English Department
Strategic Plan 2012-2017

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I <u>Overview</u>

The English Department at North Carolina State University offers robust programs for undergraduate and graduate students in literature, rhetoric and composition, linguistics, film, creative writing, journalism and technical communication. As such, the department provides a home for an exceptionally wide variety of disciplines. Situated in a land-grant university with traditional strengths in science and technology, the English Department offers a broad range of intellectual traditions, skill-sets and disciplinary perspectives that offer critical perspectives on our culture and its history. Reflecting some of the most exacting intellectual trends in higher education, English Department faculty bring to the classroom, and to our research, training steeped in disciplinary rigor. At the same time, this training often bears the impress of an interdisciplinary orientation (literature and history, cinema and culture, media and sociology, writing and visual design to name just a few forms of the expertise we have available). We believe that developing this diversity offers North Carolina State University a pathway to becoming a balanced and comprehensive world-class educational institution.

During the last two decades the English Department, the largest department at NCSU, has hired, developed, and retained a remarkably accomplished tenure-track and tenured faculty with national and international visibility in every one of the sub-disciplines that fall under the large umbrella of "English Studies": literary studies; linguistics; journalism, composition, rhetoric, and scientific and technical writing; film studies; and creative writing. Our books and articles are published regularly by distinguished university presses and the top journals in their fields; we have won grants and fellowships from the Guggenheim and Mellon Foundations, Fulbrights, the National Endowment for the Humanities, the National Endowment for the Arts, the National Humanities Center, the National Science Foundation, and other granting agencies; we are regularly invited as keynote speakers at conferences across the nation and around the world; we sit on dozens of editorial boards; we edit seven major academic or literary journals; and our creative writers are National Book Award judges and Nebula Award winners.

Graduates of our department have not only gone on to professional degrees in business, law, medicine, and academia, but they have become successful entrepreneurs, CEOs, filmmakers, renowned photographers, major novelists and poets, and winners of distinguished national awards, including the Grammy, Emmy and the Pulitzer prize.

In recent years, the English Department has been forward-looking: it has enhanced the university's humanities profile by creating two distinctive graduate terminal degree programs. The Master of Fine Arts (M.F.A.), is led by our creative writing faculty with participation from the literature faculty. The Ph.D. in Communication, Rhetoric and Digital Media, offered in conjunction with the Department of Communication, weds strengths in two departments in CHASS. Each of these programs now commands national recognition. At the undergraduate level, other convergences have been taking place, with a World Literature minor that brings together the expertise of the English Department with that of the Foreign Language Department. Our majors select one of five curricular

areas—literature; film; creative writing; language, writing and rhetoric; and teacher education. All concentrations prepare our graduates to critically assess and write about the world they will be entering as well as to express themselves creatively and rhetorically. Our programs prepare students to forge their futures in a world that increasingly demands the skills and expertise in critical thinking and rhetorical expression across language, images, and media we offer. And many non-English majors are attracted to, and benefit from, the rich intellectual training offered in our courses. One reason for the popularity of our courses, our majors, and our graduate programs is our faculty who have by any measure claimed an outsized number of teaching awards.

So not only are we invested in developing recognized disciplinary strengths, we are also interested in developing ongoing interdisciplinary and cross-disciplinary initiatives. To this end, we are pursuing new courses in our undergraduate programs and new concentrations and courses in our graduate program, developing initiatives and supporting faculty who can contribute to the practice and study of humanities—digital as well as print-based—in order to make our department responsive to an increasingly globalized culture. For us, "digital humanities" translates into the opportunity to acquire the technical skills of the digital age, but it just as much involves the ability to interpret, to critically analyze, to theorize—in the largest sense, *to make sense* of digital culture.

