Identified Strengths and Weaknesses in Student Learning Outcomes
Based on assessment results from comprehensive exams, student's strengths include articulating where their research fits within the areas of rhetoric, writing, and professional communication during the core exam. Students could improve on articulating the scope and foci of their dissertation projects. They tend to be very broad at first.

3.4 Differences in Student Learning Outcome in Face-to-Face and Online Programs
N/A

3.5 Decisions Made and Changes Instituted Based on Assessment
We revised the student learning outcomes, developed a new assessment plan, and revised the program's mission statement and purpose. We revised the advising system, curriculum, and comprehensive exam structure and changed the program's name. These revisions have allowed us to recruit from a national pool of applicants and increased the number of full-time PhD students. We have increased the number and range of opportunities for PhD students to develop and teach undergraduate courses. Based on assessment, we will be discussing ways to help students turn their seminar papers into publishable articles.

3.6 Effectiveness of the Changes
These changes have been extremely effective in improving student learning as evidenced by students' exams and publishable articles. The first cohort from the new program will be graduating in 2017, so we will have further assessment data then.

Student Satisfaction: PhD Rhetoric, Writing, and Professional Communication

3.7 Satisfaction of Students
Based on limited data from our graduating students, the majority of students are satisfied with their advising, mentoring, instruction, and research experiences. Students do wish that the assistantship packages paid more than they do. Those awarded teaching assistantships for writing foundation courses wish there were alternative options for assistantships for already-experienced teachers. Students are excited about the opportunities for teaching a wide variety of undergraduate courses. The market demand for our graduates is very high as evidenced by the number of jobs listed each year and personal emails from other program directors.

3.8 Evaluation of Skills
Students graduating with the PhD believe they have received a high-quality education. Over the past seven years, 90%–100% of the students each year answered "somewhat" or "very much" when asked how much their graduate education contributed to their growth in knowledge, problem solving skills, communication skills, technical skills, personal development, and opportunities to develop leadership skills.

3.9 Employer Feedback

Anecdotal evidence suggests that other institutions of higher education are pleased with our students. At least two have earned tenure at their universities in recent years. We do not have comprehensive data on employer feedback.

3.10 Improving Student Satisfaction

We revised the student learning outcomes, developed a new assessment plan, and revised the program's mission statement and purpose. We have revised the advising system, curriculum, and comprehensive exam structure as well as changed the program's name. We created the professional development seminar as well as the Jobs Group. We now provide travel funding for PhD students (with matching funds from the college and graduate school) for them to present their work at conferences and network with scholars in their fields. We've provided students with a wide variety of teaching opportunities, administrative leadership positions, editorial journal work, and collaborative research in a supportive environment.

Action Plans: PhD Rhetoric, Writing, and Professional Communication

3.11 Action Plans: Pedagogical Change in Next 7 Years

We plan to reduce the amount of coursework from 42 to 39 hours so students can complete their coursework in two years. The curriculum currently requires them to have to take a course while they are supposed to be prepping for exams, which includes completing a publishable article in consultation with their exam committee. Faculty also need to review the number of required courses versus electives given constraints on number of courses that can be offered in a two-year rotation. We will also explore converting Seminar in Professional Development into a one-credit hour course that is repeated three times.

3.12 Action Plans to Improve Educational Experience

The program needs to do a more consistent job in helping students transform their seminar and course projects into publications. We also need to do a better job of discussing the design and scope of a dissertation project and how it contributes to a longer-term research agenda. Some of this can be done by reinforcing the learning in the professional development seminar and research methods course throughout other coursework.

3.13 Additional Resources Needed

In order for us to continue to sustain the growth and success of the department's PhD program, we need resources to do the following:
- Recruit and hire two tenure-line faculty members. These hires would be able to teach at all levels in the department from undergraduate writing courses to PhD seminars. Faculty in the PhD core areas do a disproportionate amount of graduate student advising, chairing, and serving on CAP/Thesis/Dissertation committees. See Appendix E for a list of faculty contributions to Dissertations. While exam/dissertation hours generate SCHs, they are not usually considered a part of a faculty member's workload.
- Consider the needs of the PhD students in course scheduling.
- Explore strategies to more widely distribute committee service, to the extent feasible, and also the possibility of occasional reassigned time for extraordinary levels of exam and dissertation supervision.

- Recruit students from underrepresented groups into the program and sustain a supportive culture once they are here.
- Secure funds and resources to support faculty development to recruit and support students from underrepresented populations.
- Explore creation of dissertation fellowships.
- Explore the creation of 1–2 competitive post-doctoral instructor positions for those students who complete the program in four years but need more time to publish and secure a job.

4. Strength of Faculty: Teaching, Research and Scholarship

Faculty Resources

4.1 Faculty Profile (see also Appendix G)
For 2016–2017, there are 71 faculty members in the department. Demographic details for the current year are unavailable.

As of Fall 2015, there were 74 faculty members in the department:
- 14/74 (18.9%) were full professors, 24/74 (32.4%) were associate professors, 9/74 (12.2%) were assistant professors, 26/74 (35%) were fixed-term faculty, 1/74 was part time (1%) and 1/74 (1%) was on phased retirement.
- 38/74 (51%) were tenured; 36/74 (49%) were not tenured.
- 55/74 (74.3%) held a terminal degree; 19/74 (25.6%) did not hold a terminal degree.
- 38/74 (51%) identified as female; 36/74 (49%) identified as male.
- 60/74 (81%) identified as white; 5/74 (6.7%) identified as Black or African-American; 2/74 (2.7%) identified as Asian; 2/74 (2.7%) identified as bi-or multiracial; 1/74 (1%) identified as Hispanic; 4/74 (4.5%) declined to identify their race.

