



Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John RS Stalvey*

Cc: John Petraitis, Interim Dean, College of Arts and Sciences
David Bowie, Professor; Chair, Department of English
Jackie Cason, Professor
Jared Griffin, Associate Professor
Trish Jenkins, Associate Professor
Emily Madsen, Assistant Professor
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – English BA**

I have reviewed the dean's findings, the program's response to the dean's findings, and the completed Expedited Program Review Template for the English BA.

Recommendations

My recommendation is to accept the decision and recommendations of the dean with the additional commentary that the program develop a plan for more efficient course rotation and enrollment management. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. A follow-up Program Review will be conducted in AY22.

Decision

Recommend Continued Review

AY20 Expedited Program Review – Optional Program Response to the Dean’s Findings: English BA and MA

Date: 28 February 2020

To: John Stalvey, Interim Provost

From: David Bowie, Professor and Chair of English, Anchorage Campus

Cc: John Petraitis, Interim Dean, College of Arts and Sciences
English Program Review Committee Members:
Jackie Cason, Professor of English, Anchorage Campus
Jared Griffin, Associate Professor of English, Kodiak Campus
Trish Jenkins, Associate Professor of English, Anchorage Campus
Emily Madsen, Assistant Professor of English, Anchorage Campus

Re: AY20 Expedited Program Review: Optional Program Response to Dean’s Recommendations

Program/s in this review: BA in English and MA English

Program response to dean’s findings:

1. SUMMARY

The Department of English has a record of being responsive, adaptive, and resilient in the face of instability and change. An adaptive disposition is intrinsic to the English Studies curriculum and is a quality we foster in students who will face a world in flux after graduation and who will emerge with a strong understanding of, appreciation for, and capacity to use the English language. The University of Alaska Anchorage’s Department of English has developed curriculum in accordance with its own that serves and amplifies UAA’s values and expectations for academic programs and its mission and vision of student success.

While cuts are absolutely necessary, they should be based on *transparent* financial evidence and a vision of the future; the Dean’s document suggests that the University’s vision is simply a drawdown of graduate degrees in the interest of resourcing undergraduate degrees. While this process of expedited program review examines one program at a time, a future of budget constraints calls upon us to think more broadly and to imagine programs that will attract students and invite them to attend our campus. Continual change without vision wastes resources and impedes efforts to fulfill program and University missions.

For these reasons, the Department is combining our response to the BA and MA program reviews, because any changes to the MA will directly impact our BA program.

Below, we lay out the context for our Department’s situation, our fiscal and logistical questions and concerns about the Dean’s recommendations, and our own set of recommendations in response to the Dean’s document.

2. CONTEXT FOR THE DISCUSSION

Any discussion of the future of the programs offered by the Department of English must acknowledge the changes that have occurred in the past several years, because the Department has

repeatedly found itself in the position of responding to mandates, and attempting to do so in proactive and purposeful ways that would support student learning and achieve fiscal efficiencies. However, efficiencies have not been fully realized, because following each revision to the curriculum, interim administrative leaders have shifted course in ways that have adversely affected the Department.

Before 2018, the Department of English offered a slate of courses similar to most English departments across the country, including the first-year composition general education courses and a number of more specific undergraduate and graduate courses. In 2014, the University of Alaska System administration cited course transfer issues as a barrier to student success, and mandated a review and alignment of all general education courses across the UA system. Internal research revealed that all courses were already transferring (except, of course, those with failing grades), but the Department seized the opportunity to address the transfer of learning challenge by building a coherent curriculum grounded in first-year composition courses that then reinforced core concepts in upper division courses. That programmatic revision—which included state-wide alignment, revisions to many of the courses our Department offers, building online master courses, and creating new training materials for graduate students, Middle College instructors, and part-time faculty—took three years and considerable work. However, shortly after the conclusion of all of these changes, in 2018 the first-year composition courses were removed from the Department without consultation and placed in a different college, despite the desire of the Department of English to retain them.

This administratively driven decision had a number of adverse effects. Most immediately, to mitigate damage to the MA program in English, changes to the design of that program were necessary. The first-year composition courses had, before their move, served a dual purpose: They had, of course, been used to educate beginning college students in the basics of writing, but they were also used to provide opportunities for high-achieving MA students to gain experience in the teaching and evaluation of writing by serving as teaching assistants in conjunction with coursework in the theory and practice of teaching. As teaching assistants, they provided a service to the University and, in return, were able to obtain an advanced degree at a lower cost. However, once the courses were moved, there was no longer an opportunity for MA students to obtain teaching assistantships or the experience that they gained in fulfilling them. Therefore, in 2018 we revamped the MA in English in a way that would allow students to gain a broad base of experiences in English Studies, and that would at the same time both reduce costs and leverage a stacked class model to incorporate the pedagogical and leadership experiences that those graduate students were now otherwise unable to receive.

