

**English Department Review  
College of Humanities and Social Sciences  
North Carolina State University  
Post-review, Feb. 1, 2023**

An external review of the academic programs of the Department of English from the College of Humanities and Social Sciences (CHASS) was conducted on October 17 - 18, 2022. The reviewers were Dr. Dr. Brian Ballentine, West Virginia University, Dr. Rigoberto Gonzalez, Rutgers University, Dr. Matthew Gordon, University of Missouri, Dr. Rebecca Weaver-Hightower, Virginia Tech University, Dr. Josh Yumibe, Michigan State University, Dr. Jo-Ann Cohen, NC State Campus Reviewer, Dr. Pierre Gremaud, representing the Graduate School, and Kaitlyn Mittan, representing the Office of Assessment and Accreditation.

In consultation with the College of Humanities and Social Sciences, the faculty wrote a response to the report from the reviewers; this preliminary action plan is based on that response. For each recommendation, the response from the program (comment and/or action and/or request for resources) can be found below under **red** headings.

# Program Response to Reviewers' Recommendations

## I. Larger Workforce Issues

- A. **DEI:** Recruitment and retention of faculty and students of color needs further attention, with support from the college and university.

### ***Recommendations:***

- Increase funding for recruitment and retention of faculty and students of color.
- Create special programs and pipelines for recruitment of underrepresented students and faculty.
- Within the department as well as at the college and university levels, resources should be allocated to build structures to support faculty of color more effectively. In addition to mentoring, such resources could support research workshops, initiatives, speakers, and research funding earmarked for diversity, equity, and inclusion projects.
- Fund targeted hiring initiatives at the college level. The College recently lost nine faculty of color and even if those losses can be explained with individual extenuating circumstances, an aggressive recruitment response is warranted. The College could invite departments to submit proposals for targeted diversity hires. Other universities have taken this [approach to increase faculty diversity](#). An investment in hiring now will help the College adhere to its goal of strengthening diversity across its research, teaching, and service missions. Targeted hiring initiatives will help the College and the department meet Goal 3 of the College's new Strategic Plan that calls for "groundbreaking and effective action to promote equity, diversity and inclusion."
- Improve support structures within the department and across campus for faculty of color. If the department cannot provide senior faculty of color to mentor junior faculty, colleagues from other units might be invited to provide additional mentoring. This work must be made visible and compensated.
- Create additional funding and mentoring support for students of color.

**Comment:** The department's resources for student and faculty support, of all kinds, continue to erode. This is a serious concern. Mentoring is also a serious concern since neither the English department, nor any of the departments in HSS, have the faculty of color to mentor appropriately. The departments within HSS must look to the college for support here, both in mentoring faculty of color and hiring faculty of color at senior levels, while, at the same time, engaging in introspection on climate issues that might be acting as barriers.

**Action:**

1. Partner with the college on plans to hire faculty of color, particularly senior hires.
2. Work to identify diverse hires in the 22-23 hiring cycle and future hiring cycles
3. Support college-level initiatives for mentoring faculty of color
4. Engage in a department-wide conversation in spring 23 on retaining faculty of color

**Resources:** The department lost approximately \$100,000 in funds when the enrollment change money for summer distance courses (601 designation, previously 301 designation) were funded using the Provost's enrollment change funding model (50% of the salary and academic portion) instead of the Delta enrollment change funding model (80% of the salary and academic portion). The college and department understood there would be a loss from the change to the 601 designation (and away from the summer funding from the 301 designation), but was expecting the enrollment change to be funded as other DELTA enrollment change initiatives had been funded at 80%. Restitution of these resources would go a long way toward solving the department's challenges with student and faculty support. These funds would restore the department's ability to provide adequate support for travel and research for all students and faculty, and additional resources for students and faculty of color

- B. **Rank of hiring:** Retirements have created a hiring situation that threatens to result in a bottom heavy department, without enough senior faculty for mentoring early career faculty or for moving into (and out of) departmental leadership positions. This is also impacting the research, as senior research faculty noted that they were not able to pursue major external funding as systematically as they could due to service and teaching commitments that are limiting the possibility of externally funded research leaves.

**Recommendations:** Create half of the faculty searches in the next five years as open rank hires, and recruit heavily senior faculty, especially senior faculty of color. Again, we recommend that the college aid the department in this endeavor.