Fall 2015 faculty, by rank:
Full Professors: 14
- 10/14 (71%) identified as male; 4/14 (29%) identified as female
- 0/14 (0%) identified as Black African American
- 1/14 (7%) identified as Asian
- 0/14 (0%) identified as Hispanic

Associate Professors: 24
- 11/24 (46%) identified as male; 13/24 (54%) identified as female
- 3/24 (12%) identified as Black African American
- 1/24 (4%) identified as Asian
- 0/24 (0%) identified as Hispanic

Assistant Professors: 9
- 3/9 (33%) identified as male; 6/9 (66%) identified as female
- 1/9 (11%) identified as Black African American
- 0/9 (0%) identified as Asian
- 1/9 (11%) identified as Hispanic

Non-Tenure Track: 26
- 11/26 (42%) identified as male; 15/26 (58%) identified as female
- 1/26 (3%) identified as Black African American
- 0/26 (0%) identified as Asian
- 0/26 (0%) identified as Hispanic

Note: Demographic data by rank is unavailable for bi-racial and non-identified faculty.
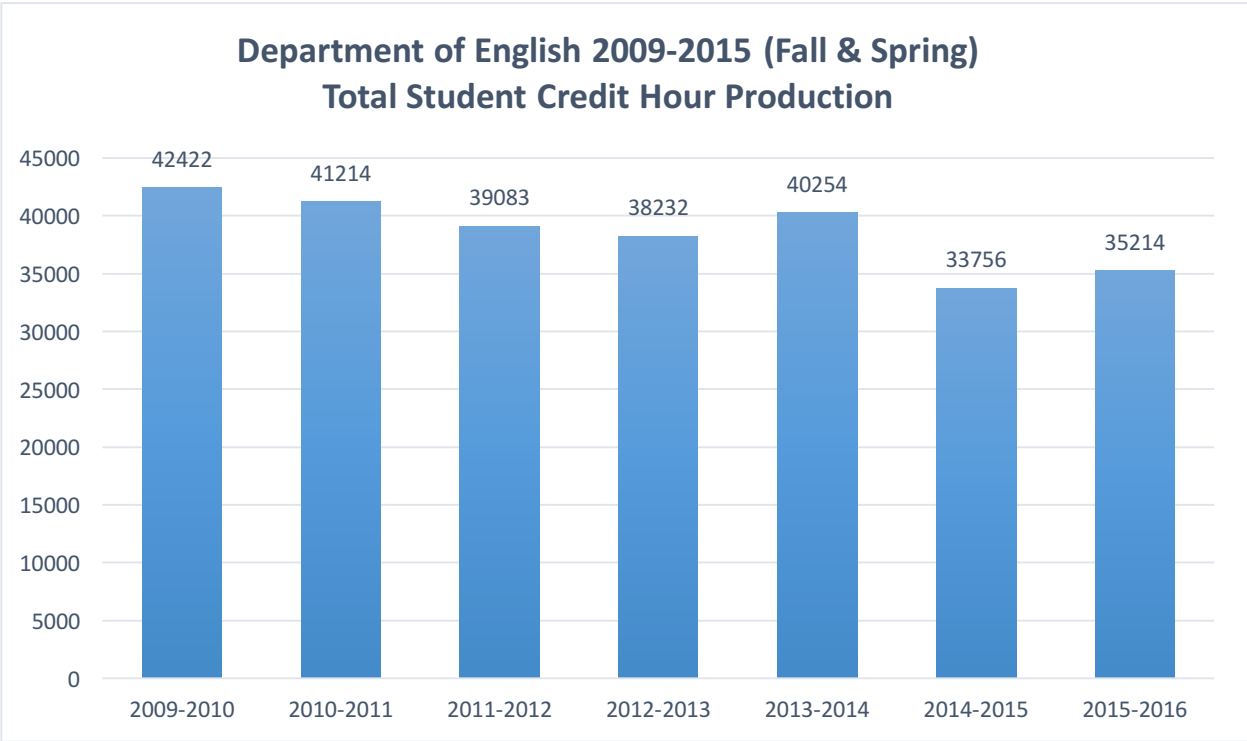
4.2 Faculty Resources
The department faces a major staffing challenge that is negatively impacting course offerings, advising at the graduate level, recruitment, and faculty morale. The department's faculty ranks have been reduced from 98 to 71 since Fall 2010, a 27.5% reduction. We have lost tenured and tenure-track faculty through retirements and resignations and have in many cases not been allowed to hire replacements. We have also lost fixed-term lines. In order to support our PhD program, we will need to hire in the field of intercultural communication. We also have significant curricular needs in international film and modernist literature. We cannot absorb further losses of fixed-term faculty lines; rather, in order to continue to innovate in offerings for majors and graduate students and recruit new students while meeting demand for Writing Foundations and putting the best instructors in Writing Foundations courses (ENGL 1100/2201), we need to hire 2–3 new fixed-term faculty and offer additional multi-year contracts to outstanding fixed-term faculty (we currently have four fixed-term faculty members on multi-year contracts).

