Revision Of Undergraduate And Graduate Programs

Formal For Review By University Curriculum Committee (UCC) and Graduate Council.

1. Proposing College / School: College of Liberal Arts
   Department: English

2. Title of Affected Program: Graduate program in English (MA and PhD)

3. CIP Code of Affected Program: 23.0101
   (If applicable)

4. Proposed Implementation Date: Fall 2010

5. Justification:

   (Include a concise, yet adequate rationale for the revision of the program, citing accreditation, assessments (faculty, graduate, and/or external) where applicable.)

   A provost-mandated external review suggested that our graduate programs were in need of updating and significant restructuring. Having spent the summer benchmarking our programs as well as consulting faculty within our department and at peer institutions, we have made the following revisions to our curricula. These revisions reflect our desire to provide clear goals for the M.A. and the Ph.D. programs, and to revise our course offerings and curriculum into a more streamlined, coherent overall program that better reflects those goals.

6. Current Degree Requirements (Including All Formal Options):

   (Provide the current curriculum model for the program, as well as for each formal option.)

   **English - MA, PhD**
   The Department of English offers programs leading to the master of arts and the doctor of philosophy.
   For the MA, students may select a thesis or non-thesis option. The thesis-option requires a minimum of 30 credit hours, including at least four hours of thesis credit. The non-thesis option requires a minimum of 30 credit hours of course work. With the approval of their advisory committee, students in either option may take up to six hours in a minor field. Special concentrations are possible in creative writing (with a creative thesis in poetry or fiction) and in rhetoric and composition. Students must take a four and one-half- or six-hour written examination over a departmental reading list. Thesis-option students also take a one-hour oral examination over the completed thesis. Students in master's options must demonstrate a reading knowledge of one foreign language.

   The PhD requires a minimum of 60 credit hours beyond the BA, including 10 hours of dissertation credit. Students with an MA in English from other institutions usually need only eight or nine additional courses. After completing course work, students take general doctoral examinations, both written and oral, over three related areas. These areas might include historical periods, a genre, a major author, language and linguistics, or a problem in literary theory, British or American literature. There are no required courses or area distribution requirements; however, students should be able to demonstrate a broad knowledge of English studies at their examinations. After passing these examinations, students write and defend a dissertation. Doctoral students must
demonstrate a reading knowledge of two foreign languages or advanced proficiency in one foreign language.

7. Proposed Degree Requirements (Including All Formal Options):

(Provide the proposed curriculum model for the program, as well as for each formal option.)

English - MA, PhD
The Department of English offers programs leading to the master of arts and the doctor of philosophy.
For the MA, students may select one of the following three tracks: Literature, Composition and Rhetoric, or Creative Writing. Each track requires a minimum of 30 credit hours of coursework, a portfolio, and an oral examination in a major and minor area. The Literature track requires 3 major area courses (one pre-1800, one post 1800, 1 literary theory), 3 distribution courses (1 technical and professional communication, rhetoric and composition, linguistics, or creative writing; one comparative literature, genre, or author-based course; and one technology and culture, globalization, sustainability, or diversity course), 2 courses in a coordinated minor, and 1 elective course. The Creative Writing track requires 3 major area courses (ENGL 7130 and ENGL 7140, with one repeated for a total of 3 creative writing courses), 3 distribution courses (1 pre-1800 literature course; 1 technical and professional communication, rhetoric and composition, or linguistics course; 1 technology and culture, globalization, sustainability, or diversity course), 2 courses in a coordinated minor, and 1 elective course. The Composition and Rhetoric track requires 3 major area courses (ENGL 7040, ENGL 7050, ENGL 7300), 3 distribution courses (1 technical and professional communication or linguistics course; 1 literature or creative writing course; 1 technology and culture, globalization, sustainability, or diversity course), 2 courses in a coordinated minor, and 2 elective courses. MA students must demonstrate a reading knowledge of one foreign language.