Separately, we had realized that the curricular model for the BA in English, which followed a very traditional model for an English program, provided too many constraints for students and thus created bottlenecks that reduced students’ abilities to complete the program in a timely manner; in addition, it did not reliably expose students to the breadth of the field of English Studies represented in the Department (i.e., literature, linguistics, rhetoric, literacy, creative writing, and advanced writing). Therefore, in 2019 we restructured the program to make it easier for students to complete their degree. At a superficial level, the changes we made can look like a simplification of the program, but they actually provide a foundation that allows students a cross-cutting experience that challenges them to experience, interpret, and apply the English language across many forms and contexts. Further, by incorporating this breadth of design, we developed a program that is distinct from all other English programs in Alaska and most of them across the nation. In addition, this revision of the BA program was done with the previous revision of the MA program in mind, so

that undergraduate students would, through their classes, have the opportunity to develop mentor-mentee relationships with their more experienced and capable graduate-level peers.

The recommendations now to delete the graduate program, reduce faculty positions by three, and continue to review the undergraduate major will likely require yet another curriculum overhaul to adjust for the loss of expertise in key areas of an integrated English Studies program. This process of continual revision and rebranding is not only inefficient but harmful, resulting in, among other things, the loss of both undergraduate and graduate student opportunities, plus a diversion of faculty labor from teaching students to focus on yet another curricular revision.

3. INTEGRATED NATURE OF THE BA AND MA PROGRAMS

The interconnection between the BA and MA is acknowledged in the Dean’s recommendation for the MA program, which suggests that “[d]eleting the MA...will help with the long-term sustainability of BA program.” However, the Department does not agree with the recommendation that the Dean makes in the MA document: “With this deletion the number of full time faculty should eventually be reduced to by [sic] three positions.” Given the interconnectedness of the MA and the BA, a reduction in three faculty positions due to the MA deletion will unavoidably have an impact on the long-term sustainability of the BA program. A reduction in three faculty positions is a 30% reduction in Department faculty at the Anchorage campus. In our opinion, a reduction of 30% to our faculty positions will not in fact help with the sustainability of the BA program; rather, it has potential to do great harm to our English Studies model and the strength of the English program, which is one of the largest majors in the College of Arts and Sciences and an essential component of a humanities education.

4. SPECIFIC CONCERNS

4a. NEED FOR CLARITY IN FINANCIAL ASSUMPTIONS

The Dean’s recommendations for the Department raise specific questions about the financial context for these decisions. First, we have unanswered questions about the following statement: “With fewer students in the [MA] program, the tuition they pay only covered 50% of the cost of teaching the courses in 2019.” Given our use of stacked courses, we are uncertain how this result was arrived at. This is particularly the case given that, if anything, graduate enrollments in stacked courses serve to boost total numbers and generate a higher rate of tuition dollars, since students pay graduate tuition for their seats in those courses. (We return to this issue in the next section.)

We also seek clarity about the benchmarks for improvement if we are to undergo continued review. If “[t]he English Department as a whole does not serve enough students to meet its costs”, what goals or benchmarks should the Department strive for to meet to improve this metric? Simply reducing faculty will not impact the number of students the Department serves; in fact, it may significantly compromise our capacity to recruit new students.

4b. CONCERNS ABOUT THE DEAN’S RECOMMENDATIONS

We have a number of concerns about the Dean’s recommendations for Continued Review of the BA in English and Deletion of the MA in English. To begin with the BA in English, we note that programs of a similar size with comparable FTE production were listed for Continuation, so we do not entirely understand the rationale for English’s Continued Review status. This is particularly the case since it is not clear from the Dean’s recommendation what specific issues need to be addressed

in the BA program. According to guidelines on the Expedited Program Review status page, Continued Review status means that the administration will “review the program again within 2 years after *specific issues identified* in the review are addressed” (italics added for emphasis). The Dean’s BA recommendation lists no specific issues for the Department to address, only indicating that “if the Board of Regents approves deletion of the English MA, then the long-term sustainability of the BA is likely improved. This should be monitored and addressed in a future program review.” What does “likely improved” sustainability look like? What guidelines should the Department use to measure this moving forward? It is unclear how this “likely” improvement is to be measured or addressed in future program reviews.

There are also no guidelines provided regarding what “eventually” reducing three faculty positions would look like. The Department has several questions about these reductions: Who is currently being counted, and in what role(s), to determine the numbers of the Department, and on which year(s) are the data based? Over the past seven years, three tenured Department members have worked full time in administrative roles and taught occasional courses for the Department. How are Department costs calculated for the salary and benefits of administrative personnel? For example, for people with partial appointments in English, are they each being considered as a full or as a partial position? Also, what is the accounting for people who regularly teach a course or two each year outside of the Department? Is there a distinction made between tripartite (e.g., 65% teaching/20% research/15% university service) and bipartite (e.g., 85% teaching/15% university service) faculty in this analysis? Do the financial calculations take into account the faculty losses that have recently occurred in the Department? How does the proposed deletion of the MFA factor into these numbers—do the reductions to English faculty include the faculty for the MFA or not? As can be seen, the lack of real transparency in the numbers feeding into the financial calculations lead to serious difficulties in understanding how the Department is to bring costs and revenue in line with each other.