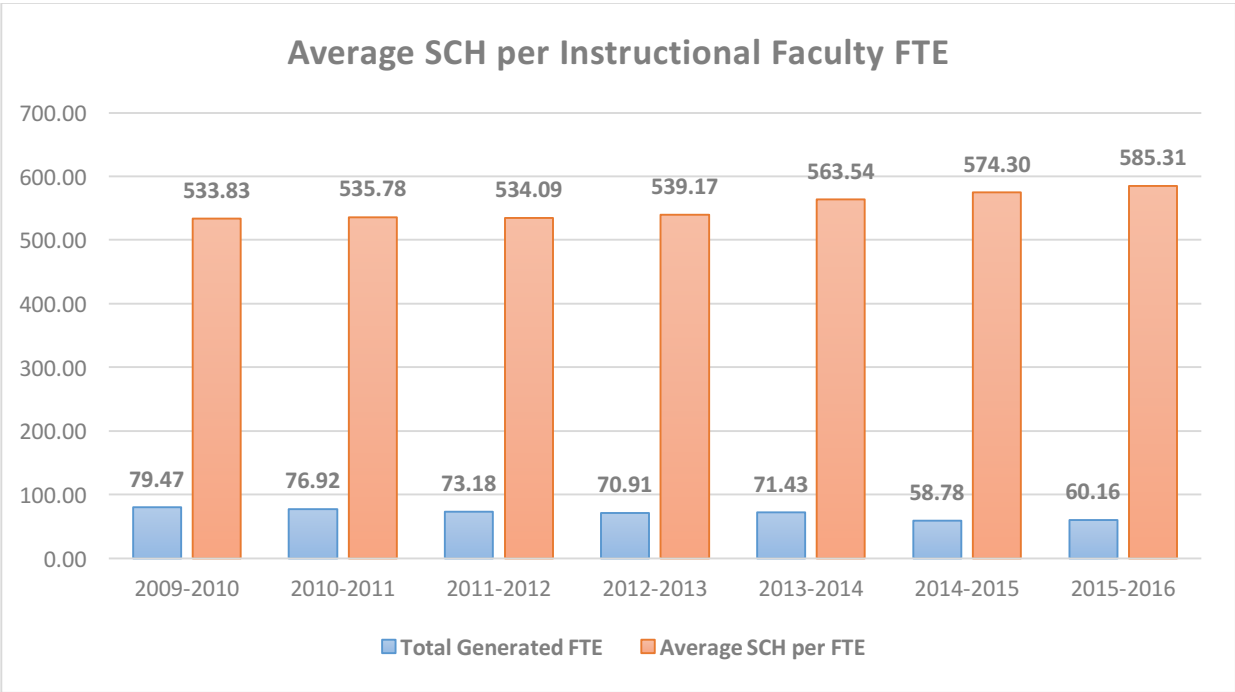4.3 Faculty Recruiting and Retention Actions: Diverse Faculty
Since 2009, in filling ten vacant tenure-track faculty positions and ten fixed-term faculty positions, the department worked to identify and hire minority candidates primarily through reaching out to contacts at other institutions. This effort has been very successful. Since 2009 the English department has hired as tenure-track faculty one African American woman, one Native American woman, one Latina, and two individuals who self-identify as LGBT. In this time the department also hired at least two African American women as fixed-term faculty (although both have since left the department).

Analysis of Teaching

4.4 Program Trends
This analysis of student credit hour (SCH) production includes the fall and spring semesters from the past seven years. Overall SCH production has decreased (except for 2013–2014) during this time as our faculty ranks have shrunk.
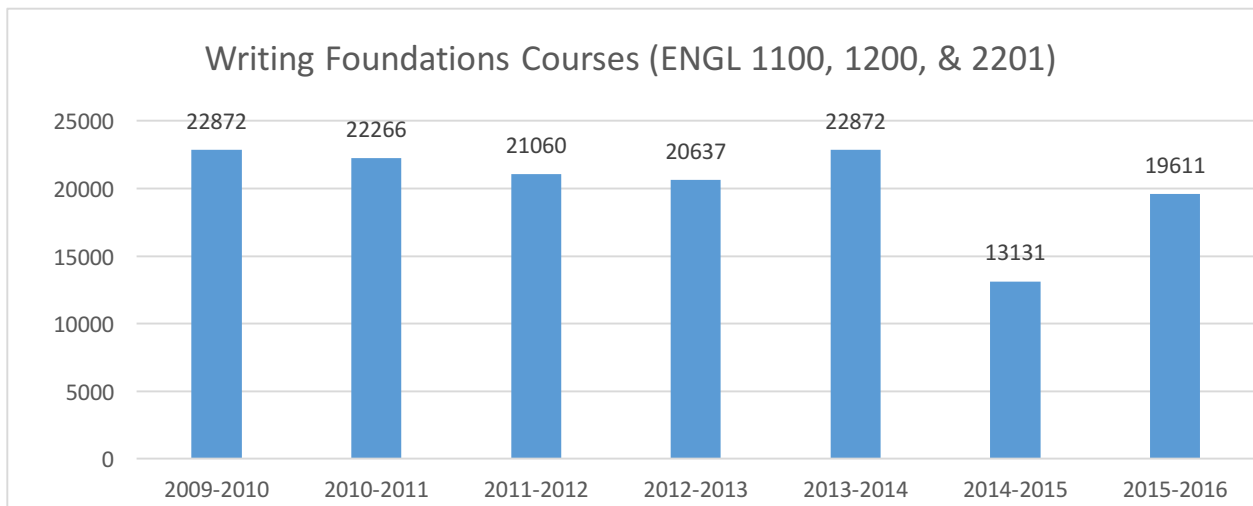
Department of English 2009-2015 (Fall & Spring)
Total Student Credit Hour Production

Year	Total SCH
2009-2010	42422
2010-2011	41214
2011-2012	39083
2012-2013	38232
2013-2014	40254
2014-2015	33756
2015-2016	35214

In that same period, the average SCH produced per generated FTE increased from 533.83 to 585.31.