The PhD requires a minimum of 60 credit hours beyond the BA, including 10 hours of dissertation credit. Students entering our program with an MA in English from Auburn or from another institution transfer in their coursework; in consultation with their Graduate Advisory Committee doctoral students then select additional courses towards a PhD in English with a concentration in Literature or Composition and Rhetoric. After completing course work, students take general doctoral examinations, both written and oral, over three related areas. These areas might include a literary period, a genre, an issue in composition or rhetorical studies, language and linguistics, or literary and cultural theory. After passing these examinations, students write and defend a dissertation. Doctoral students must demonstrate a reading knowledge of two foreign languages or advanced proficiency in one foreign language.

8. New Courses Required:

(indicate which courses -- if any -- are part of the curriculum that are not currently offered.)

ENGL 7850
ENGL 7210

9. Relationship of Proposed Program to Other Auburn University Programs:

(If the proposed program revision affects any other unit and/or covers material offered by another college/school, attach correspondence with relevant unit.)

Will the program revision affect other program(s) and/or units at Auburn University?  \(\text{☐ Yes} \ \text{☐ No}\)

Will the program revision replace any existing program(s), or specializations / options / concentrations within existing program(s) at Auburn University?  \(\text{☐ Yes} \ \text{☐ No}\)
10. New or Additional Resources / Resource Shifting Required:

(If "yes" for any item, please provide explanation in the space provided below.)

Will additional faculty lines be required?  \(\bigcirc\) Yes  \(\bigcirc\) No
Will new or additional space (e.g.: laboratory or classroom) be required?  \(\bigcirc\) Yes  \(\bigcirc\) No
Will additional library resources be required?  \(\bigcirc\) Yes  \(\bigcirc\) No
Will additional GTA support be required?  \(\bigcirc\) Yes  \(\bigcirc\) No

Explaination of or provision for new or additional resources / explanation of program's support or replacement of other programs:

N/A

11. Distance Education:

(If Distance Education will be incorporated in the delivery of the proposed program, provide details of implementation, scope, etc.)

N/A
Approvals

9/18/09
9/18/09

10/19/2009
10/19/2009

Contact Person: Hlay E. Wyss
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E-Mail Address: wysshil@auburn.edu
Fax: 844-9027
Memo

To: Linda Glaze, Chair of the Undergraduate Curriculum Committee
   George Crandell, Chair of the Graduate Council Curriculum Committee
From: James Ryan, Department Head, Hilary E. Wyss, Department of English
Re: Revisions to the Graduate English Curriculum
Date: September 15, 2009

A provost-mandated external review suggested that our graduate programs were in need of updating and significant restructuring (see attached supporting documentation). Having spent the summer benchmarking our programs as well as consulting faculty within our department and at peer institutions, we have made the following revisions to our curricula:

We clarified the three tracks currently available to MA students; instituted course distributions within each track; replaced the thesis and exam model with a more flexible portfolio system; and significantly revised our course offerings for clarity and flexibility. At the PhD level we clarified the two tracks currently available and instituted recommended courses for each track. We are maintaining our current language requirements (one foreign language at the MA level and two at the PhD level) and our current required credit hours (30 for the MA and 60 for the PhD).

What follows is a detailed outline of each of our tracks with attached student learning outcomes and a broad overview of our course offerings. More detailed forms and additional memos will address specific course changes; this memo addresses the curriculum revisions to each of our graduate programs.

Master of Arts in English (M.A. program)

The English Department at Auburn University offers a flexible Masters of Arts (M.A.) degree with several available concentrations

- Masters in English with a Concentration in Literature
- Masters in English with a Concentration in Composition and Rhetoric
- Masters in English with a Concentration in Creative Writing

Students who have been highly successful undergraduate English majors --- especially those with superior writing, research, and critical thinking skills --- are well suited for the opportunities in scholarly training and intellectual growth available at the Masters level in English.

The Masters degree in English at Auburn is designed to develop and professionalize students within a sub-discipline in English Studies, and to bring their writing and research skills to an advanced level while providing them with experience as university-level writing teachers. Such students are well prepared for careers in writing, editing, business,
secondary and community college teaching, and other professions seeking broadly educated individuals with excellent analytic and communication skills. Many of our Masters graduates pursue teaching and research careers and go on to attend doctoral programs in English, while other English graduate students use their training to develop their craft as creative writers.