We also have concerns about the rationale for recommending deletion of the MA in English. For example, the claim was made in the Dean’s review that last year tuition paid for only 50% of the cost of that program. However, we are uncertain how such a claim is possible, given that many of our graduate courses are stacked with undergraduate ones, meaning there is minimal extra cost for providing those courses. (If that statistic was based on, say, only standalone graduate courses then it would certainly make sense that that percentage is so low, but that would be a misleading result.) In addition, we are unclear whether this calculation includes sections of courses such as ENGL A698 and A699, for which faculty receive no workload compensation but students do pay tuition.

Finally, if student success actually is, as is widely alleged, the ultimate goal of the recommended changes, we wish to emphasize that we have purposefully and carefully built BA and MA programs that interweave in meaningful ways. The elimination of the MA program would damage this relationship, which currently benefits both undergraduate and graduate students.

4c. LIKELY EFFECTS OF THE DEAN’S RECOMMENDATIONS ON THE BA PROGRAM

Many of the CAS programs recommended for deletion are at the graduate level. The Dean’s recommendations thus seem to be organized around maintaining strong baccalaureate-level programs, and the Dean’s claim that the English MA deletion will improve the sustainability of the BA program would also suggest this goal. However, we object to the idea that the elimination of the MA program, combined with a reduction of 30% of our faculty (with the reduction, presumably, following the guidelines of the CBA) will help improve the sustainability of our BA degree.

Accepting these recommendations would have a negative impact on the BA program, on the ability of faculty to engage in high-impact practices, and on our capacity to participate meaningfully in research and service. Given that UAA’s mission includes a commitment to teaching, research, engagement, and creative expression as a means to discover and disseminate knowledge, tenure-track faculty workloads need to include research, and our ability to conduct high-level research is improved by the existence of the graduate program. Our faculty’s research should rather be fostered, because it benefits and enriches student experience. For example, faculty members design courses that engage with the research that they conduct in a place-based content, allowing students the opportunity to study linguistics, rhetoric, and literature grounded in Alaska-specific concerns.

Reduction of faculty and diminished strength of the English program would also negatively affect community campus English faculty and courses. While community campus English courses operate financially separately from CAS, the student experience and student success connection could be hindered or interrupted by implementing the Dean’s recommendations. It would indicate a step backward in encouraging collaboration between UAA campuses. That step backward would encumber the Department’s goal of increasing program accessibility to rural service areas. The proposed reductions would diminish the Department’s ability to serve those service areas, a cycle that would continually prevent the Department from achieving its academic and pedagogical mission.

One additional factor for community campus students is that they need to know that the UAA program is healthy if they are going to invest in moving to Anchorage to continue their education, whether they plan on pursuing a degree in English or another field. The community campuses feed many students into the Anchorage campus, and so we need to take into account the perceptions that are likely with program deletion. To begin with, many students have already seen complications with the education program, and they will be that much less interested in attending classes in Anchorage if programs that are seen as central to a university’s mission are not offered. In addition, given what we saw with the deletion of many of the School of Education’s programs, if students begin hearing that the MA in English has been deleted, they are likely to think that the BA will also be deleted. Instead of Anchorage being community campus students’ top choice to continue their degree, community campus faculty fear that that the Anchorage campus’s prestige will continue to drop with the weakening of its English program.

5. OUR RECOMMENDATIONS

If UAA is committed to maintaining and supporting undergraduate baccalaureate degrees, a robust undergraduate English major is an essential part of any solid humanities program. Our position as the fourth-most popular major in CAS by number of declared majors indicates that students value what we offer and that we have built a strong reputation and appealing curriculum offerings. We urge the administration to reconsider the short-term reduction of three faculty positions, as it can be expected that changes at the graduate level, as well as the Department’s weight in senior faculty, will result in faculty losses by attrition in the short-term future in any event. Looking practically at our Department, we face up retirements in the next three to five years. If we also lose faculty to positions at other universities and have three lines eliminated, the BA will not be sustainable by any measure. In fact, these cuts could have the effect of shuttering the Department.