Average SCH per Instructional Faculty FTE

Year	Total Generated FTE	Average SCH per FTE
2009-2010	79.47	533.83
2010-2011	76.92	535.78
2011-2012	73.18	534.09
2012-2013	70.91	539.17
2013-2014	71.43	563.54
2014-2015	58.78	574.30
2015-2016	60.16	585.31

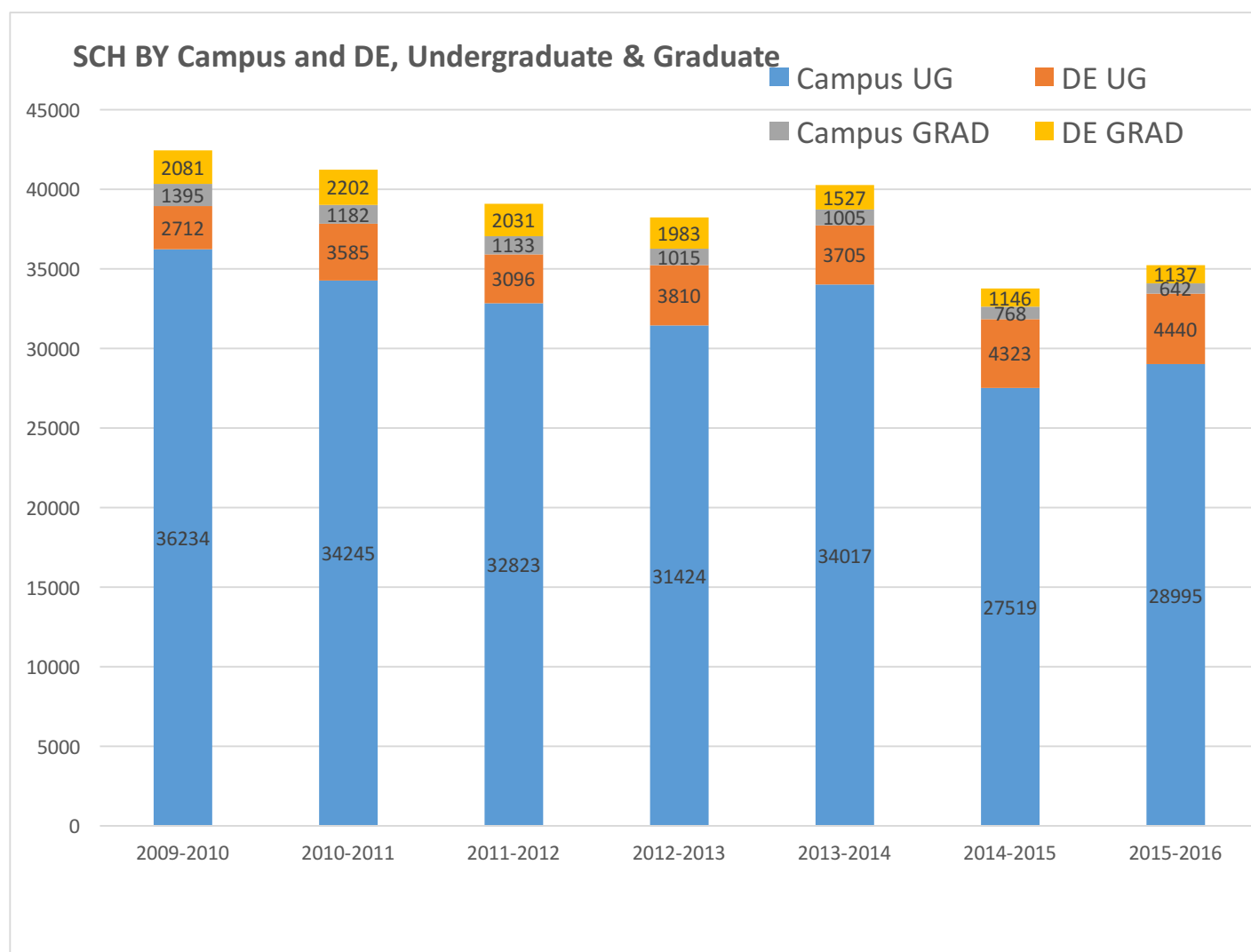□ Total Generated FTE   □ Average SCH per FTE

The large decrease in total number of SCH in 2014–2015 was expected and due to the QEP year, in which ENGL 1200 was not taught and fixed-term faculty received reassigned time for training

for ENGL 2201. The SCH for writing foundations are below; our 2015–2016 SCH production for writing foundations is within 1000 of where the department was in 2012–2013.

Writing Foundations Courses (ENGL 1100, 1200, & 2201)

Year	SCH
2009-2010	22872
2010-2011	22266
2011-2012	21060
2012-2013	20637
2013-2014	22872
2014-2015	13131
2015-2016	19611

The following chart illustrates the SCH generated by campus and DE courses at the undergraduate and graduate level. The decrease in the number of SCH produced at the graduate studies level can be explained by several factors. We have seen a reduction in our online concentrations due to competition from other online programs (which did not exist seven years ago) and the NC legislature's decision in 2013 to end an increase in pay for teachers who earned MA degrees, which helps explains the drop between 2013 and 2014 especially in our DE numbers. In addition, during this same time, many of our part-time PhD students graduated.