All of our Masters degree programs combine advanced research and writing with training in writing pedagogy. Working alongside senior members of the English faculty, Masters-level students therefore receive theoretical and practical training as teachers of rhetoric and composition and are assigned significant teaching responsibilities within the program at Auburn University. Students normally complete the Masters Degree (M.A.) in two years.

**MA in English with a Concentration in Composition and Rhetoric**

<table>
<thead>
<tr>
<th>GTA req. (see area courses)</th>
<th>Distribution Courses (9 hrs)</th>
<th>Minor Area Courses (6 hrs)</th>
<th>Elective courses</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 7040</td>
<td>TPC or Linguistics</td>
<td>2 graduate courses in English or another discipline relevant to the student’s professional &amp; academic goals approved by the student’s Graduate Advisory Committee</td>
<td>2 graduate courses in English</td>
<td>portfolio and oral exam in major and minor areas</td>
</tr>
<tr>
<td></td>
<td>Literature or Creative Writing</td>
<td>7050: Studies in Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special: Technology and Culture, Globalism, Sustainability, Diversity</td>
<td>7300: Rhetoric: Theory &amp; Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30 credit hours:
- 9 credits distribution courses
- 9 credits major area courses
- 6 credits in minor area courses
- 6 credit hours of elective coursework
- Portfolio/exam (this replaces the current thesis/exam system with a more flexible option that requires significant research and revision of work originally completed in courses taken for the MA under the supervision of the student’s graduate advisory committee)
- Foreign language requirement
Major area courses currently offered:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>7040</td>
<td>English Composition: Approaches and Issues (2 sections annually)</td>
</tr>
<tr>
<td>7050</td>
<td>Studies in Composition (offered biannually)</td>
</tr>
<tr>
<td>7300</td>
<td>Rhetoric: Theory and Practice (offered biannually)</td>
</tr>
</tbody>
</table>

**MA in English with a Concentration in Creative Writing**

<table>
<thead>
<tr>
<th>GTA req. (3 hrs)</th>
<th>Distribution Courses (9 hrs)</th>
<th>Major Area Courses (9 hrs)</th>
<th>Minor Area Courses (6 hrs)</th>
<th>Elective courses (3 hrs)</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>7040: English Comp: Issues &amp; Approaches</td>
<td>Literature pre-1800</td>
<td>7130: Fiction Writing (repeated as needed)</td>
<td>2 graduate courses in English or another discipline relevant to the student’s professional &amp; academic goals approved by the student’s Graduate Advisory Committee</td>
<td></td>
<td>portfolio and oral exam in major and minor areas</td>
</tr>
<tr>
<td></td>
<td>Linguistics or TPC or Rhet/Comp</td>
<td>7140: Poetry Writing (repeated as needed)</td>
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<tr>
<td></td>
<td>Special: Technology and Culture, Globalism, Sustainability, Diversity</td>
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</tr>
</tbody>
</table>

30 credit hours:

- 3 credits of 7040 (GTA requirement)
- 9 credits major area courses
- 9 credits distribution courses
- 6 credits in minor area courses
- 3 credits in elective coursework
- portfolio/exam (this replaces the current thesis/exam system with a more flexible option that requires significant research and revision of work originally completed in courses taken for the MA under the supervision of the student’s graduate advisory committee)
- Foreign language requirement

Major area courses offered:

| ENGL 7130 | Fiction Writing (offered annually) |
### MA in English with a Concentration in Literature