In order to sustain the undergraduate program, reductions in faculty lines, if they are to occur, should be gradual and responsive. Reductions in Department faculty could be brought about with dual appointments, buy-outs, or transfer of faculty to other departments. Reductions should consider community campus faculty and offerings as well as Anchorage faculty. An initiative to

administer English curriculum across sites and reduce duplication would be a genuine cost-cutting measure. But if the University cuts the early- and mid-career base of the Department, which would occur if the CBA is followed, it will be impossible to sustain a healthy undergraduate major. A reduction following CBA guidelines would mean the loss of two literature positions and our sole remaining linguistics position. This leaves a Department that functions on an English Studies model greatly depleted, and less able to provide a rich and integrative experience for our students. In short, eliminating three tenure-track positions would—contra the Dean’s claim that the goal is strengthening the BA in English—undermine our ability to sustain our integrated English Studies curriculum, because it would adversely affect the Department’s coverage across the distinct areas of English Studies (literature, linguistics, writing, and rhetoric).

In addition, we recommend that the MA program be suspended rather than deleted. We recommend this because we expect that there will come a time when the University is rebuilding, and it will be much more efficient to revive the MA program at the local level at that time rather than needing to develop a completely new MA program to be approved at higher levels.



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: John Petraitis, Interim Dean, College of Arts and Sciences

Cc: David Bowie, Professor; Chair, Department of English
Jackie Cason, Professor
Jared Griffin, Associate Professor
Trish Jenkins, Associate Professor
Emily Madsen, Assistant Professor

Re: AY20 Expedited Program Review Findings

Program/s in this review: English BA

Specialized accrediting agency (if applicable): None

Campuses where the program is delivered: Anchorage

Members of the program review committee:

David Bowie, Professor and Department Chair
Jackie Cason, Professor
Jared Griffin, Associate Professor
Trish Jenkins, Associate Professor
Emily Madsen, Assistant Professor

Centrality of Program Mission and Supporting Role

UAA's mission is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and communities of the state. UAA's core themes are (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square. UAA values international and intercultural education, diversity of experiences and perspectives, and the diversity of our unique location in Southcentral Alaska that comes from the Alaska Native peoples of this area.

The College of Arts and Sciences contributes to UAA's mission with a suite of programs that provide, among other things,

1. general education courses for undergraduates in CAS and other Colleges,
2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and
3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriates and CAS has 30% less than it had two years ago.

CAS's Department of English BA contributes to CAS's and UAA's mission by contributing multiple options for Tier 2 general education courses. It contributes multiple courses that are required by students in the Community and Technical College, the College of Engineering, and CAS. Finally, it provides students the opportunity to major in the discipline, and for faculty and students to do research in the field of English.

Program Demand (including service to other programs), Efficiency, and Productivity

The program has strong demand. With an average of 19 first-year students picking English as their initial major, it is the fourth most popular major in CAS, following only Biology, Psychology and Art. With 167 majors in 2019 and an average of 36 awards per year, the program more than doubles the median number of majors (76) and median number of awards (16) in CAS's baccalaureate programs. Additionally, many other departments depend on upper-division courses in English. In fact, in 2019 72% of the student credit hours were from non-English majors, considerably above the CAS average of 58%. Despite this, the tuition CAS receives to run the program does not cover the instructional costs. Further, when the costs for everything faculty do (namely, teaching, research, and service) are considered, the Department as a whole operates at a substantial deficit that requires support from legislative appropriations.

Program Quality, Improvement and Student Success

Recently, faculty redesigned the program by eliminating tracks that, while attractive to students, produced bottlenecks for graduation. Faculty are offering more online courses, and there is a growing focus on diversity and international perspectives.

Program Duplication / Distinctiveness

UAF and UAS also offer a BA in English. Of the 44 English BA's offered in the UA system in 2019, 28 (64%) were from UAA.

Commendations and Recommendations

Program faculty are commended for simplifying the curriculum and adding more focus on diversity and international perspectives. The faculty should also be commended for the hard work they put into their expedited program review submission.

Decision

Continued review. The English Department as a whole does not serve enough students to meet its costs, requiring considerable help from legislative appropriations. If the Board of Regents approves deletion of

the English MA, then the long-term sustainability of the BA is likely improved. This should be monitored and addressed in a future program review. The program should report on its progress by Spring 2021.

AY20 Expedited Program Review: English BA

Submission date: 10 February 2020

Program/s in this review: English BA

Specialized accrediting agency (if applicable): _____

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- David Bowie, Professor and Chair, Anchorage
- Jackie Cason, Professor, Anchorage
- Jared Griffin, Associate Professor, Kodiak
- Trish Jenkins, Associate Professor, Anchorage
- Emily Madsen, Assistant Professor, Anchorage

1. Centrality of Program Mission and Supporting Role (700 words or less)

Relevancy of the program: Our program offers students the opportunity to learn in ways that are useful beyond the classroom because 1) our innovative curriculum encourages lifelong learning, critical thinking, and effective writing; 2) we teach textual work as an engagement with history, convention, culture, and place so that students can adapt and contribute responsibly in a changing regional and challenging global environment; and 3) our students practice a full range of literacies – written, digital, and visual – so that they may become active and well-equipped citizens. Furthermore, the Department attends to Alaska’s diverse cultures, the North Pacific Rim environment, and networked technologies, all intersecting through forms of textuality.