The one place where SCH has increased is in our DE offerings at the undergraduate level where we have expanded these offerings for students finishing degrees in other programs. For example, we offer several DE sections of ENGL 3880: Writing for Business and Industry each semester.

SCH BY Campus and DE, Undergraduate & Graduate

Year	Campus UG	DE UG	Campus GRAD	DE GRAD
2009-2010	36234	2712	1395	2081
2010-2011	34245	3585	1182	2202
2011-2012	32823	3096	1133	2031
2012-2013	31424	3810	1015	1983
2013-2014	34017	3705	1005	1527
2014-2015	27519	4323	768	1146
2015-2016	28995	4440	642	1137

4.5 Teaching Load

Based on Delaware Study data, teaching loads for tenured and tenure-track faculty:

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
1.8	1.9	2.6	2.6	2.3	2.4	2.4

Teaching loads increased to a standard 5 courses per year in 2011–12. The department has made adjustments on a case-by-case basis based on scholarly productivity and service load. Faculty also receive reassignments funded by external buyouts for grant-funded projects, teaching in other programs (like Honors), editing journals, and service and administrative responsibilities outside the department. (Beginning in Fall 2016, we reduced reassigned time for service granted by the department by 40%, from 35 courses reassigned per year to 21.)

Full-time fixed term faculty teach 4 courses per semester.

4.6 Contributions of Graduate Assistants

Graduate teaching assistants (GTAs) serve as instructors of records for the courses they teach. Since 2009, GTAs may teach:

> ENGL 1100 Foundations of College Writing (was Composition I)
> ENGL 1200 Composition II (no longer offered)
> ENGL 2201 Writing About the Disciplines
> ENGL 2830 Writing and Style
> ENGL 3810 Advanced Composition
> ENGL 3820 Scientific Writing
> ENGL 3835 Persuasive Writing
> ENGL 3880 Writing for Business and Industry.

On average, GTAs cover 70 sections of the department's total course offerings in an academic year. We maximize GTA teaching within our assistantship allocation.

Indirect contributions: GTAs also serve as consultants in the University Writing Center or as embedded writing consultants in specific ENGL 1100 sections.

4.7 Major Achievements in Teaching and Support for Teaching

Over the self-study period, members of the department have recorded the following achievements in teaching:

- 3 faculty members have received the university's Scholar-Teacher Award.
- 1 faculty member was nominated for the Board of Governors Award for Excellence in Teaching
- 2 faculty members have been finalists for the Max Ray Joyner Award for Outstanding Teaching in Distance Education
- 9 faculty members have received the departmental Bertie Fearing Excellence in Teaching Award.
- 1 faculty member has received over $367,200 in federal grant money to support a local site of the National Writing Project.
- 7 faculty members have received teaching grants from the university totaling over $125,000 to develop new courses or to create distance-education versions of existing courses.
- 21 new courses have been developed and taught by department faculty.

The Department has supported teaching in many ways, both through its own, internal programs and through its close ties to the Quality Enhancement Plan (QEP), "Write Where You Belong," which involves many faculty, particularly those teaching ENGL 1100 and 2201, in professional development initiatives and activities.

Internally, the Department has provided **10–15 professional development events and opportunities per academic year** for faculty over the self-study period. These events have included the following:

- The Composition Committee of the English Department has sponsored several "Professional Development Workshops" each year on topics such as teaching paraphrase, conducting student conferences, helping students to avoid plagiarism, using rubrics in first-year writing, teaching primary-source research writing, using SafeAssign to teach revision, and using the University's Summer Read selection in the writing classroom.

- The Department's ad-hoc Distance Education Committee has also sponsored several workshops each year since 2011, including sessions on topics such as using Blackboard, communicating effectively with DE students, using the Livescribe Pen in DE courses, teaching with tablets in DE courses, and collaborative writing in DE courses using Google Drive and Microsoft OneDrive.
- The Composition Committee has sponsored Writing Foundations Learning Communities (WFLC) among fixed-term faculty members teaching in the Writing Foundations Program (ENGL 1100 and 2201). In the inaugural 2015–2016 year of these WFLCs, **17 fixed-term faculty members** participated.

Additionally, the Department has supported the teaching of Graduate Teaching Assistants through the following means:
- Each year, **10–12 graduate students** have taken ENGL 6625: Teaching Composition, Theory and Practice (taught by faculty in Rhetoric and Composition), a three-credit hour course that helps prepare them for teaching ENGL 1100 and 2201.
- Each semester, **20–25 Graduate Teaching Assistants** have attended a weekly, 60-minute professional development meeting led by the Director of Writing Foundations to share ideas and resources for teaching specific curriculum, ways to support major projects, and practice responding to student work in ENGL 1100 and/or ENGL 2201. In addition, for 3–4 days of the week prior to each semester, GTAs participate in an Orientation to Teaching and a workshop led by the Director of Writing Foundations to help them prepare their course material for ENGL 1100 or 2201.
- Each semester, **2–4 advanced doctoral students** have had the opportunity to teach a 3000-level writing course under the mentorship of a faculty member in Technical and Professional Communication or Rhetoric and Composition.