<table>
<thead>
<tr>
<th>GTA req. (3 hrs)</th>
<th>Distribution Courses (9 hrs)</th>
<th>Major Area Courses (9 hrs)</th>
<th>Minor Area Courses (6 hrs)</th>
<th>Elective Courses (3 hrs)</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>7040: English Comp: Issues &amp; Approaches</td>
<td>TPC or Rhet/Comp or linguistics or Creative Writing</td>
<td>Pre-1800 Literature</td>
<td>2 graduate courses in English or another discipline relevant to the student’s professional &amp; academic goals</td>
<td>1 graduate course in English</td>
<td>portfolio and oral exam in major and minor areas</td>
</tr>
<tr>
<td>Comparative Literature, Genre or Author Course</td>
<td>Post-1800 Literature</td>
<td>7790 Literary Theory: Issues &amp; Approaches or 7800: Studies in Literary Theory</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Special: Technology and Culture, Globalism, Sustainability, Diversity</td>
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</tr>
</tbody>
</table>

30 credit hours:
- 3 credits of 7040 (GTA requirement)
- 9 credits major area courses (must include both British and American literature)
- 9 credits distribution courses
- 6 credits in minor area courses
- 3 credits in elective coursework
- Portfolio/exam (this replaces the current thesis/exam system with a more flexible option that requires significant research and revision of work originally completed in courses taken for the MA under the supervision of the student’s graduate advisory committee)
- Foreign language requirement

**Student Learning Outcomes, M.A. Level:**

While each master’s level class will not cover all these outcomes, each student’s plan of study should include classes that allow her/him to achieve these goals. While students will choose areas of focus, the MA learning outcomes focus on broader knowledge rather than the expert knowledge demanded at the PhD level.
It is expected that each master’s level class will adopt the learning outcomes appropriate for its goals, and faculty are encouraged to articulate these outcomes on their syllabi.

**Literature:**
Students will:

- Be conversant in significant works of literature and literary genres.
- Recognize significant movements in literary history, as well as historical and cultural contexts significant to literary production.
- Be conversant in literary and cultural theory.
- Be familiar with the innovations in English studies of the last decade.
- Produce two 20-25 page research essays of original scholarship that reflect an understanding of the literary or cultural subject matter and current scholarship in the field.

**Composition and Rhetoric:**
Students will:

- Recognize and be conversant in the key theoretical approaches for understanding rhetorical literate practice.
- Recognize and be conversant with the major methodological approaches to studying rhetorical activity in a range of contexts.
- Be familiar with the major theoretical approaches to writing pedagogy.
- Be familiar with the innovations in rhetoric and composition studies of the last decade.
- Produce two 20-25 page research essays of original scholarship that reflect an understanding of the field of rhetoric and composition studies and current scholarship in the field.

**Creative Writing:**
Students will:

- Recognize significant literary genres and significant movements in literary history.
- Recognize and effectively apply formal techniques of creative writing.
- Be familiar with the innovations in creative writing of the last decade.
- Produce a substantial portfolio of quality creative work.

**Assessment Procedures:**
Every student will turn in a portfolio of work that has been reviewed by the student’s advisory committee and discussed at length with the student in an oral exam. Using a rubric developed from the above learning outcomes, student work will be assessed through a short written report by the advisory committee and (if needed) through independent verification by an assessment team which will review a representative group of student portfolios against the student learning outcomes rubric. Changes to the
program will be presented to the faculty based on the findings of these assessment reports.

**Doctorate in English (Ph.D. program)**

To remain intellectually vibrant and socially useful in the 21st century, each discipline in the liberal arts requires leadership, and the AU doctoral program in English exists to provide rigorous scholarly and pedagogical training for the emerging intellectual leaders and stewards of English Studies. The AU doctoral program in English (Ph.D.) trains a select group of students to develop their own critical analysis of American and British literature, from the traditional canons to Anglophone, Irish, trans-Atlantic, African-American, and Southern literatures and cultures. We also have a growing writing curriculum, with excellent research and teaching potential in the scholarly discipline of composition and rhetoric studies.

As a select group of advanced students aiming at careers as teachers and researchers at the college and university level, English doctoral students are scrupulously trained and carefully mentored to develop the specific linguistic, aesthetic, philosophical, theoretical and historical skills relevant to their chosen field and specialization; and to think and write with precision, insight, and imagination.