Partnerships: Among other initiatives, the department co-sponsors the Democracy and Civic Action Week essay contest, and faculty are involved in the Alaska Center for the Book, the Books of the Year program, and (through the Center for Community Engagement and Learning) Welcoming Anchorage.

Workforce development and employment opportunities relevant to the program: Through our internship course, our program supports workforce development and provides the potential for employment opportunities relevant to our program. The internship course places students at local businesses, non-profits, and on the UAA campus where they acquire experience in a professional setting. The student intern meets one of two types of expectations: They can be contracted to work 1) in a professional setting not necessarily related to their respective area of study but that needs a writing expert who composes with precision and clarity as they produce documents in response to a variety of situations; or 2) in a professional setting that is related to their respective area of study and needs a writing expert who can also apply disciplinary skills and knowledge. The internship experience typically requires students to draw upon skills that writing courses develop such as writing, editing, design, document production, document analysis, and research knowledge. Sometimes interns also use the disciplinary knowledge of their major and/or minor.

According to the key findings of the AAC&U’s 2018 Employer Research report, employers value applied knowledge in real-world settings. Several of our upper-division writing courses provide opportunities for students to meet this outcome—most notably ENGL A311 (Writing and Rhetoric in Public Life), ENGL A312 (Advanced Technical Writing), ENGL A313 (Professional Writing), ENGL A478 (Public Science Writing), and ENGL A495 (Internship in Professional Writing). In these courses, students complete projects that require them to solve real-world design problems, develop strategies for applying their knowledge and skills in real-world settings, and apply writing expertise and disciplinary knowledge in real-world settings.

Role program plays in supporting other academic programs: A significant number of non-majors enroll in our classes. According to the student credit hour data, we serve a significant number of other majors. Specifically, the following programs require students to complete an English course for degree completion:

- BS in Aviation Technology, Aeronautical Studies Emphasis requires ENGL A312
- BA in Computer Science requires ENGL A313 and ENGL A414 or ENGL A478
- BS in Computer Science requires ENGL A313 and ENGL A414 or ENGL A478
- BS in Environment and Society requires ENGL A478
- BA in International Studies requires a “mastery course” and ENGL A440 is one of the four courses to choose from
- BA in Legal Studies requires ENGL A311, ENGL A312, ENGL A313, or ENGL A414

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Summary: The Department of English offers one undergraduate major (English), and naturally enough a sizable amount of teaching in the department is focused on supporting that major. However, a large amount of departmental teaching also serves to support needs across UAA, ranging from general education to requirements in other departments’ degree programs. Students taking English and linguistics courses, whether for their major or not, gain cognitive insights and practical application of skills that are relevant to all areas of study that involve competence in language.

The department’s faculty approach English Studies as a dynamic, evolving collection of subfields that, when taken together, provide a better understanding of the world’s most widely spoken language in all of its forms and uses. Although the department has experienced headwinds during the review period, ranging from lower demand for English degrees nationally to the move of Tier I writing courses out of the department, the department is taking steps to deal with those issues, and retains a solid foundation on which to build.

Productivity and internal demand trends: Degrees awarded and number of majors: From 2013 to 2019, as shown in 2020 program review data, the Department of English experienced a 4.0% drop per year in the number of degrees awarded (annual changes are calculated from a best-fit linear trendline; the trend in number of majors is essentially the same as degree awards). This roughly parallels the trend in degrees awarded across CAS and UAA (annual drops of 2.3% and 1.4%, respectively).

Within the discipline of English, the UAA Department of English’s trend in degree awards can also be fruitfully compared to English degrees awarded across the University of Alaska System and nationally. For comparison, the UAA English annual drop of 4.0% occurred while UAS’s English program experienced an annual drop of 3.1% (though the very small Ns may make this calculation unreliable), UAF’s English program had an annual 7.1% reduction, and nationally there were 4.8% fewer English degrees awarded per year.

So it is clear that the English program faces challenges, reflected particularly in departmental declines at UAA nearly matching the decline in English programs nationally. In recognition of this, the Department of English has taken steps to counteract such issues. In particular, the faculty have done the following:

- Last year, the department significantly reworked the English major curriculum to provide students both more flexibility and a more efficient path through the major. Students previously had to choose from three options through the major, which locked them into very specific curricular choices and created bottlenecks. Those options were eliminated to allow students more curricular freedom, both eliminating bottlenecks and giving students the ability to tailor a path to their degree that more closely aligns to their interests.
- Also last year, the department merged a number of different courses in ways that will allow the department to more quickly and flexibly offer courses tailored to student interests and demand.