In the face of a rapidly-transforming, globalized culture, we are convinced that knowledge of the cultural traditions that have shaped our society, along with the acquisition of critical thinking and writing skills, provides students with abilities indispensible to understanding the present moment. But the tradition of the English Department is not only one of building knowledge; it is also one of dynamic engagement. A highly selective list would include the Linguistics program's North Carolina Language and Life Project, the Creative Writing Readings Series, the Film program's relationship with Full Frame and other cinema series, thriving study abroad programs in literature, creative writing and film, our undergraduate internship program which places students with Triangle-area employers, to say nothing of our award-winning First Year Writing Program (recent winner of the CCCC Writing Program Certificate of Excellence), which educates about 5,000 students each year, or our LTN program, which graduates more English teachers than any other university in North Carolina.

As we go forward, we see our disciplinary range and depth as valuable assets. Just as we see the value of synthesizing the best of our intellectual traditions with new ways of viewing and analyzing culture, we see investing in our disciplinary strengths as well as newer interdisciplinary initiatives as paying dividends to our students and to North Carolina. Nothing less will do to nurture, as the university strategic plan puts it, "graduates ready to enter productively into society with solid skills, an inquiring habit of mind, global awareness, and a sense of social responsibility."

II Strategic Planning Areas

Given the size and the complexity of the English Department and the various academic disciplines it houses, this plan will lay out directions for future development in the major

departmental areas of Textual Studies/Textual Production (Literature, Film Studies, Creative Writing and Journalism), CRDM/Digital Humanities and lastly, Linguistics, around the themes of "Interdisciplinarity," and "Globalization." These priorities represent the English Department's priorities as well as its response to the University's 2011 Strategic Plan. While we strongly believe in the value of intellectual disciplines as a foundation for research and teaching, we also embrace the emphases in the 2011 University Strategic Plan on enhancing "Interdisciplinary scholarship to meet the grand challenges of society" and enhancing "Local and global engagement through focused strategic partnerships." We believe that the department's expertise in the study of language, literature and media, as embodied in our multiple forms of engagement uniquely position us to fulfill these key goals.

III <u>Textual Studies/ Textual Production</u>

1. Textual Studies

One of the English Department's strengths is in textual studies—the study of texts and the cultures that produced them. This expertise is represented in the national literatures of America and Great Britain (England, Scotland and Wales) and Ireland, as well as African-American literature and expertise in Caribbean literature and African literature. A related expertise is embodied in our department's Film Studies program, which critically analyzes the visual textuality of moving images and the cultures that produce them.

While NCSU's English Department has major strengths in the national literatures cited above, in the past we have tended to see these specializations as distinct, which has led to a tendency to see them as separate. We plan to develop these strengths by using the structure of our curriculum in such a way as to see them as participating in an Atlantic Studies framework that includes the Eastern seaboard of the US but also, Great Britain and Ireland, as well as Africa and the Caribbean. Thus conceived, an Atlantic Studies framework returns to the study of these literatures the fluidity of cultural exchanges that marked them in the first place.

Such an approach will capture many of the major intellectual strengths of the literature faculty, including those in:

*English Literature
*American Literature
*Anglo-American literary exchanges,
*Scottish/Welsh/Irish literatures
*Southern Literature
*Relations between these environments and Caribbean and African literature

The framework will encourage connections between these specializations by utilizing various spaces in our curriculum, such as the capstone project, independent study, Honor's courses and so on.

We plan to use the existing expertise we have in national literatures and film in such a way as to encourage in the structure of the curriculum an Atlantic Studies emphasis that would allow students to see and make the connections between these texts and cultures in a more focused fashion.

In terms of literature, such a framework will be organized around having specialists in the national literatures of the British Isles, specialists in the national literature of the US and the literatures of other Atlantic Rim nations, particularly the Caribbean and Africa. Faculty whose work is largely based in British or American literature could and should continue to develop those interests while we develop places in the curriculum that encourage students to read the literatures of the Atlantic in dialogue with one another.

Other faculty might be interested in extending their existing research interests into new territory. This Atlantic Studies approach directly addresses the priorities NCSU's 2011 Strategic Plan of interdisciplinarity and global engagement.