Students and faculty in our department work in tandem to develop advanced student research projects that examine important issues in the field. All doctoral candidates in English are encouraged to pursue substantial research while remaining mindful of the innovative and interdisciplinary currents that have reshaped the field of English Studies over the past several decades. Consequently, we see our doctoral students as 21st century scholar-teachers who are trained to assume two broad intellectual responsibilities: to serve as tradition bearers for the study of literary and rhetorical practice and to explore theoretical, methodological, and pedagogical innovation within English Studies. In their role as modern scholar-teachers, doctoral students are encouraged to appreciate rhetorical and literary expression and as well as to explore the myriad ways knowledge is produced and disseminated in the historical and contemporary social sphere.

**PhD in English**
60 credit hours beyond the BA:
- 10 Dissertation hours
- 30 graded course hours
- 20 other credit hours (can include graded course hours)
- Foreign language requirement (2 languages)

**Literature PhD:**
PhD student transcripts will be checked to ensure that students have engaged with the following areas, issues, and approaches by the end of their coursework:

1. a minimum of three courses in major area
2. Genre Study, Author study or Comparative literature course
3. Pre-1800 Literature
4. Post-1800 Literature
5. American Literature
6. British Literature
7. Literary Theory
8. Rhetoric, Composition Theory
9. Coursework in special areas (Technology and Culture, Globalism, Sustainability, Diversity) or other interdisciplinary work.

Composition and Rhetoric PhD:
PhD student transcripts will be checked to ensure that students have engaged with the following areas, issues, and approaches by the end of their coursework:

1. A minimum of three courses in rhetoric and composition
2. Two courses in linguistics
3. Two courses in technical and professional communication
4. Two courses in critical and/or literary theory
5. One course in special areas (Diversity, Technology and Culture, Globalization, Sustainability) or other interdisciplinary work.

Student Learning Outcomes:
The outcomes for the PhD program are essentially the same as for the MA program, differing only in degree of expertise, specialization of study, and volume of production.

Literature:
Students will:

- Be expertly conversant in significant works of literature and literary genres appropriate to the student’s chosen field.
- Have an expert understanding of the literary, historical, and cultural contexts appropriate to the student’s chosen field.
- Be expertly conversant in literary theory appropriate to the student’s chosen field.
- Be expertly familiar with the innovations in English studies of the last decade.
- Produce a 200-250 page research project of original scholarship that reflects an understanding of the literary or cultural subject matter and current scholarship in the field.

Composition and Rhetoric:
Students will:

- Be expertly conversant in the key theoretical approaches for understanding rhetorical practice.
• Be expertly conversant with the major methodological approaches to studying rhetorical activity in a range of contexts.
• Be expertly conversant with the major theoretical approaches to writing pedagogy.
• Be expertly conversant in the innovations in rhetoric and composition studies of the last decade.
• Produce a 200-250 page research project of original scholarship that reflects an understanding of rhetoric and composition studies and current scholarship in the field.

Assessment Procedures:
Student work will be assessed at two points in the doctoral program: once at the stage of the qualifying exam and later at the dissertation stage. Exams lists with an attached justification are currently filed in the English Department; a copy of these will now go to an assessment team which will review these against student learning outcomes. The second stage will be the dissertation, which is also filed in the English department. These will also be assessed by a team which will examine all dissertations written in our department against student learning outcomes.

**COMPREHENSIVE LIST OF ENGLISH COURSES**

The following is a comprehensive list of all English courses under the purview of the English Graduate Program. This list does not include technical and professional writing courses as these are managed under a separate program.

Under the new curriculum we would delete 6 literature course titles and 3 linguistics course titles while making most of our literature offerings repeatable dependant upon a change in topic. We would offer 7-8 literature courses annually, 1-2 linguistics courses annually, 2 composition and rhetoric courses annually, and 1-2 creative writing courses annually. All courses have variable topics except ENGL 6410, 6840, 7040 and 7790, which are not repeatable.