**Comment:** Under the new budget model, the college returns tenure-track lines to the department at the rate of the assistant professor minimum, plus 5%, or in our case, \$60,616. In order to hire at higher ranks, the department would need to discuss filling fewer lines. But, the department may have the possibility to make senior faculty of color hires through anticipated college programs.

**Action:** Complete current tenure-track hiring (Feb 2023) and discuss future hiring plans (March 2023), including those available through any new college programs.

**Resources:** College programs are needed for hiring senior faculty, particularly faculty of color.

- C. **Funding for future positions:** The forthcoming engineering enrollment expansion will put significant pressure on existing course caps and create pressure to hire a large number of professional teaching faculty. These positions will need to be funded.

**Recommendations:** Funding for new positions to address the increase in enrollment over the next five years needs to be a high priority for the Provost and Dean. Salary issues have led to retention and morale problems amongst existing professional teaching faculty and so current positions and new positions should be funded at competitive levels. Positions should be split between tenure track and professional faculty.

The increased enrollment in engineering will also drive demand for upper division writing courses, especially ENG 331: Communication for Engineering and Technology. Faculty administrators who manage the teaching assistants and Professional Faculty who teach the many sections of this course are doing excellent work staffing sections and supporting those instructors. However, as demand for ENG 331 grows (along with ENG 332: Communication for Business and Management and ENG 333: Communication for Science and Research) additional tenure-track faculty are needed to stabilize the program. The professional faculty who teach ENG 331, 332, and 333 strongly desire to diversify their teaching opportunities with a course other than these three at least once a year. Allowing professional faculty to teach other undergraduate courses within their areas of expertise will assist with morale and help them grow their teaching portfolios.

Moreover, this expansion of engineering students will affect demand in the Writing Center, since engineering graduate students especially will seek additional help with writing assignments. The writing center will also need additional funding either from the college or the provost.

**Comment:** The department has already submitted several plans for the resources needed for the Engineering Enrollment Expansion, but further work is required, since actual enrollment in the first year has far exceeded projections.

**Action:** The department head will continue to work with the Dean and the Provost's Office on providing appropriate levels of funding for this initiative. In this process, the head will be guided in staffing First-Year Writing by the Conference on College Composition and Communication's "Principles for the Postsecondary Teaching of Writing," which state that "No more than 20 students should be permitted in a writing class" and that "No English faculty members should teach more than 60 writing students a term." In keeping with this recommendation, current enrollment caps in Professional Writing of 22-23 students will be maintained or lowered, if possible.

**Resources:** Funding is needed for both the appropriate number of faculty hires at competitive salary levels and infrastructure issues, including administrative support of the program by both Professional and Tenure-Track faculty.

- D. **Morale and community:** A declining sense of a whole-department community among some faculty is affecting morale in the department, especially among professional teaching faculty. We recognize that in a post-covid world, many departments are working to rebuild a sense of community, especially departments with a large non-tenure track contingency.

**Recommendations:** Hold more frequent all-faculty meetings and social events, where a sense of collective community can be fostered and barriers intentionally broken down. Look for additional shared governance opportunities to involve professional teaching faculty in the department's decision making. Consider creating teaching partners or groups to help professional teaching faculty better connect with other faculty. Or even better, make the groups mixed rank so that faculty across ranks can better connect over shared issues of teaching. Consider incentivising reading and writing groups across ranks to help create community. Community can be achieved through a range of means and should consider the needs and interests of faculty members.

**Comment:** The English department organizes four social events throughout the year (August Social, Winter Holiday Party, January Social, End-of-Year Awards Ceremony), and several smaller ones during the semesters, associated with the Faculty Speakers series. It also has a regular program of general faculty meetings in August, January, and April, with more added as needed. Unfortunately, the department does not have the budget or the personnel bandwidth to increase offerings here. However, the Advisory Committee has come up with innovative ideas for transforming the events we already hold to make them more inclusive of the whole community.

**Action:**

1. Social events will be reconfigured to give more opportunities for discussion across ranks and programs.
2. The Faculty Speakers Series will be renamed the Faculty Seminar series and will focus on both research and pedagogical topics. Panels rather than individual presentations will be encouraged in order to include a greater percentage of the faculty.
3. The department head will meet with Professional faculty in their program groups at least once per year to discuss issues of concern.
4. The department head will solicit topics of interest in advance of our main faculty meetings.