Benefits

• Given North Carolina's position as an Atlantic state, we are positioned historically, culturally and geographically to develop these perspectives. In fact, this kind of framework is part of the land-grant tradition of NCSU.

• Such a framework will be useful in helping us to develop our curriculum in new ways (and some of these new ways would naturally address the university's expressed interest in "globalization" and "interdisciplinarity"). We will want to explore team-taught courses with the History Department and the Foreign Language Department as well as more collaboration with the African-American Cultural Center.

• An Atlantic Studies approach would allow us to be *both* "disciplinary" and "interdisciplinary," to continue to develop our strengths in the national literatures and cinematic traditions of say, the US and Great Britain and Ireland, but also such an approach would allow us to better see them as rooted in a larger artistic/intellectual dialogue. Some may want to develop their research in an Atlantic Studies fashion; others may prefer to continue to develop their expertise within the framework of a national literature, but through the structure of the curriculum, everyone can contribute to revitalizing our curriculum.

• An Atlantic Studies framework will make diversity, a stated university goal in its 2011 Strategic Plan and elsewhere, a key component.

• Identifying our curriculum and research interests as part of in an Atlantic Studies framework will allow literature faculty in the future to identify areas of needed growth useful in future hiring decisions.

• An Atlantic Studies approach will provide us with new directions for undergraduate program development: Honor's courses and Honor's theses, independent studies, Alexander Global Village connections, team teaching and so on. Presently, our department is making valuable contributions to the GEP (both in Humanities and in Interdisciplinary Perspectives, as well as the Global Knowledge and U.S. Diversity co-requisites). In addition, we plan to develop Atlantic Studies-themed courses that will satisfy Interdisciplinary Perspectives, Global Knowledge, and U.S. Diversity emphases. As high-impact educational experiences, all of these initiatives would address the university's first goal in its 2011 Strategic Plan of enhancing "the success of our students through educational innovation."

• Atlantic Studies Institute: we envision building a virtual institute via a website charged with creating a consortium of faculty to sponsor talks, conferences, readings and activities of various kinds. This could be as wide and flexible as possible, taking in the various interests and strengths of the literature and film faculty.

• An Atlantic Studies approach will provide us with new directions for developing our undergraduate as well our graduate program.

2. Film Studies

Film Studies trains students to think critically about the visual culture they interact with on a daily basis. A wide range of courses ensures that students learn the importance of thoughtful writing and speaking while also being exposed to film history, theory, and a variety of national cinemas, key genres, and major directors. Our courses immerse students in moving image media produced around the world, and students learn the skills required to engage with that media and its historical and cultural contexts. Additionally, our students are active in the local arts, and will play and active role in shaping the cultural future of the city and the state as a whole.

Film Studies is a rapidly evolving field. Our faculty is especially strong in American and European cinema (in this way, we mirror the strengths of the literature faculty), though we hope, in the years to come, to expand our expertise to include moving image cultures in Africa, the Middle East, and Asia. Though a relatively small program, ours has developed a reputation for its strength in transatlantic and international cinemas and in nonfiction and nontheatrical cinema, and we'd like to continue nurturing these strengths. Additionally, as film is replaced (at both the level of production and exhibition) by digital technologies, it will be necessary to offer courses (at both the undergraduate and graduate levels) in the history, theory, and production of digital moving images.

Benefits

Film Studies is poised to be the most globally diverse program in the English Department. Our students are already exposed to films and cinematic traditions in the transatlantic cultural context, but also from around the world, and continuing to develop

this program strength fits well within the University's goals for diversity and Global Knowledge.

Film Studies is, by definition, an interdisciplinary field. Improving our global offerings connects us closely to other globally oriented programs in the humanities (history, foreign languages, etc.). Increased attention to the changes wrought by digital technology at the aesthetic, theoretical, and industrial levels creates opportunities for our program to find connections to other technologically focused programs on campus (in and outside of the humanities).

Our strengths in nonfiction and nontheatrical moving images, which we hope to maintain and supplement, underscore our interdisciplinary relevance.