Courses offered (With specific distribution requirements, make sure that courses are clearly marked as fitting one or more categories for these distributions):

<table>
<thead>
<tr>
<th>Action</th>
<th>Course #</th>
<th>Old name</th>
<th>New name</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>6410</td>
<td>History of the English Language (not repeatable)</td>
<td></td>
</tr>
<tr>
<td>rename</td>
<td>6840</td>
<td>Modern English Grammars (not repeatable)</td>
<td>Approaches to English Grammar</td>
</tr>
<tr>
<td>rename</td>
<td>7040</td>
<td>English Composition: Approaches and Issues (not repeatable)</td>
<td>English Composition: Issues and Approaches</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
<td></td>
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<tr>
<td>7050</td>
<td>Studies in Composition</td>
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<tr>
<td>7130</td>
<td>Fiction Writing</td>
<td></td>
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<tr>
<td>7140</td>
<td>Poetry Writing</td>
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<tr>
<td>7150</td>
<td>British Literature to 1500</td>
<td>Studies in Medieval Literature (9 hrs.)</td>
<td></td>
</tr>
<tr>
<td>7160</td>
<td>British Literature 1500-1660</td>
<td>Early Modern Studies (9 hrs.)</td>
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</tr>
<tr>
<td>7170</td>
<td>British Literature 1660-1800</td>
<td>Eighteenth-Century Studies (9 hrs.)</td>
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<tr>
<td>7180</td>
<td>British Literature 1800-1900</td>
<td>Nineteenth-Century Studies (9 hrs.)</td>
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<tr>
<td>7190</td>
<td>American Literature to 1900</td>
<td>American Studies (9 hrs.)</td>
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<tr>
<td>7200</td>
<td>World Literature in English 1900-present</td>
<td>Literary Modernisms (9 hrs.)</td>
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<tr>
<td>7210</td>
<td></td>
<td>Contemporary Literature and Culture (9 hrs.)</td>
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<tr>
<td>7280</td>
<td>Studies in Linguistics</td>
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<tr>
<td>7300</td>
<td>Rhetoric Theory and Practice</td>
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<tr>
<td>MOVE AND RENAME</td>
<td>7570</td>
<td>Major British Author(s)</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>7770</td>
<td>African American Literature</td>
<td></td>
</tr>
<tr>
<td>rename, make repeatable</td>
<td>7780</td>
<td>Studies in Diversity and Literature</td>
<td>Studies in Race, Gender, and Sexuality (9 hrs.)</td>
</tr>
<tr>
<td>none</td>
<td>7790</td>
<td>Literary Theory: Issues and Approaches (not repeatable)</td>
<td></td>
</tr>
<tr>
<td>make repeatable</td>
<td>7800</td>
<td>Studies in Literary Theory (9 hrs.)</td>
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</tr>
<tr>
<td>none</td>
<td>7810</td>
<td>Studies in Comparative Literature</td>
<td></td>
</tr>
<tr>
<td>remnumber from 7570 change title</td>
<td>7830</td>
<td>Major Author(s)</td>
<td></td>
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<tr>
<td>NEW</td>
<td>7850</td>
<td>Studies in Genre (9 hrs.)</td>
<td></td>
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<tr>
<td>make repeatable</td>
<td>7870</td>
<td>Special Topics in English Studies (9 hrs.)</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>7930</td>
<td>Directed Individual Study</td>
<td></td>
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</tbody>
</table>

Eliminate:
| delete | 7230 | Old English Language and Literature |
| delete | 7250 | English Language Learning and Development |
| delete | 7270 | The Structure of English |
| delete | 7580 | Major American Author(s) |
| delete | 7650 | Studies in Poetry |
| delete | 7660 | Studies in Drama |
| delete | 7670 | Studies in Fiction |
| delete | 7740 | British Literature and Culture |
| delete | 7760 | American Literature and Culture |
Supporting Documentation


EXTERNAL REVIEW TEAM MEMBERS

Co-Chair, Valerie Lee, Chair, Department of English, The Ohio State University

Co-Chair, Richard E. Miller, Chair, Department of English, Rutgers University

Michel Smith, Chair of Mathematics & Statistics, Auburn University

Carol Warfield, Head of Consumer Affairs, Auburn University

“During the upcoming semesters, the department will need to follow its program review with strategic planning that goes beyond the mere listing of goals. The subsections of the department must work together to agree on priorities, especially in the face of shrinking resources. ... While some of our recommendations will require extra resources to be realized, more of our recommendations involve rethinking and retooling. If English at Auburn is willing to reimagine its role in the university, it can become a place where excellence through teaching, research, outreach, and diversity thrives.” (p. 2)