- E. **Support and retention of professional teaching faculty:** Professional teaching faculty comprise over 50% of the department. Some, particularly senior teaching assistant and associate professors, noted their appreciation of the flexibility their positions offered for their career trajectories. However, by and large this class of faculty feels significantly undercompensated and undervalued.

Many have also been limited to fixed-term, one-year contracts, which make job security difficult. Given the need to retain professional teaching faculty at all levels and expand

their ranks in order to deal with the coming influx of Engineering students, this is a major issue for the department to address.

***Recommendations:***

- Raises, multi-year contracts, and clear promotion structures need to be prioritized for professional teaching faculty.
  - Raising salaries to competitive levels for professional teaching faculty of all ranks (lecturers, senior lecturers, assistant teaching professors, associate teaching professors, and teaching professors) is critical in order to retain the current faculty in the department. We agree with the recommendation in the self-study report that the minimum base salary for lecturers be raised to \$45,000 and that for senior lecturers be raised to \$50,000. We also recommend that the department do a comparison study of salaries from peer institutions for the three teaching professor ranks, and that the salaries of the current faculty, as well as new hires, be raised to competitive levels.
  - We recommend that new faculty be hired on one-year or two-year contracts for a two-year initial probationary period. Each subsequent contract should be longer in length, ideally 3-5 years.
  - We recommend that the department review and revise, as needed, the promotion guidelines and rules for the professional teaching faculty ranks. We also recommend that the department reconsider the possibility of promotion from senior lecturer to assistant teaching professor upon review and recommendation by the departmental voting faculty.
  - We further recommend that the college consider adding a promotion structure for lecturers that includes the opportunity to be promoted to senior lecturer without that promotion being considered a separate job. This could be a point to be advocated for in the faculty senate.
- More direct communication between department leaders (including personnel committee chairs) and faculty across the ranks. Administration leaders should make an effort to speak directly to professional track faculty, many of whom expressed currently feeling marginalized. In particular, given the differences across departments, we recommend that the dean have separate annual meetings with the professional teaching faculty and lecturers in each department.
- If mentoring of graduate students or others is viewed as part of professional faculty's duties, this should be accounted for in their statements of faculty responsibility.
- Explore opportunities for professional teaching faculty (especially those in First-Year Writing and Professional Writing) to teach occasionally (perhaps 1 course/year) outside their usual course offerings.
- Explore ways to expand shared governance with professional teaching faculty.

## **Comment:**

(Raises): Now that the issue of our graduate stipends has been addressed, our top priority as a department is that the salary adjustments recommended for Professional faculty in our Self-Study be made as soon as possible. The department does not have these funds and is dependent on the college and/or the university providing the necessary funding. We are gratified that the Dean has asked for market data on professional faculty salaries, but urge that action be taken within a year's time. University HR should also start keeping market and maximum rates for Professional faculty so that salaries can be readjusted on an ongoing basis, rather than allowing crisis situations to develop. The department has kept this data in-house for many years, but our data does not have the same visibility or standing as official HR data. Salaries must also be adjusted for longevity so that salary adjustments do not create inequities for our longest-serving faculty.

(Contract Length): The department already gives extended contracts to Senior Lecturers (three years) and Teaching Professors (two to five years). Contract length for Lecturers was kept at 1-year under the former Dean. However, now is the time to revisit this practice with the new Dean.

(Promotion Guidelines): Promotion guidelines for Senior Lecturers and Teaching Professors have been revised relatively recently (2018 and 2019, respectively). As instructed by the Provost's Office, the rules regarding the promotional pathway of Lecturer to Senior Lecturer are posted on our website and are available on the Faculty Resources page. The promotion of Teaching Professors is governed under Rule 05.67.805, posted on the university website. Teaching Professor positions are opened by the department when there is a need for teaching at the advanced undergraduate or graduate level, and are open to all with the appropriate qualifications. The university requires that faculty have a PhD in order to hold professorial rank.

(Communication): Prior to Covid, the department head met with the First-Year Writing faculty, the Professional Writing faculty, and other program groups at least once per year.