Moreover, through the QEP, which is directed by a faculty member in English, instructors from across the English Department have participated in the following professional development opportunities:
- **30 fixed-term faculty** members participated in a ninety-minute, twice-weekly, year-long seminar led by the Director of Writing Foundations in the 2014–2015 academic year to prepare them to teach ENGL 2201: Writing About the Disciplines, a new composition course implemented as part of the QEP. Participating faculty received a 1-course reassignment for fall 2014 and spring 2015 to participate in this seminar.
- **16 tenure-stream faculty** have participated over the past two years in a half-day ENGL 2201 orientation session offered by the Director of Writing Foundations at the conclusion of the spring semester.
- **15 faculty members and graduate teaching assistants** from English have participated in the QEP-sponsored "Writing and Metacognition Workshop Series" over the past three years. This series is led by a faculty member and a doctoral student from the English department.

In addition to the professional development support offered through the Department and the QEP, faculty are encouraged to and often do participate in the many university-wide teaching enrichment program offered through the University Writing Program, which is Directed by a faculty member from English, and through the University's Office for Faculty Excellence.

- The University Writing Program provides **10–12 teaching-focused sessions** per academic year. The majority of these sessions are led by faculty members or graduate students from the English Department and focus on topics such as writing across the curriculum, responding to student writing, using technology in the writing class, and designing and troubleshooting a writing-intensive course.
- The Office for Faculty Excellence provides **over 30 teaching-focused sessions per academic year**. In addition to attending these workshops, faculty members from English have on occasion led them.

Analysis of Research, Scholarship and Creative Activities

4.8 Major Achievements
Scholarship is a strength of English Department faculty. Since 2009, faculty members have published 39 books and 10 monographs with top tier presses like U of Michigan P, Routledge, Cambridge UP, U of Pennsylvania P, and Carnegie Mellon UP. They have published 104 chapters, 9 compilations, and 1 supplement. They have published over 200 individual articles and proceedings, many in the top venues in their fields and have presented over 600 papers, exhibits, posters or podium presentations at top conferences and other venues. Writers have presented 114 readings, 22 performances, and 5 productions. A more specific breakdown is found in the appendices. See also 4.9 below. Standard teaching loads increased from 2/2 to 3/2 in 2012 and department faculty have worked to maintain scholarly productivity in the face of this increase.

For fiscal years 2010–2016, department faculty submitted as PIs 35 proposals for external funding totaling $2,179,877. They received 24 grants totaling $772,953. These projects include the *John Donne Variorum* (NEH) and the Tar River Writing Project (National Writing Project). Department faculty submitted as co-PIs 34 proposals totaling $4,924,387. They received 30 grants totaling $2,269,451.

4.9 Strengths and Weaknesses
Our strengths as described in 4.8 are supported by comparative data from Academic Analytics. Department faculty perform well relative to English faculty at our peer institutions (see chart below). They outperform the majority in article publication, and these articles are cited frequently and widely. Book chapter publication is likewise a strength, though it is not captured in Academic Analytics. Book publications exceed the median on all metrics except percentage of faculty with a book. Academic Analytics data suggest that department faculty receive fewer national awards than their peers.

Peer institution comparison (2010–2014)
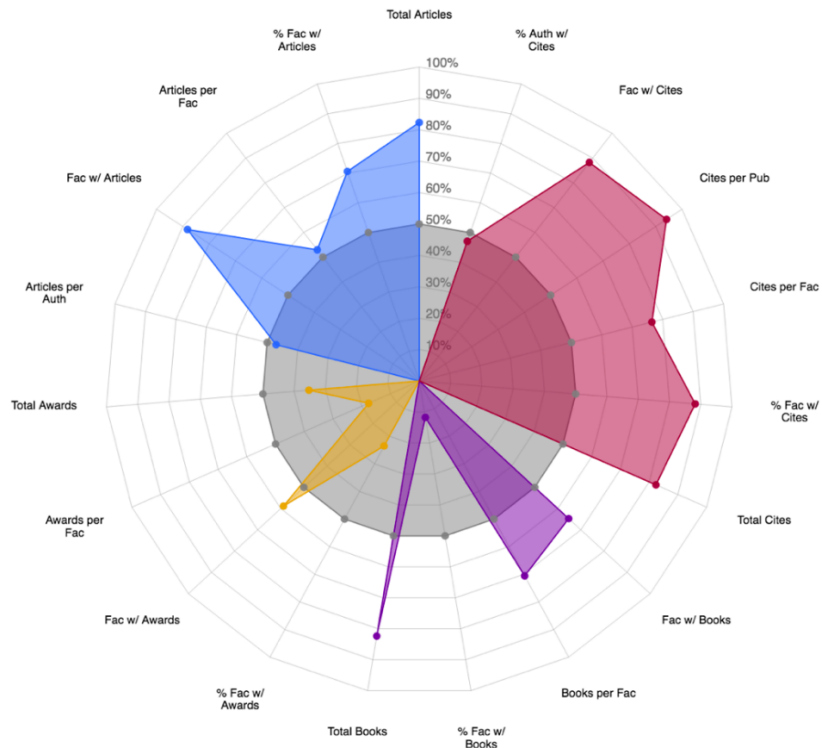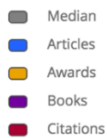
4.10 Department Support

- The department currently spends 65% of its operating budget on faculty professional development, including research and conference travel and research-related supplies. Over the past seven years, tenured faculty received roughly $1100 per year for professional development and tenure-track faculty received roughly $1300 per year, though there have been small annual fluctuations.
- The department encourages and supports faculty applications for college travel grants, summer research and creative activity awards (though these have been unavailable in some years due to budget cuts), and college and university reassignment awards to support grant and fellowship applications.
- The department also supports tenure-track faculty in negotiating start-up packages that include research funding and reduced teaching loads in the first year.
- The current chair nominates (and encourages nominations of) faculty for university awards for scholarship.
- The chair negotiates, on a case by case basis, unbalanced teaching loads to support scholarship (i.e. 1/4 instead of 2/3).

