

# Program Action Plan for English

## Implementation of Program Review Recommendations

### Developed from Program Review Conducted 2007-2009

The Program Action Plan is an agreement among the Provost, Dean of Faculty, and Program Chair to implement recommendations that emerged during the program review process. These recommendations were derived from the program's self-study, the external review, and the PARC review. Through the Program Action Plan, the goal is to integrate program review results into Academic Affairs planning and budgeting. To the extent that resources and changes in program and division strategic priorities permit, the Action Plan identifies two-year and five-year targets for implementation of recommendations.

				TWO YEAR PLAN	FIVE YEAR PLAN
REVIEW RECOMMENDATIONS	PROGRAM CITATION AND RATIONALE	RESPONSIBLE PARTIES	RESOURCE IMPLICATIONS	DELIVERABLE 2011	DELIVERABLE 2014
<b>PROGRAM PURPOSE AND UNIVERSITY GOALS</b>					
External reviewers and PARC observed that the English program is exemplary in how a unit can support a wider University mission, and this feature needs to be retained.	External review (p. 1-2; PARC report (p. 5)			Continuing	This will continue.
English faculty and University administration keep an open line of communication regarding the benefits and constraints presented by the proposed MA English.	PARC report (p. 2): the MA is desirable "only if resources are available beyond those that are now needed to maintain the baccalaureate program." See, too, external review (p. 8)	Provost/Dean/Chair		MA moved to 2012 on the master plan.	We will have 2 years of data to work with at this point. We foresee no problems, unless we lose faculty.
<b>ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT</b>					
External reviewers (p. 6) commented that some English syllabi were weak in interdisciplinary thinking. PARC observed that this remark might reflect a misunderstanding that all ENGL courses needed to have this emphasis. PARC observed a lack of 200 level interdisciplinary courses University-wide	PARC report (p. 2); External review (p. 6)	Chair		The English program as a whole is interdisciplinary, but that does not mean that every class is structured as an interdisciplinary class. Disciplinary expertise is taught as well. Added one 200 level course.	We will be working closely with the University Studies Committee to tie writing in with the lower division--and upper division--courses.
Administration should support curriculum-sharing among programs: team teaching, etc.	External review (p. 11); PARC report (p 2) agreed, noting that collaboration creates possibilities of integrative learning for students and faculty	Chair/Dean	Resources for team teaching		We have many cross-listed courses and events, and will continue to do so.
Create an introductory course as early as the sophomore year to introduce students to the basic agendas of theoretical movements as they influence educational, social, and cultural practices, not just literary practices.	External review (p. 6); PARC report (p. 3)	Chair/Faculty	Adding units to a high unit major	Information covered in the four survey courses. No need to add another.	N/A

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Writing Center director should have more support for training tutors, and director ought to report to the Provost.	Program self-study (p. 122); External review (p. 9-10); PARC report (p. 4) observed the need for the director to be perceived as a professional person, as a resource to faculty as well as students	Dean	could also play a role in FYE, SYE programs but further development of the writing center and program requires additional resources	Not under the English program's control.	N/A
Administration and faculty should promote the program as a resource in the areas of developing sound writing pedagogy across disciplines.	External review; PARC report (p. 4)	Chair/Dean	Science writing pilot; SAGE proposal, Roving Rhetorician	Roving Rhetorician	Continuing efforts will include expansion of the Roving Rhetorician and linking composition into first and second year University Studies courses, among others.
External reviewers observed that program members run programs outside of the English program (such as Centers), perhaps at cross purposes.	External review (p. 3); PARC report (p. 3) largely disagreed, saying multiple involvement by faculty supports the University's	Provost/Chair		Agree with PARC--no change needed. (However, we do need more faculty.)	
Students need to understand 'interdisciplinarity' as a framework earlier in their progress toward graduation.	External review (p. 10-11); PARC (p. 3) agreed, noting that acculturating students into interdisciplinarity is a issue broader than the English program.	Chair/CIS		English does a good job of this. In fact, two of the English faculty are or have been CIS directors.	Continuing
PARC commended English on its three modes of program assessment: self-placement assessment, major portfolios and capstone review, and post graduation alumni survey. External reviewers (p. 4 and 6) commended its Learning Outcomes Assessment project. English should review its courses for assessability and map them to program outcomes.	PARC report (p. 5); External review (p. 6); Dean's office recommendation.	Chair/Faculty	To be continued	Mapping and assessment continues.	Continuing

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<b>DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY</b>					
English chair is stretched managing two programs (English and Performing Arts), and this should be the work of two people.	External review p. 11); PARC report (p 2) agreed, but noted the situation is due to the University's stage of development..	Dean/Chair	<b>Moving PA to Art</b>	Moved PA to Art.	N/A
Faculty need to be given time to work on inventing and developing new classes.	External review (p. 11); PARC report (p. 4) agrees, noting that this will become more important with initiation of the MA.	Dean/Chair	A challenge in difficult budget times	There is no assigned time to be given out.	We hope this is possible by 2014.
English resources (primarily faculty) are stretched, and since the program is so integral to the wider University (supporting Centers and GE), this can have adverse repercussions beyond English itself.	PARC report (p. 4-5); External review (p. 3); program self-study, (p. 122)	Provost/Dean/Chair	Hiring Plan	Like all other programs, we do need more faculty.	We hope to hire more faculty by 2014.
Space, classroom, and writing center issues are noted in the English self study and the external review. Do these space issues remain, with opening of the Broome library?	Program self-study (p. 122); External review ( p . 10); PARC report (p. 4)	Associate Dean		English is currently doing fine with the classrooms available.	With more facilities opening, English should be in good shape.

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<b>CREATING A LEARNING CENTERED ORGANIZATION/STRUCTURE</b>					
English, and all humanities disciplines, should articulate their value for students, other disciplines, administration, and the general public.	PARC report (p. 2). External review: "professors must be encouraged to discuss the significance of their field, at the least, within their own department."	Chair	Revisit Strategic Plan	We do discuss the significance of our field--all the time. Each of us also gives talks within our community, at conferences, and at local schools.	Continuing
Program should inventory the time demands caused by its unusual commitments (Centers, committees, Writing Center, Performing Arts) to be certain that important program activities are sustainable.	PARC report (p. 6); External review (p. 3)	Chair/Faculty	Revisit Strategic Plan	The Writing Center and PA are not within our pervue. Work with the Centers in University building work.	N/A