(Mentoring of Graduate Students): There is a general expectation that Senior Lecturers will be involved in the mentoring of graduate students teaching in First-Year Writing and Professional Writing. However, this has never been included in SFRs because the department understands that interest in this activity may wax or wane over the years, and has attempted to ensure that mentoring remains a voluntary commitment.

(Teaching Variety): Regrettably, it is not possible to provide much teaching variety for those Professional faculty teaching in First-Year Writing or Professional Writing. The English department must deliver a precise number of sections in these programs. In order to move a faculty member from an assignment in First-Year Writing or Professional Writing, the department must come up with the funds and the personnel to cover that section. That is typically only possible in a situation of great need elsewhere. However, if the English department were provided with the resources requested in 1A, there would be greater latitude for such assignments.

(Shared Governance): Professional faculty already share in the department's governance. They have elected seats on the department's Advisory Committee, they serve on personnel committees for those at their ranks, and they are involved in curricular decisions through the First-Year Writing Council, the Professional Writing Committee, the Literature Program Committee, the Undergraduate Studies Committee, and the Graduate Studies Committee. However, an upcoming review of the department's Faculty By-Laws will allow the opportunity for further reflection on governance issues.

**Action:**

1. The department has already provided market data on Professional faculty salaries to the college but will work with the Dean in whatever way possible to make a compelling case for salary adjustments.
2. The department head will work with the Dean to extend contract lengths to 2 years for Lecturers who have successfully completed a first, 1-year contract.
3. The department head will return to the practice of meeting at least once yearly with Professional faculty in their program groups.
4. The department will begin revising its Faculty By-Laws in spring 23.

**Resources:** The department will need the funding for the Professional faculty salary increases.

**F. Mentoring**

**Tenure-Track Faculty:** The mentoring of tenure-track faculty produces mixed results due, in part, to uneven engagement from some senior faculty. Further, It may be difficult for early career faculty to share concerns about their teaching and/or research with mentors who may also be on their review and evaluation committees.

**Recommendations:**

- Provide professional development and perhaps incentives for effective mentoring.
- With the loss of senior faculty due to retirements, the department should restart conversations on the responsibility and requirement that associate and full professors take on in mentoring roles and relationships.
- Allow tenure-track faculty greater agency in choosing/switching mentors.
- The department should explore the possibility of working with another department (or departments) to develop a mentoring collaboration in which each junior faculty member is assigned a mentor outside of their home department (in addition to their mentor within their home department).

**Professional Faculty:** The workshop and group-based mentoring of professional teaching faculty produces mixed results as well.



**Recommendations:**

- More formal support structures should be put in place for professional teaching faculty, including the possibility of one-on-one mentoring arrangements.
- Explore incentives for effective support and mentoring.
- Mentors and mentees should develop a shared vision of the goals and expectations of their mentoring relationship.

**Comment:** The department has been challenged in recent years by demographic change. Baby boomer retirements and the so-called Great Resignation have left us with many fewer senior faculty in both Tenure-Track and Professional faculty ranks.

**Action:** Ongoing discussions will be needed about how incoming faculty can be mentored with this smaller number of senior faculty.

**G. Communication of Departmental Policies and Procedures:** Lack of understanding and clarity about the budget, decision-making processes, professional track promotion processes, and other key elements of departmental administration is creating confusion among faculty, a sense of panic and foreboding and also creating barriers to the sharing of information, processes, practices, and procedures.

**Recommendation:** The department should reorganize to include program leaders more in decision-making (less as advisors to the head), also creating a pipeline for information to be dispersed through committees and programs. It might be helpful to create a budget committee that could also be involved in budgetary decisions and in helping to educate the department on the budget.

The department should work through and write down as many departmental procedures as possible, making them readily available for all to see, to increase transparency, communication, and institutional memory. This should be a department-wide project and should include how program directors are compensated, term limits, and succession plans.

The department leadership should also undertake a review of existing bylaws as a department-wide project, making sure that bylaws are up to date and that everyone knows what they say.