- Over the past three years, the faculty have increased outreach and visibility efforts at UAA and in the community. This includes, of course, simply making sure that students know what the English major has to offer by making sure the department has representation at events such as UAA's Preview Days, but also through co-sponsorship of the Democracy and Civic Action Week essay contest, and faculty involvement in the Alaska Center for the Book and the Books of the Year program. It also includes longer-term efforts that we expect will bear fruit, such as recent work to leverage the department's internship program to increase community awareness of the value of an English degree.
- To tie into the UAA 2020 value of celebrating student success, in 2017 the department reconfigured our annual departmental publication *Understory* from a creative writing-only collection into a selective collection highlighting student success across all of the subfields of English Studies represented in the department (literary studies, rhetoric, composition, creative writing, and linguistics).

Productivity and efficiency: Cost and revenue measures: It is difficult to analyze cost and revenue data for the department because there has been a significant change affecting credit hour production measures: Two years ago, the Tier I writing courses were moved from the Department of English. As a result of the high demand for those courses, the Department brought in a very large amount of tuition revenue before the courses were removed compared to more recent years. However, the Department's SCH production in 2018 included a relatively small proportion of Tier I GERs, and there was none in 2019, so those years' data (especially the latter) reflect the current situation.

The committee reviewed tuition revenue for ENGL and LING courses in 2018 and 2019 (these are calendar years, so 2019 is partial data, since fall semester information was not yet available on the "Leadership" section of Institutional Research site, from which this data comes) against total unrestricted instructor pay for those courses, and the net difference. In 2018, the department brought in \$1,143,856 in tuition revenue against \$766,604 in unrestricted instructor pay (for a positive net return to the university of \$377,252, or 49.2%), and for the art of 2019 for which figures were available the department brought in \$547,047 in tuition while costing \$385,612 in unrestricted instructor pay (for a positive net return of \$161,435, or 41.9%).

This compares favorably with both UAF's and UAS's ENGL and LING courses: UAF brought in net revenue of \$35,826 in 2018 (a 3.7% profit, based on \$1,015,425 in tuition against \$979,599 in unrestricted pay) and \$48,106 in 2019 (a 10.7% profit, based on \$497,273 in tuition against \$449,257 in unrestricted pay), while UAS experienced net losses of \$36,516 in 2018 (a 20.3% loss, based on \$143,854 in tuition against \$180,370 in unrestricted pay) and \$4,391 in 2019 (a 4.0% loss, based on \$104,824 in tuition against \$109,215 in unrestricted pay).

Clearly, the UAA Department of English is efficient in budgetary terms. This is particularly noteworthy given the need for smaller class sizes in many of the Department's classes, due to the centrality of writing in the discipline.

Demand from other departments: For the first several years of the review period (2013–2017 and part of 2018), the first-year composition (i.e., GER Tier I writing) courses were located in the department. Since those courses, by their nature, serve students across the University regardless of major, it follows that the proportion of teaching directed outside of the major was high in those years—from 2013 to 2017 the proportion of the department's teaching that served those outside of the major hovered around 80%. In 2018 the Tier I GERs were located in the department for only part of the year, and so the proportion of out-of-major teaching dropped to 55.9%.

However, even with the removal of the Tier I GER courses from the department for the entirety of AY 2019, 38.2%—more than a third—of all Department teaching served students outside of the English major, reflecting a continued meaningful amount of service to the University as a whole. Our classes are interwoven with other majors and programs, including International Studies, Environment and Society, Legal Studies, Aviation Technology, and Computer Science. One reason for this is that the Department of English functions in the university as a de facto Writing Across the Curriculum service. We also provide students with opportunities to take upper division electives to fulfill their credit requirements for graduation, and several ENGL and LING courses are

offered online each term, and these courses are frequently taken not just by UAA students, but also by UAS and UAF students.

3. Program Quality, Improvement and Student Success (1500 words or less)

Summary: The Department of English offers undergraduate and graduate degrees in its mission to educate students to become active and literate citizens. The courses offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. As a program that focuses on the field of English Studies in an integrated model, the curriculum includes courses in writing, rhetoric, literature, literacies, and linguistics.

The Department of English is very much a part of the dynamic world of higher education and has taken important steps to adapt to the changing landscape of English Studies. UAA's Department of English has developed, and continues to develop, curriculum in accordance with its own mission and expectations for student success, its disciplinary expectations, and UAA's values and expectations for academic programs.

Curriculum and program design: We have developed, implemented, and revised our curriculum to reflect student learning and diversity that is consistent with our mission and UAA's values.

Courses

- We have revised our foundational courses to include a broader array of classes on world literature and culture, Alaska Native literature, Critical Thinking, Creative Writing, Linguistics/How English Works. In fact, we have designated ENGL A245 (Alaska Native Literature) a foundational course.
- We have developed ENGL A200 (Global Literature and Culture) and other course offerings to emphasize comparative literature studies that more closely respond to our diverse student body and local communities.
- We continue to work on curricular changes that underscore these initiatives to keep our curriculum current and relevant.