Analysis of Service and Outreach Activities

4.11 Analysis of Service and Outreach Activities

- English department faculty are leaders in shared governance and committee service at ECU.
- English department faculty co-curated local, regional and national exhibits: "Sent out to Serve: North Carolina Women Missionaries, 1872–1994" (Tedesco, at Joyner Library ECU, 2015); "Leaving Home, Building Community: Triad Native American History,

Presence, and Continuance" (Bardill, at Guilford Native American Art Gallery, 2016); and "Nobility and Newcomers in Renaissance Ireland" (Herron, at Folger Shakespeare Library, 2013).

- Department faculty edit or co-edit: *Cinema Journal, Contemporary Legend, Explorations in Renaissance Culture, North Carolina Literary Review, Tar River Poetry, Technical Communication Quarterly,* and a poetry feature *A Poetry Congeries* housed at the online cultural site Connotation Press.
- Department faculty are leaders in their professional organizations, serving as officers, on advisory boards, and on editorial boards.
- Department faculty lead and serve on the board of the Contemporary Writers Series. The series brings several major writers to ECU each year and also organizes the annual Veterans Writing Workshop.
- The department sponsors and co-sponsors faculty-led conferences and symposia. For example, the Director of Writing Foundations and QEP co-host a regional Biennial Community College/K-12 Writing Symposium. ECU is hosting in July 2017 *Console-ing Passions*, an international conference on television, video, audio, new media, and feminism. *Console-ing Passions* will bring 100–150 visiting scholars to ECU and will involve ECU English graduate and undergraduate students as presenters, organizers, and volunteers.
- English Department faculty members performed 70 instances of community service activities in 2014–15, including readings and presentations in the community.
- The department's undergraduate website was redesigned in 2015 to showcase the department's commitment to community outreach
- The department began the Go English! Initiative, a recruiting and outreach program, at Pitt Community College. Department faculty visit other regional community colleges and high schools, where they meet with classes and share their expertise in guest lectures. The department sponsors an annual sonnet-writing contest for high school students.
- See also section 5, regional transformation.

The department supports faculty service administratively, with needed technology purchases and loans, and with operating funds for events and speakers.

Action Plans

4.12 Action Plans
In order to support the teaching, scholarship, and service activities of faculty, the department plans to (as appropriate):
- Maintain scholarly productivity as measured by peer-reviewed publications, substantive engaged scholarship, and proposals for external funding (when available).
- Develop a system of differential teaching loads and unbalanced teaching loads to enable faculty scholarship and mentorship of graduate students and reward faculty for their strengths.
- Offer a semester-long departmental research/creative activity reassignment award.
- Enhance recruitment and retention by addressing salary inversion and compression and offering, when appropriate qualifications are met, fixed-term positions to partners of tenure-stream faculty.

- Increase participation in study abroad programs and encourage international initiatives, including faculty exchanges.
- Manage operating budget to increase, if possible, funding for faculty professional development (conference travel, research/creative activity travel, and materials purchases).
- Request reconfiguration of several amphitheater lecture classrooms to facilitate flexible, problem-based learning and group collaboration.
- Manage enrollments and offerings to increase SCH production.
- Support team-teaching of large introductory courses.
- Offer infrequently-taught upper-level and graduate courses more regularly.
- Maintain support for community outreach initiatives.
- Continue to develop website and social media presence to publicize faculty successes.
- Regularly nominate faculty for awards.

Resources needed:
- Stable, dedicated cadre of skilled and trained composition teachers. To cover projected demand for increased sections of ENGL 1100/2201, we need at least three new permanent, academic year fixed-term positions. We also need to increase the number of multi-year contracts for fixed-term faculty from the current four to 8–10.
- Fixed-term positions for partner hiring to recruit and retain productive tenure-line faculty.
- Raise pool funds to address salary inversion and compression. These issues are especially pressing at the associate professor level and affect retention and morale.
- Flexibility to hire for tenure-track positions to replace retired or departed faculty. Our most pressing need is a specialist in intercultural communication. We also hope to be part of a cluster hiring initiative in digital innovations and scholarship in social sciences and humanities (DISSH).
- Funding for classroom reconfigurations.
- Improved infrastructure for pre-award grant support.
- Improved university and college level infrastructure for global affairs and international initiatives.

See also 4.2.

5. Regional Transformation—Economic Development/Public Service

5.1 Summary of Major Activities
The department's activities in support of regional transformation have focused on four areas:
K-12 teacher collaborations, community writing support, events, and service-learning.
K-12 teacher collaborations:
- The Tar River Writing Project is led by department faculty. A subsite of the National Writing Project, the TRWP fosters an environment in which teaching professionals come together to be better writers and better writing teachers and to raise the levels of literacies in our region of North Carolina. ECU has hosted a summer institute and professional development workshops throughout the school year.

- The Director of Writing Foundations and QEP co-host a regional Eastern Carolina Writing Symposium for Community College/K-12. The next symposium, "Promoting Critical Thinking through Writing," is already scheduled for August 2017.
- Faculty have guest-taught literature classes in area high schools, served as judges in creative writing competitions for area students, held readings, and organized creative writing workshops.