**Comment:**

(Budget Decisions): The department head already has two committees involved in budget decisions, the Administrative Team (composed of the Associate Head/Director of Undergraduate Studies, the Director of Graduate Studies, the Director of First-Year Writing, the Director of Professional Writing, the Scheduling Head, and the Business Services Coordinator) and the faculty Advisory Committee, which has budget decisions as part of its mission. The department

has 11 program directors, which would be an unwieldy number for a budgetary committee, particularly given that many budget decisions must be made quickly. There is also the matter of confidentiality, since the English department budget is largely composed of salaries.

(Departmental Procedures): The External Review Team did not understand that the department has a website with a robust amount of policy information that is accessible only to the faculty.

(Bylaws): The department does have a governance document, but it is outdated and in need of revision.

**Action:** The department head will work with the faculty Advisory Committee to update departmental bylaws in 22-23, with the goal of establishing at least a draft for consideration by the new Head.

- H. **Stipends:** The graduate student stipend increases and also the funding of new/replacement tenure lines creates a potential budget stress on the English department.

**Recommendations:** Clarification of the budget and budget decisions, greater input of faculty (beyond chairs) on budget decisions. Program directors should be part of these discussions. Further, while the increase in stipends has been recently announced, this should be considered a first-step. Graduate students have further needs that a stipend increase may not address, like the need for travel funds and support for professional growth and development.

**Comment:** Future support for our graduate students and new hires is a serious concern.

**Action:** Work with the Dean to see if the resources referred to in I .A might be restored.

**Resources:** Restoration of DE funds described in I .A.

- I. **Lost Institutional memory:** Loss of faculty and staff has diminished institutional memory within the department leading to uncertainty about some policies and practices.

**Recommendation:** Establish an online repository for departmental records (e.g., meeting minutes), governance materials, etc. Access will likely need to be restricted to department personnel. Department governance should be formalized into by-laws, with clear statements about how policies may be amended and records of changes made. These materials should also be readily available to all members of the department.

**Comment:** The External Review Team did not understand that the department already has such a website. This website does need updating, however.

**Action:** Update website when the college moves the department website over to Wordpress.

- J. **Staff Workload:** The workload and working conditions of the staff are unsustainable and their salaries are not competitive for the market. This has led to significant turnover of staff in the past year, making the workload issues even more significant given the loss of institutional memory.

**Recommendations:** At least one new staff position is needed so that the budget and HR functions can be split between two staff positions. Explore reorganization of space and/or duties to provide coverage of “walk-ins” to the department so that staff are not interrupted throughout their workdays. There should also be cross-training of staff so that vital needs are met when staff are on leave. Staff salaries must be raised to be competitive with other colleges and regional companies. These changes should be made after consultation with existing staff about their needs and abilities. Staff should be empowered to work with leadership (make suggestions) to ensure the most effective and efficient workload possible. Perhaps English staff could coordinate with staff in other departments to share information and procedures, which might also positively affect staff morale.

**Comment:**

(Salaries): Fortunately, the LMAR increases have enabled the department to largely meet the market rate for all its staff members, but the department will continue to be proactive with salaries whenever opportunities are available.

(New Staff Position): As little as a decade ago, the Business Service Coordinator’s position was not one, but two positions: The department had a staff member to handle financials and another to handle HR. While all other units in the college have only one BSC position, this arrangement might be reconsidered in English, given the volume of work associated with our very large faculty and graduate student populations.

(Interruptions to Work): The department already provides all staff with 1-2 work-from-home days per week, when they can work uninterrupted. When staff are in the office, they are needed to answer student and faculty questions. But some other arrangements might be possible.

(Cross-Training): Right now, new staff are struggling to learn their positions. Cross-training, while desirable, will have to wait for a future date.

(Suggestions for Greater Efficiency): The department head welcomes all suggestions for improved efficiency, and will establish a better infrastructure to receive feedback.

**Action:**

1. Discuss an additional staff position with the Dean.

2. Start monthly meetings for the entire staff and head, where ideas for improved efficiency and better work arrangements can be discussed. Include the entire Administrative Team in these discussions twice per semester, perhaps by opening up a portion of the Administrative Team's regularly scheduled monthly meetings to include the entire staff.

**Resources:** The department would need resources for a new staff hire.

- K. **Faculty Salaries:** The resources and pay for all faculty is not commensurate with the standard of living of the research triangle.

**Recommendation:** Work with the dean on funneling resources to the department and incrementally raising salaries to make them more competitive.

