TO: William M. Marcy, Provost, and John Borrelli, Clifford Fedler, Michael Allen, Jorge Iber, Robert Henry, Joann Shroyer

FROM: Jane L. Winer, Dean, Arts and Sciences
      Sam Dragga, Chair, Department of English

SUBJECT: Department of English, Graduate Program Review: Action Plan

DATE: July 28, 2006

Thank you for your contributions to the graduate program review of the Department of English. The review committee and administrators at the meeting on July 26 would appear to be in agreement that the graduate programs in English and Technical Communication are vigorous, important, and productive. The distance programs in Technical Communication, especially, are thriving. English has also established one graduate certificate program in Linguistics and has a certificate program in Editing and Publishing in the proposal stage. The department makes effective use of the resources given it for recruitment and retention of students. Specific steps to take to assure the continuing vitality of the programs include the following:

- The department is handicapped by a variety of differences—pedagogical, methodological, epistemological, professional—that divide the faculty in Literature, Linguistics and Creative Writing from the faculty in Technical Communication and Rhetoric, leading to tensions injurious to a collegial environment. ACTION: As recommended by an elected faculty committee in English, the faculty will take steps to separate LLCW and TCR as independent divisions within the department on issues relating to curriculum, recruitment, merit, and tenure and promotion, while continuing conversations regarding the ideal location of the TCR program.

- TCR faculty have been innovative in their uses of instructional technologies, instituting a hybrid first-year composition program that incorporates online and onsite learning as well as online submission and distributed online evaluation of all writing assignments. LLCW faculty have raised objections to this program, voicing their faith in the traditional onsite classroom with one instructor teaching and evaluating the writing of his or her students. ACTION: Guided by recommendations from a comprehensive review of the first-year composition program by Dr. Shirley Rose of Purdue University and Dr. Charles Schuster of the University of Wisconsin—