Program Major

- We initiated a significant redesign of our major under an interdisciplinary English Studies model. This redesign features a restructuring of our program's curriculum through innovative program design to continue to meet our discipline's and UAA's expectations and values. The integrated model of the English program provides students a cohort experience while affording students significant freedom to select courses that support their goals. We have shifted from a set of core courses, most at the 400-level, to a design that encourages an iterative building of knowledge and skill as students progress from lower division to upper division courses.
- We have reorganized away from narrow tracks (in literature, rhetoric, or education) so that students can choose a focus/concentration that fits their interests and goals and move through the program more efficiently.
- We have streamlined our students' path toward degree attainment and increased our graduation efficiency measures.
 - Between 2013 and 2017, the average time it took our graduates to attain a degree was 5.34 years.
 - For 2018 and 2019, students' years per degree decreased to 5.2 and 4.7 respectively.
 - Our department's strides in graduation efficiency may be compared to other UAA baccalaureate programs. For instance, UAA's overall 2013–2019 graduation efficiency rate (years per degree) is 6.2 years. While UAA has also made strides in decreasing students' years per degree over the past two years, averaging 5.5 years, the English department remains generally more efficient in graduating our majors.

Distance offerings: We are capitalizing on faculty expertise to support learning and meet student demand with current technological resources.

- We have increased our online offerings so that more students can complete their larger portions of their degrees via eLearning.
- We have started to use Zoom videoconferencing to provide a way for students in remote areas to participate in classes synchronously.
- Our goal is to structure our program offerings, especially upper-division courses, in a way that students in rural or remote Alaska communities can complete our program. By increasing the level of choice, we are designing a program that will be more adaptable to student needs and more readily available to the community campuses where students may want to declare and complete the major without moving or commuting to Anchorage.
- This development is also in response to English program demand in rural and remote service areas. Since 2013, a quarter of all departmental courses have been delivered at community campuses, indicating such a demand for our program offerings. (This dropped somewhat with the move of the Tier I Writing courses from the department, but even with that shift roughly a fifth of all English courses are delivered at community campuses.)

Program Student Learning Outcomes assessment: The English Department prides itself on being a supporter of UAA's mission and is intentional in our service to that mission. For instance, we have taken deliberate action to closely align our Program Student Learning Outcomes with UAA's General Education Requirement Learning Outcomes.

English Program SLO 1: Interpret texts in context with reasoned evidence drawn from English Studies' research methods

- GER SLO #3 – Relate knowledge to historical context
- GER SLO #4 – Interpret different systems of aesthetic representation and understand their historical and cultural context
- GER SLO #7 – Locate and use relevant information
- GER SLO #8 – Adopt critical perspectives on globalization and diversity

English Program SLO 2: Construct texts that are responsive to audience, purpose, genre, and voice

- GER SLO #1 – Communicate effectively
- GER SLO #7 – Locate and use relevant information
- GER SLO #9 – Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner

English Program SLO 3: Engage scholarly, professional, and public discourse in diverse communities

- GER SLO #5 – Investigate the complexity of human institutions and behavior
- GER SLO #6 – Identify ways science informs understanding of natural processes
- GER SLO #7 – Locate and use relevant information
- GER SLO #9 – Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner

Out of the nine GER SLOs, the English department has aligned its program to support eight (with SLO #2 "Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions" the only exception). Few UAA programs can make such a claim to support UAA's GERs so broadly and intentionally.

Student success: In addition to supporting GERs, the English Department has taken several measures to facilitate and implement Student Success initiatives, a UAA core focus, including High Impact Practices and targeted advising.

- Student engagement in High Impact Practices is a notable feature of our program, including:
 - Writing Intensive Curriculum (WIC). Most of our courses are writing intensive.
 - Scholarly collaboration with faculty members and internships. Our internship program (ENGL A495 Internship in Professional Writing) pairs students with projects both inside and outside the university. Students have collaborated with faculty on research projects, and one of our students helped write a \$100,000 grant for Anchorage Parks Foundation in her internship.
 - Study abroad. Faculty are currently exploring these opportunities, with a pilot scheduled for 2020.
 - Capstone experiences. Our capstone courses (ENGL A476 History of English Language, ENGL A478 Public Science Writing, and ENGL A479 Advanced Studies in Literature) require students to integrate what they've learned throughout the program.
 - Portfolios. E-portfolios are frequently used in English program courses.
- Our dedicated advising strategies support students as they progress through the degree, as evidenced by our efficient time-to-degree data (see above). Department advisers are noted for their accessibility to students and have revised department handouts to help students navigate the program.