**Comment:** An increase in the salaries of Professional faculty is critical if the English department is to maintain a stable, high quality work force. Hopefully, the salary review that is currently underway in the college will remedy this situation within the year. Another relatively new development is that the Dean provides funds (the college salary differential) to address faculty salary needs. While this fund is limited, and may be needed for other departmental priorities (such as the graduate stipend increases and the "top-off funds" for Tenure-Track lines), it has made a substantial difference in many of the salaries of Tenure-Track and Professional faculty. English no longer has any faculty, at any rank, below the salary minimums. Still, work must continue to bring all faculty salaries to market rates.

**Action:** Continue to work toward across-the-board salary adjustments for Professional faculty and use the college salary differential, whenever possible, to address equity issues.

**Resources:** Increases for Professional faculty salaries are urgently needed.

- L. **Strategic Plan:** The self-study notes that the department's strategic planning document was "developed in 2012 and is now outdated." The new Head will oversee the preparation of a new plan as soon as possible. In the meeting with the Dean, the College's new Strategic Plan and strategic priorities were mentioned several times.

**Recommendation:** The department Head and program administrators may want to begin the process now in documenting the ways their programs speak to the three primary points of the College plan: 1. Be the nation's most innovative humanities and social sciences college 2. Design and build for collaboration to help solve critical challenges 3. Take groundbreaking and effective action to promote equity, diversity and inclusion.

**Comment:** While it is most appropriate to wait for the new department head for this process, the department will undertake some discussion regarding the new college Strategic Plan.

**Action:** Hold at least one faculty meeting in spring 23 to discuss the college Strategic plan and departmental priorities.

## II. Programmatic and Curricular Issues

- A. **Course load issues:** Graduate students in the department have to take exactly 9 hours per semester. To qualify for TA-ships, they also need to accumulate 18 hours during their first year in English. This puts significant restrictions on the courses they can take, limiting opportunities for interdisciplinarity and for enhancing their degrees with graduate certificates they might be interested in.

**Recommendations:** The department may want to reconsider this policy with an eye toward allowing exemptions, perhaps with approval from DGP. We also recommend considering targeted summer graduate classes to allow students greater flexibility during the school year.

**Comment:** This issue seems largely related to the second year, when students teaching in the First-Year Writing program must take 624, the teaching practicum, which limits the number of other courses they can take. The department's Graduate Program has been hesitant to permit course overloads for these students teaching for the first time. Also, it isn't clear how a fair exception policy might be established.

**Action:** The Director of Graduate Programs will revisit this issue with the Graduate Studies Committee.

- B. **Mental health resources:** Graduate students and undergraduates appear to lack knowledge of existing campus mental health resources. Further, there is an additional fee to access counseling resources during the summer for those students who are not enrolled in summer school courses.

**Recommendation:** Not only should information be more readily accessible to the general student population, but there should be an assessment to determine whether these resources are adequately serving the needs of the student population in the post-COVID era. Also, summer access to the campus mental health center is critical, and financial support should be provided (or fees reduced for summer access).

**Comment:** The English department does provide information on mental health resources to its undergraduate and graduate students, but there are additional steps we might take. An assessment of the mental health needs of the university, while a worthy goal, is not under the purview of the English department.

**Action:**

1. The Directors of Undergraduate and Graduate Studies will work on the messaging regarding mental health resources so that students better understand the full array of resources available.
  2. The Graduate Studies Committee, Undergraduate Studies Committee, Literature Program Committee, First-Year Writing Council, and Professional Writing Committee will discuss ways in which faculty might better support students with their mental health needs.
- C. **Core curriculum:** The issue of the core curriculum for all concentrations within the undergraduate program needing to be revised was raised during several program meetings.

**Recommendations:** We recommend reassessing the core curriculum requirements (for majors in all concentrations) and potentially reducing them across the concentrations. As they stand now, they introduce students to the various disciplines housed within the department, but a more pedagogically structured approach may be warranted.

The department's undergraduate curriculum committee should begin this challenging process as soon as possible.

**Action:** The department will begin the process of revising the core curriculum in 22-23, with the intent of creating a smaller core curriculum.