3. Creative Writing

The Creative Writing Program is a highly successful program in the English Department with an award-winning faculty. It is attracting some of the best graduate students within CHASS. For any creative writing program to prosper, a strong literature program is essential. Our students, both graduate and undergraduate, have the advantage of drawing on accomplished faculty in other disciplines, but literature is key. In particular at the graduate level (but also for the benefit of undergraduates, if possible), the creative writing program would benefit if the literature and faculty were able to establish and regularly offer courses in:

Masters of the Contemporary/Late 20th century Novel
Masters of the Contemporary/Late 20th Century Short Story
Contemporary Asian/African/European Fiction/Poetry
Literary Styles
Editing and Publishing in the Digital Marketplace

We are interested in teaching and have taught writing workshops abroad, in Prague and Edinburgh. We would like to continue and increase this emphasis, if resources are available to support study abroad programs in creative writing.

The MFA has drawn students from global cultures, including Dubai, India, Nepal, Australia, Scotland, and the Virgin Islands. We are committed to continuing this emphasis, as it adds a valuable perspective to our workshops and the program in general. We have also had a significant number of students who write in the genre of speculative fiction, a feature of our MFA that is not common in the U.S., and which is appropriate to NCSU's strong position in sciences and technology.

Going forward, if sufficient resources are available beyond those necessary to ensure continued growth and excellence in the fiction and poetry programs, a formal graduate course and concentration in literary translation may be appropriate for the MFA.

IV CRDM/Digital Humanities

CRDM

The Communication, Rhetoric, and Digital Media [CRDM] program resonates with the University Strategic Plan in at least two ways: a focus on problem solving and a focus on interdisciplinary research and teaching.

In the Request for Authorization to Establish a New Degree Program, the founders of CRDM noted that "[t]he digital revolution has made possible new combinations of print, sound, and visual elements. And the convergence of various communication media—print, telephone, television, Internet—has created new contexts, new problems, and new uses for human communication. These changes require an equally dramatic shift in theory, instruction, and research to address the influence of these technologies and to influence the process of their development." Addressing these problems with an interdisciplinary approach, drawing on methods and theories across Communication, English, and affiliated disciplines, continues to be a focus of the program and is in abundant evidence when examining a cross-section of faculty and student areas of scholarship that includes issues as diverse as the public communication of science and its impacts (e.g., nanotechnology, genetic pest management, nuclear power), health communication, political campaigns, memorial and remembrance, information architecture, user interface design, broadcast communication across a changing landscape of media technologies, the impacts of globalization on technology diffusion, public policy related to communication, education, mobile media, games studies, and others. That these are issues of concern in North Carolina is certain, but they are also issues of broader national and global concern. By maintaining this dual local and global focus, the CRDM program contributes to the University's mission and responsibility to the state of North Carolina, as well as to its reputation as an institution that is nationally and globally recognized for its technological research and instructional excellence. That these issues play out in texts and streams of information accessible through the nearly ubiquitous integration of networking, information, and communication technologies only underscores the importance of a doctoral program that puts such artifacts into focus.

Framed this way, it should be clear that to realize these scholarly and pedagogical goals, the CRDM program relies on the expertise of colleagues in Communication but just as importantly on the expertise of faculty in English, from across all concentrations and focus areas. Arguably, the strength and continued relevance of the CRDM program relies on faculty doing creative scholarship and teaching in areas that may not be traditionally disciplinary but that do reside in the interstitial places, the overflows, where interdisciplinary work in the digital humanities must go if it is to adequately and responsibly respond to the multitude of media convergences and their generative and contributory connections to the problems and grand challenges facing this state, our nation, and the world. These areas might include the areas already identified in the "Initiatives in Graduate Programs" section in Part III, "Textual Studies/Textual Production" part of the strategic plan.