“The graduate program [is] without focus. Indeed, the graduate curriculum is clearly simply the list of courses being offered by whoever happens to be in line to teach at that level that semester. The most basic planning with regards to the number of courses that will fill relative to the number of students in the program does not appear to have been done; while three of the graduate courses that ran in the fall enrolled only four students, the ERT only heard about how dissatisfied the graduate director was at being told that the number of seminars running in the year ahead would have to be smaller. Much of this mismatch of graduate courses offered vs. those actually needed is related to the policy of promising faculty that they can teach one graduate or upper division course in their field each year, without regard to enrollment or focus area of the graduate students.” (p. 8)

“Although the Ph.D. program was viewed to be weak by the ERT, the only option available is to improve and strengthen the program, because every Research 1 institution to which Auburn wishes to compare itself has an active Ph.D. program in English.” (p. 9)

B. External review team’s recommendations (pp. 10-11)

1. An empowered Director of Graduate Studies, appointed by the chair and selected on the basis of his or her vision of English Studies in the 21st century, should form a committee to design a rigorous curriculum for the Masters Program and the Ph.D program.
This committee should consider the total number of courses offered, the range and sequence, and staffing. It was not clear to the ERT that the department was making the best use of its faculty in the graduate program or that there was a general sense of common practices at Research 1 institutions with regards to masters exams. The timing and construction of the exams at Auburn was a cause for concern and puzzlement, both for the ERT and current graduates.

2. Many of the M.A. students are electing to do both a thesis and the M.A. examinations. Most Research 1 universities no longer require a thesis, relying instead on examinations and portfolios of seminar papers. For pedagogical, staffing, and streamlining reasons, the M.A. thesis should be revisited for possible elimination. Doctoral programs do not look at a thesis as the basis for admission to their programs, for theses are produced too late to be considered. Those who complete their training with a Master's degree for teaching purposes at the high school or junior college level have no need for the thesis either.

June 15, 2009
To: Dr. Mary Ellen Mazey, Provost
From: Dr. Anna Gramberg, Dean
Re: Follow-up to today's meeting-addendum to Dean's Response to the Academic Program Review of the English Department

Today's meeting was a positive step toward moving the English Department forward in response to the Academic Program Review that was conducted during the 2008-09 year. Attached is a copy of the documents we submitted to you this morning: drafts of curriculum revision proposals developed by the English Department for both its undergraduate and graduate curricula, and my response to those proposals, which calls for some modifications and clarifications of the proposals—To reiterate the recommendation included in that response,

*If the curriculum proposals are revised to incorporate these modifications, and these revisions are made so that the proposals are ready to be submitted to the University Curriculum Committee in the beginning of the Fall 2009 semester, then there will be no need to suspend admissions to either program—At the end of Spring 2010, however, the College will review the implementation of these changes and evaluate whether appropriate progress is being made toward the three-year benchmarks established in the Dean's response to the ERTR.*

... We are all eager to help the English Department strengthen its ability to contribute to the mission and goals of Auburn University.

MEMORANDUM TO: Anna Gramberg, Dean, College of Liberal Arts
FROM: Mary Ellen Mazey, Provost
DATE: June 22, 2009
SUBJECT: Dean's Action Plan for English Department APR
I encourage your office to work with the English faculty to address these issues in preparing the submission of these proposals to the University Curriculum Committee during the fall 2009 semester.

...The additional information provided with the June 15\textsuperscript{th} memo clearly shows that the department is making progress toward addressing the issues related to the ENGL curriculum. I congratulate the English department faculty and the dean's office staff for their attention to this important work. The future of Auburn University's English department is bright and I am sure that the spirit of cooperation that currently exists is more than sufficient to drive the work ahead and fuel the success of this action plan.