- D. **Diversity-focused courses:** We heard very positive things from undergraduate students about courses focused on African American literature, race and inclusion in teacher education, as well as on topics of gender and sexuality in literature as well as in film.

**Recommendation:** Given the critical nature of these topics, we would encourage the department to continue bolstering this area of the curriculum, particularly as it assesses the inclusiveness of the curriculum.

**Action:** The department will continue to focus on offering as many diversity-oriented courses to graduate students as possible. Hopefully, current and future hiring in these areas of expertise will make this goal more attainable.

- E. **Literature major and MA:** The curriculum (according to faculty) has been revised but is still mismatched with what students are asking for. Curriculum need not be driven exclusively by student preference, but we take the student feedback as a useful moment to reflect further on the diversity of the curriculum. The curriculum is oriented around traditional American and British literature.

**Recommendation:** A committee should review the curriculum of both the major and MA to create space for diversifying the curriculum, with attention to relevant global literatures and courses that will appeal further to majors.

**Comment:** This issue is not curricular in nature, but, rather, arises from a lack of faculty in relevant areas. There are spaces in the curriculum for these offerings; we just do not have the faculty expertise.

**Action:** The department will hire at least one faculty member in global literatures (most likely the already proposed Caribbean line) in the next 2-3 years.

- F. The **literature program** has greater demand than it can meet with its current number of faculty and the sense that student credit hours are not funneled back into the program in additional resources.

**Recommendation:** The program could target one or two courses that can be converted to larger lecture sections in order to create revenue that will be funneled back into the program for research funds or additional faculty lines.

**Comment:** The department has tried many times previously to offer larger literature sections, but these efforts have never been successful because they draw away teaching assistants from First-Year Writing and Professional Writing, where their use is more cost-effective. It is also more beneficial to our students to have experience as teachers of record. It is unlikely, in any case, that a small enrollment increase like this would produce any significant financial rewards.

- G. The **literature faculty** expressed a lack of time and resources to do the kind of research they find invigorating and for which they are rewarded.

**Recommendations:** The program should assess what is needed for research. Perhaps an internal works in progress series could help faculty better support each other's research emotionally and cognitively. The program could also strategize for how to provide strategic releases (or the collapsing of two courses into one) to allow focused time for research. In the end, the issue of resources will have to be resolved in work with the chair and dean. The department should work to find creative ways to create competitive research awards. External research awards should be rewarded with release time, even if the awardee is a program director.

**Comment:** All Tenure-Track faculty, as well as Teaching Professors, are provided with research leaves every 14 semesters, and may take leaves more frequently if they receive outside funding. These leaves have always been supported by the department, even in recent years, when coverage has become more challenging. At this moment, it is not possible to give Tenure-Track faculty the flexibility of teaching double sections, because they are often needed to teach a course at both the undergraduate and graduate level in order to meet student demand. Certainly, though, opportunities might be provided to support faculty working on writing projects.

**Action:** Consider incorporating a works-in-progress dimension into the Faculty Seminar Series.

H. There are a number of issues facing the **Film Studies Program** that restrain its full potential. One major issue is that the undergraduate curriculum is split across two units, which loses focus and visibility. There is the English BA concentration in Film Studies and the Art Studies Concentration in Film Studies, both of which are staffed almost entirely by English Film Studies faculty, and comprise almost entirely English Film Studies courses. The Art Studies Concentration is outside of the department, and Film Studies faculty do not have full control over the curriculum. However, there are less core requirements in Art Studies, which makes its curriculum more viable as a standing major/concentration. The Film Studies faculty may want to consider moving the Art Studies-Film Studies curriculum into the Department of English, bringing those majors to the department. However, to do this, flexibility on the English core curriculum requirements (currently 18 total credits) would be needed in order to mount a full version of the Film Studies major within the Department of English.

**Recommendations:** We recommend moving the Art Studies Concentration in Film Studies into English and waive or significantly reduce the English major core requirements for the concentration. This would replace the existing Film Studies concentration in English, thus eliminating the duplication of efforts. This would also result in ca. 70 total majors in Film Studies within the Department of English. With more focus and visibility (and staffing), there would also be much room to grow these numbers. The Minor in Film Studies should stay in place to serve those students not interested in majoring in Film Studies.