CRDM also strives to provide high-impact learning experiences that are possible because of rich, interdisciplinary curricula in the English Department that result in teaching opportunities in courses that appeal to majors and non-majors alike. There is also the tradition of scholarly apprenticeship through directed reading and research that continues to be a draw for prospective students as well as the opportunity to work on research projects that include digital archiving, journal editing, and media production. More generally, production is a growing area of focus where we can capitalize on faculty and student interests in coding and code studies, hardware/software development, and serious game design that has clear economic potential, especially in the Triangle area. In recognizing these educational and mentoring opportunities as strengths contributed by faculty in English, we should aim to keep cultivating interdisciplinarity both in teaching and research but in hiring and curricular development as well.

Digital Humanities

The goal of those already actively pursuing Digital Humanities work in our department is to sustain, enhance, and expand that work and the resources that support it, but further, to reach out to additional faculty to suggest the possibility of enhancing their research using DH ways of conceptualizing scholarly problems, questions, and analysis; and using DH tools. However, it is crucial to understand that "digital humanities" does not merely describe an extensive set of "tools" that allow new technological approaches to traditional humanities research but that DH work transforms humanities inquiry and research in fundamental ways. It enables wholly new approaches to conceiving research problems and of understanding the relevance of humanities research to contemporary issues and problems, from public policy concerns to institutional, educational and social values, processes, and commitments. The products of DH scholarship are humanistic, while its processes are STEM to the extent that it uses computers to answer humanities questions.

By its very nature, the field of digital humanities requires team-based, interdisciplinary collaborations. Digital Humanities, an immensely important emerging field that perfectly aligns with the traditional strengths of NCSU, refers to the use of digital and computational tools to generate new ways of analyzing and visualizing humanistic data and findings. It also allows for a host of new critical and meta-critical approaches to the traditional materials of humanistic scholarship, along with wholly new modes of humanist inquiry. Coinciding with the Triangle-wide Digital Humanities Collaborative being organized by the National Humanities Center and involving UNC CH, NCSU, and Duke, support for DH scholarship in English will substantially increase our competitiveness for major, program-sustaining grants, help equip our students to succeed in an increasingly technological culture, and elevate the profile of our department.

Support for DH ongoing work and future initiatives aligns with all the goals of the NCSU *University Strategic Plan* (2011) but comports especially with
- Goal 1: Enhance the success of our students through educational innovation
- Goal 2: Enhance scholarship and research by investing in faculty and infrastructure
- Goal 3: Enhance interdisciplinary scholarship to address the grand challenges of society

Digital humanists work on a variety of materials and sources, including but not restricted to texts (contemporary and pre-modern, historical and literary), spaces (natural and man-made), and images.   They design methods to visualize, represent, and access data, and they interrogate the impact of digital and new media environments on scholarly inquiry in the humanities. They also study the social impact of new media and digital tools on learning, pedagogy, and human social interactions. Though differentiated by the sources they study and the questions they ask, all digital humanists seek to map and visualize data across time and space and to use their new tools to reveal and display previously hidden patterns, correspondences, networks, and network relationships.

The Department of English currently has a number of faculty who are engaged to some degree in digital humanities work. These scholars have, among other projects, digitized texts and used DNA to date texts, produced a hypertext archive of the important medieval text, *The Siege of Jerusalem,* contributed to the Nom preservation project, and created, with support from the NCSU Libraries, an international model resource in the Sociolinguistic Archive and Analysis Project. Other representative projects involving our faculty include: The Daniel Gabriel Rossetti Archive (http://www.rossettiarchive.org/) , which provides hypertext access to literary and visual texts; the Virtual Paul's Cross Project (http://virtualpaulscrossproject.blogspot.com/), which reconstructs the architectural, symbolic, aural, and literary history of a lost English cathedral that was a crucial social, political, and theological center in England until it was destroyed in the seventeenth century; and David Rieder's artistic works.

Benefits and Outcomes

 Sustaining and expanding work by our faculty in Digital Humanities would:

- *Provide the necessary intellectual resources and leverage existing projects to create a larger, more comprehensive reputation in the field of DH.* For instance, as the National Humanities Center- led Triangle Digital Humanities Collaborative develops, NCSU would have the infrastructure to play a leadership role in this initiative and in the development of a Triangle-wide virtual digital humanities laboratory. This "laboratory" would build on NCSU's pioneering work in virtual computing and provide a platform for collaboration and information sharing not only across the Triangle but also across the UNC system as well as between the University and the K-12 constituency.