Student accomplishments: These characteristics of our programs, from curriculum revision to student success, have resulted in noteworthy student accomplishments:

- Many of our recent graduates have continued on to graduate programs, for example: PhD in Rhetoric, Composition, and Literacy at Ohio State; PhD in Communication, Rhetoric, and Digital Media at North Carolina State; PhD in Linguistics at the University of Victoria; MPhil in Political Theory at Oxford as a Rhodes Scholar; MA at Medill Journalism School at Northwestern, MA in Speech Language Pathology at Ohio State; MFA at UAA.
- Recent graduates have moved on to degree-related careers, for example: Alumni Outreach Specialist at UAA, teacher at Cook Inlet Head Start, freelance Technical Writer, Marketing Coordinator at DOWL Engineering, Speech Pathologist with ASD.
- Since 2013, nearly 140 English program graduates have enrolled in a second degree program in Alaska, and 134 of those graduates have persisted for another award at UAA.
- Nearly 1 in 4 English program graduates have earned an additional post-graduate award.
- Multiple English program graduates have served as commencement student speakers.

4. Program Duplication / Distinctiveness (300 words or less)

UAA's integrated English Studies program is distinct from UAF and UAS, whose programs center on the study of literature. We have designed a curriculum that fosters students' capacities to interpret texts, create meaning, and engage diverse communities. Course offerings represent linguistics, rhetoric, literacies, literature, and creative writing in equitable measure, and community campus faculty play an integral role in curriculum development and delivery. Students practice multiple methods of inquiry and compose in multiple professional genres, fostering consilience. Our program aligns with UAA's general education learning outcomes, guiding learners to "integrate knowledge and employ skills to synthesize creative thinking, critical judgment, and personal experience" and to "adopt critical perspectives for understanding the forces of globalization and diversity." While our program curriculum provides common foundational and integrative courses, it provides many elective choices, making it accessible and flexible in serving students' diverse goals, in and outside of Anchorage.

We are distinct with a writing intensive curriculum and five upper-division writing courses that develop writers across the curriculum and help them integrate general education skills into disciplinary subject courses. Disciplinary knowledge is

always discursive, and for that reason the high impact practice of writing intensive courses equips students to succeed across the curriculum and in post-graduation careers.

Beyond the major, our program is distinct in offering minors in English (with emphases in Linguistics, Literature, and Professional Writing) and Creative Writing. A Linguistics emphasis pairs particularly well with Anthropology and Languages. A Literature emphasis on critical textual and cultural analysis complements History and the social sciences. Professional Writing, with its emphasis on composing complex information in a readable form for various audiences using a variety of media, serves students in multiple STEM and humanities fields. The Creative Writing minor provides workshop-based instruction in the crafts of fiction, literary nonfiction, poetry and dramatic writing.

5. Summary Analysis (500 words or less)

This review shows us to be a busy, efficient department that has managed to do more with less, despite faculty attrition, a hiring freeze, and the move of Tier I GER writing courses to another college. We serve a large number of English majors as well as a significant population of students from other majors who come to us for courses in global language and literature; sociolinguistics; technical, professional, and scientific writing; and upper-division major requirements, among other courses. Our recent curriculum revisions reflect our efforts to reduce barriers to completion of the English major and to provide multiple instructional pathways for students, allowing them increased flexibility in making their way through major requirements and electives. Thanks to these changes, faculty have been freed to innovate, crafting courses around topics that our students find valuable and engaging, such as Shakespeare and Pop Culture, and Neuroscience Narratives. We are now able to respond quickly to student needs with our course offerings, and we have seen online enrollment from students at UAF and UAS. As students begin to declare under the new major, we anticipate improving course enrollment numbers.

We envision continuing to use our curriculum to meet the goals of our department mission as well as the university's goals for 2020, in particular the streamlined path through our major making English a practical and affordable major, and one that does not place artificial barriers in students' way and allows for efficient completion of degrees. We plan to continue to highlight our Department's students and their achievements through our undergraduate publication, *Understory*, which publishes creative and scholarly student work. We also anticipate promoting student success by encouraging our students to seek both internal and external internships. Promoting external-facing internships will encourage our students to build relationships with community partners and organizations, laying the groundwork for them to transition into the Alaskan workforce and meet Alaska's workforce needs. Our students have already had great success working with non-profits, crafting communications materials, improving handbooks, and writing grants. We aim to see even more of them in public-facing roles through our internship program in the coming years.

In addition, in the near future and beyond, Alaska will need to be able to better articulate its own story. Stories are powerful, and stories unite each part of the English major as a whole. This past summer showed the power of individual citizens showing up, emailing, writing to legislators and news outlets, and telling their own narratives about their lives and the future they envision for this state. Our students, who are uniquely prepared for this kind of work, have much to contribute. The emphasis on narrative and the creative act of putting information and ideas into the context of lived experience is a core strength of English studies. As our campus and state continue to address fiscal, social, and health challenges, the stories we tell and the stories our students are uniquely positioned to tell will be more important than ever.