Community writing support:
- The English Department's Community Action Committee leads a "Write Place, Write Time" community writing initiative. Through this initiative, the department sponsors multiple events per year. For example, on March 21, 2015, the English Department sponsored one community outreach event at Cornerstone Church in Greenville during which about 50 community members received help, from about a dozen English Department faculty members, with a wide variety of writing tasks, from resume writing to help on individual creative writing projects. The Community Action Committee participated in four additional off-campus writing events in 2015–16: one at the Lucille Gorman Intergenerational Center (September 23, 2015), two at Cornerstone Baptist Church (November 21, 2015 and December 5, 2015), and one at Reimage Church (April 9, 2016).

Events:
- Department-sponsored and co-sponsored conferences bring travel and tourism dollars to Greenville and the surrounding region. These include the annual North Carolina Emergency Management/ECU Hurricane Conference (~250 attendees), the national *Console-ing Passions* conference on gender and media (July 2017, 100–150 attendees), the annual Symposium on Communicating Complex Information (~40 attendees), and the annual TESOL/Applied Linguistics Graduate Students Conference (TALGS) (~70 attendees.

Service-Learning:
- Service-learners in ENGL 3880 (Writing for Business and Industry) and interns in ENGL 4890 worked with local non-profits and towns—including the Association of Mexicans of Eastern North Carolina, the Pitt County Chapter of the American Red Cross, the Greenville Community Shelter, and the town of Windsor, NC—to help these organizations to promote themselves better, to fundraise, and to communicate better internally.

5.2 Regional Transformation and Resources Needed
The department plans to continue the initiatives described above. To expand their scope and ambition, we will need to provide released time to faculty, so our primary resource need is for additional instructors to cover courses.

6. Resources

6.1 Adequacy of Resources
Our primary source of operating funds are state funds, transferred through Harriot College of Arts and Sciences. These support faculty travel and professional development, supplies,

photocopying and postage, utilities, student workers, honoraria/events, equipment, physical plant maintenance, association dues. The majority of our operating funds are spent on faculty travel and professional development. Each tenured and tenure-track faculty members receives an annual allocation. Fixed-term faculty apply for travel and professional development funds from a pool. Our recurring state operating fund allocation for 2016–17 is $93.3K. We received an additional $12K in non-recurring state funds in 2016–17. In most cases, faculty travel/professional development allocations are sufficient to fund one national conference (or partially fund an international conference). In order to fund international travel (important especially for some faculty working on international or transnational topics) or more frequent travel, we would need additional funds. The college's travel grant program has helped to supplement faculty travel, and an expansion of that funding pool would be welcome. Additional funding for faculty travel supports recruitment and retention. The department's most pressing resource need to support program quality and recruitment and retention of superior faculty, though, as described in 5.2, is instructional resources to allow us to provide highly productive faculty with course load reductions and teaching assignments in their areas of expertise.

The 4-year computer replacement cycle negatively impacts faculty teaching and scholarship. In the fourth year especially, faculty are frustrated by computer obsolescence. A 3-year cycle, as was the previous practice, would be a great improvement.

6.2 Projected Space Needs
The department's offices are spread over several buildings, a challenge for cohesion and morale. It is especially essential that GTAs who are course instructors of record have office space available in Bate for office hours (and in close proximity to the Director of Writing Foundations). We have in the past year lost office space to Criminal Justice advisors and to College of Business faculty and staff. These assignments are ostensibly temporary, but in the case of the advisors, there is no clear timeline for the offices to be returned to the department. Because of the layout of our office suites, having non-English personnel in these suites is problematic for fostering a positive, collaborative, and collegial department culture.

While several computer classrooms have been renovated in recent years with flexible configurations, we need more flexible classroom space. The amphitheater classrooms on the first floor of Bate are uncomfortable, inaccessible, and unsuited to the teaching methods for active, engaged learning employed by the vast majority of English faculty. Some of the smaller amphitheater classrooms should be renovated with moveable seats and tables that can be easily rearranged for group work and peer writing workshops.

7. Other Operational or Programmatic Outcomes

7.1 Other Assessed Outcomes
There have been no other formally assessed outcomes over the past seven years.

In terms of operations, the department has had significant turnover in leadership and staff over the past seven years. We had from 2009-2016 two interim chairs and one permanent chair. Since 2007, we have had three interim chairs and three permanent chairs. (The current chair has served less than a year.) This leadership turnover poses obvious challenges for developing and implementing consistent policies and practices related to workload, evaluation, and operations.

We have support from an excellent staff, but turnover is a challenge. State hiring practices make it impossible to reward exceptional staff with raises and bonuses; the only way for staff to get a raise is to switch jobs. As a result, existing staff are frequently called on to cover vacancies and staff hiring is an ongoing activity. None of our current four staff members has been in the department more than 2 years, and we currently have one vacant staff position.

Since Fall 2015, we have been revising our unit code. This process has included a major overhaul of tenure and promotion criteria to articulate clear expectations for scholarship, teaching, and service and to distinguish between expectations for tenure/promotion to associate from expectations for promotion to full. This has been a challenging process given our size and disciplinary diversity, but overall the revised code offers more specificity and gives more guidance to individuals seeking tenure and/or promotion.

7.2 Action Plans

English will continue to work to maintain staff morale through good management practices, but funding is needed to support staff. The department and university would benefit by using market rate adjustments, reclassifications, and raises and bonuses to retain qualified, knowledgeable staff within units. Funding and administrative support for market rate adjustments and reclassifications would help to facilitate this even within state HR constraints.

The department will finish the code revision in Spring 2017. We will assess the efficacy of the revised tenure and promotion criteria over the next few years and, if needed, make further revisions to the code.