- *Enhance our competitiveness for the sorts of major grants that we would seek* by expanding the networks of current DH faculty, who already work across disciplines and colleges as well as with colleagues in institutions across the country, and creating new ones. Possible funding sources include, for example, the Digital Humanities Implementation Program of National Endowment for the Humanities (grants up to $350,000), the Mellon Foundation, the Institute for Museum and Library Studies (grants up to $1M), Department of Education SBIR (grants for partnering with local companies to commercialize educational innovation), NSF Human Centered Computing program and NSF Social Computing Systems program, and the MacArthur Foundation, (grants in digital media learning).

- *Innovative Graduate Education* Emphasis on DH would provide significant benefits to existing graduate programs at the doctoral and masters level; it would also allow us to imagine an interdisciplinary program in digital humanities that could start by delivering certificates and then grow into interdepartmental/inter-college masters and doctoral degrees. The graduate students attracted to such programs would help faculty stay at the cutting edge of newly emerging technologies and would expand opportunities for faculty in the humanities to participate in doctoral education, which is one of Chancellor's Woodson's goals.

- *Innovative Undergraduate Education* DH work has already provided new learning tools and new curricular structures at many institutions. We anticipate, for example, that we might be able to offer an undergraduate interdepartmental Digital Studies Certificate or Minor to students across campus; coursework would introduce students both to production and programming of effective digital artifacts, as well as to the use and critique of archives, databases, networks, multimodal texts, and data visualization. For students seeking careers in secondary education, such a certificate would also enhance their employment opportunities.

V <u>Linguistics</u>

The linguistics program in the Department of English at North Carolina State University has more sociolinguists than any other university in North America. Our faculty possess international reputations and its graduate students regularly enter top-tier Ph.D. programs in the US. Our program is also distinctive in the degree to which it engages linguistic communities within North Carolina and globally. In this regard, Emmy Award winning director and videographer Neal Hutchison has performed a crucial role: he continues to generate films that do much in the way of the public outreach for the program, which have raised the visibility of the program. With collaborations across campus (the School of Education, the Department of Foreign Languages), the Linguistics Program models interdisciplinary relationships and various forms of outreach as part of its normal modus operandi. In going forward, we look to build on these strengths with either a stand-along Ph.D. program or and the establishment of an interdisciplinary Ph.D. concentration.

The Linguistics program plans to continue to develop high-impact educational experiences by providing opportunities for numerous undergraduate students to become involved in faculty-sponsored research projects. The M.A. concentration in linguistics can be described fairly as the top terminal-Master's degree program in North America. M.A. students are required to participate in serious research projects and are expected to present their work at conferences such as the Southeastern Conference on Linguistics, the annual conference on New Ways of Analyzing Variation, and the semiannual meetings of the Acoustical Society of America. Its graduates have moved on to Ph.D. programs, not just at UNC-CH and Duke University, but at universities throughout the United States. With these broad strengths, the faculty in the NCSU linguistics program plans to construct a Ph.D. program or concentration to be housed at NCSU.

It would be hard to imagine a field with more interdisciplinary connections than linguistics. Its connections with literary studies are numerous. Yet linguistics relates to a wide variety of other fields as well. A large fraction of linguistic research today involves investigations of the cognitive and neurological substrates of language, as well as techniques for measuring perception, both of which highlight interfaces with psychology. Speech pathology illustrates the importance of linguistics to medicine and therapeutic practice. Speech technology such as speech synthesis and automatic speech recognition reveals the links between linguistics and computer science. Rhetorical analysis investigates the ways in which language is used to communicate ideas and persuade people. Linguistics has long held an important role in education, from guiding instruction in foreign languages and, more recently, ESL, to other issues such as uncovering subtle kinds of discrimination in the teaching of minorities. If all of that were not enough, the kind of linguistics in which the linguistics program at North Carolina State University specializes, sociolinguistics, has further interfaces with sociology, anthropology, and cultural geography.