**Comment:** The department will initiate conversations about locating the Film Studies undergraduate degree exclusively in English, under a revised version of the current English BA Film Studies concentration. No course waivers are possible but a revision of the core curriculum, with a view to decreasing hours in core, should make this a possible solution for the Film Studies Program.

**Action:** The department will proceed with a revision of the core curriculum in 22-23. That should enable the Film Studies program to revise its undergraduate degree program in 24-25, with the



goal of launching a revised English BA Film Studies concentration in Fall of 2025, and closing the ARS Film Studies concentration once current students have graduated.

- I. **Film Studies staffing** has been in a crisis, due to the loss of tenure stream positions over the last decade, and also due to the limited, fixed-term, one and two-year contracts of the current Teaching Assistant Professors in the program. In the past, the program functioned smoothly—in terms of course offerings, capstones, mentorship, dissertations and administration—when it was staffed by five tenure stream faculty and two professional faculty.

**Recommendations:** The current, in-process tenure stream hire in Film Studies for a single position is an excellent step in the right direction. The second position, which was planned for this year but had to be postponed for budgetary reasons, should be reinstated for next year, and a third potential position should also be prioritized in the coming years. Further, the current Teaching Assistant Professors in Film Studies should be moved to renewable, multi-year contracts as soon as possible to bring them in line with other Teaching Assistant Professors within the department. They should also be given a clear progression to promotion, to Teaching Associate Professors. This is important both for equity and also to recognize the significant administrative and advising load that the Teaching Assistant Professors have taken on since the departure of tenure-stream faculty.

**Comment:** Lack of faculty in this program has already been an area of concern for the department and the department is aware of the excellent work of the Teaching Professors in Film Studies.

**Action:** The department will move forward with a second Tenure-Track line in Film Studies as soon as possible and will move toward stabilizing its Teaching Professor positions.

- J. The **MA track in Film Studies** could be bolstered significantly if brought in line with the CDRM PhD program.

**Recommendations:** The Film Studies faculty would prefer to shift the MA track in Film Studies towards an interdisciplinary MA in Comparative Media, which would build upon and enhance the strengths and synergies of the CRDM PhD Program. This is an excellent idea, with much room for growth. We would recommend solidifying the undergraduate curriculum in Film Studies in tandem with this development.

**Action:** The English department is supportive of this direction, but buy-in will be needed from the department of Communication as well. The Film Studies program may begin dialogue on this possibility whenever it is ready to do so.

- K. **Potential for an Accelerated BA/MA Program:** There is currently a concentration in Teacher Education within the English Department's bachelor's degree program and an MAT with a concentration in secondary English Education housed in the College of Education. (The MAT is not intended for students with an undergraduate degree that focuses on English Education.) Undergraduate students in the Teacher Education concentration currently do not have the option of participating in an accelerated bachelor's/master's program with a focus on secondary English Education.

**Recommendation:** The Department should work with the College of Education to explore the possibility of establishing an accelerated bachelor's/master's degree in secondary English Education.

**Comment:** The department head discussed this suggestion with the head of English's Teacher Education Program, and such a program would not be feasible in our context.

- L. **Discussion of online instruction:** The review team heard mixed responses about the use of and support for online instruction.

**Recommendation:** The department should hold an explicit and data informed discussion about its wishes in online instruction, where remote classes would be advantageous and where not and for what programs, to ensure that the department expresses its wishes and data driven decisions about its own programs, so that they will be honored by the college and university leadership.

**Comment:** The question of online instruction is currently a complicated one. Post-Covid, the Provost's Office required the departments to return to their Fall 2019 balance of online and F2F classes in the regular academic year. But it is unclear how long the departments are expected to preserve this status quo. The situation of summer sessions is also complicated in that certain classes must be offered online and others F2F in order to preserve revenue. In addition, we are obligated to meet the needs of certain degree programs, like the HSS online degree program Leadership in the Public Sector, which requires asynchronous online teaching to meet the college's Literature 1 requirement.

**Action:** Hold discussions in 22-23 or 23-24 in the Undergraduate Studies Committee, the Graduate Studies Committee, the Literature Program Committee, the First-Year Writing Council, and the Professional Writing Committee to gather faculty feedback with respect to this issue. Should changes in current practice be requested, the department head will work with the Dean to see what options are available.