In terms of engagement, The North Carolina Language and Life Project (NCLLP) is deeply committed to continuing to do outreach to communities in North Carolina. Our series of documentary films includes several titles produced videographer, Neal Hutchison, which have appeared on PBS. All of these films focus on aspects of the language of North Carolina, ranging from individual communities to the entire state. We have worked with local historical societies, such as the Ocracoke Preservation Society and the Hyde County Historical and Genealogical Society, and with the communities themselves, such as in Princeville or with the Lebanese-American community, in creating these titles. *Mountain Talk* is popular with the public, and *Voices of North Carolina* is designed for use in classrooms. These will provide a model for future projects.

VI. Initiatives in Graduate Programs

The earlier sections of this plan point to developments in our undergraduate and graduate programs. That said, we would like to specify some additional initiatives for our graduate programs in future years:

• Drawing on a wider array of faculty in the CRDM Ph.D. program. Faculty who participate in CRDM Ph.D. program will bring benefits to our students as well as to the English Department's national (and international) profile. We see literature faculty, film faculty and others developing courses and cross-listing them (or simply offering them to the CRDM program) and participating in dissertation committees. Literature faculty possessed expertise in the following areas which the CRDM program has identified as being of particular interest:

*History of the Book
* Theory/Criticism (critical, cultural, literary, feminist, political, etc).
*Atlantic /Diaspora Studies
*Stylistics/Genre Theory
*Film and Film criticism

*Science Fiction/Narratives of technology
*Performance Studies
*Linguistics
*Aesthetics and Digitial Culture
*Postmodernism and Cyberculture

• Contributions/collaborations with the University of Surrey's Ph.D programs. These initiatives are as yet in embryonic stage, but we foresee developing a variety of collaborations and exchanges, which will only benefit our students and raise the visibility of the literature program and the English Department through this global partnership. Film Studies had already made inroads in this regard and they hope to offer exchanges in years to come as well as inter-institutional colloquia. Likewise, the literature faculty's focus on Atlantic Studies looks to be a particularly good area for collaborative development between our department and that of the University of Surrey.

• Exploring the possibility of a niche textual studies Ph.D. program. (Diaspora Studies? Atlantic Studies? World Literature?) or participating in a CHASS-wide Ph.D. program represent possible options for us to consider and develop. Key issues will be the marketplace (i.e. the need for such a program) and the possibilities for disciplinary strengths being married to interdisciplinary approaches that are well defined.

• The Linguistics program is focused on developing a Ph.D. program. The phasing out of our joint Ph.D. program with Duke University and the dissolution of the Linguistics Ph.D. program at the University of North Carolina at Chapel Hill (in which some of our faculty were involved as adjunct faculty) have galvanized us to investigate alternatives. Currently, a proposal for a Sociolinguistics Ph.D. program is before the UNC Board of Governors but it is stalled. Several years ago, we attempted to develop collaboration with the Department of Sociology and Anthropology at North Carolina State University, and though that attempt was unsuccessful, another attempt is not out of the question. At present, we are negotiating with the Department of Sociology to develop a linguistics track under their existing Ph.D. program.

• Strengthening and focusing the M.A. program to support the initiatives in Atlantic Studies and Digital Humanities. We currently have strong graduate faculty and course offerings in literature, rhetoric, linguistics, film, and technical communication that provide the foundations for development in these new directions. In order to capitalize on these strengths and to contribute to the University's effort to grow graduate enrollment, we seek to fund more of our highly qualified applicants to all current concentrations, to enroll a higher proportion of excellent applicants than we now can, and to attract applications from and offer courses for students with special interests in Atlantic Studies and Digital Humanities. A strong M.A. program is essential for the health of the CRDM Ph.D. program and for retaining and challenging a top-quality graduate faculty.