

Academic Program Review Self-Study: Department of English

Table of Contents

A. Program Profile

1. Brief description of program mission, goals, history, and context
2. Characteristics of students
3. Characteristics of faculty
4. Description of program resources

B. Program Quality and Viability

1. Departmental student learning outcomes
2. Alignment with IUPUI's Profiles of Learning for Undergraduate Success
3. Experiences that support student learning
 - a. High Impact Teaching Practices
 - b. University Writing Center (UWC)
 - c. ESL Tutoring Center
 - d. Study Abroad in Barbados
 - e. English Week
 - f. *genesis* Undergraduate Literary Journal
 - g. English Club
 - h. TESOL Forum
 - i. Film Society at IUPUI
 - j. IUPUI Student Readings Series
 - k. International Center for Intercultural Communication (ICIC)
4. Community Engagement and Outreach
 - a. Hoosier Writing Project and Scholastic Writing Awards
 - b. Partnerships with area schools
 - c. Creative Writing program outreach
5. Programs within the department (including curricula, enrollment trends, staffing, etc. for each program)
 - Undergraduate Programs
 - a. Creative Writing
 - b. English for Academic Purposes (EAP)
 - c. Film Studies
 - d. Language and Linguistics
 - e. Literature
 - f. Professional and Public Writing
 - g. University Writing Center
 - h. Writing Program
 - Graduate Programs
 - h. MA in English and certificates in Teaching Writing, Teaching Literature, and Professional Editing
 - i. MA in TESOL and certificate in TESOL
6. Outcomes for graduates of the program
7. Feedback from program stakeholders
8. Departmental enrollment management plan
9. Fiscal health

10. Adequacy of facilities
11. Assessment of human resources

C. Department Strategic Priorities

1. Contributions to IUPUI's strategic plan
2. Contributions to unit-specific plans/priorities
3. Summary of the department's internal strengths and weaknesses and external opportunities and threats
4. Future directions for the department
5. Specific questions about which the department seeks guidance from the review team

Section A: Program Profile

A.1. Brief Description of Department Mission, Including Goals, History and Context

Mission & Vision

Through its courses and other activities in writing, creative writing, literature, linguistics, language instruction, and film, the Department of English seeks to foster students' abilities to read closely, think critically, research responsibly, and write clearly. In this way, the Department prepares students for full participation in their professional, civic, and personal lives. By its commitment to excellence in all aspects of its mission, the IUPUI Department of English aspires to become nationally and internationally recognized as a leader among urban, public universities in the areas of scholarly research, creative activity, classroom pedagogy, diversity, and service to the profession and the larger community.

Departmental Goals

In response to our previous external review in 2013, the English department developed a strategic plan for 2015-2020 that included the following goals:

1. *Increase the Department's Scholarship Profile*
 - a. Expand regular presentations of faculty scholarship to the department
 - b. Develop a Visiting Scholars series that brings scholars from other institutions to speak on scholarship and creative activities of interest to the department
 - c. Help faculty find and access funding for conference travel and other forms of scholarship dissemination
 - d. Facilitate mentoring of faculty across all ranks in the areas of scholarship progress and opportunities
 - e. Support interested lecturers in their scholarship and creative activities
2. *Recruit and retain more English Majors and Minors*
 - a. Increase the number of English majors and minors while maintaining the quality of students and programs
 - b. Increase the number of English graduate students, especially the number of funded graduate students
 - c. Increase the number of students outside our major and minors in our courses
 - d. Continue to improve advising of students to foster recruitment and retention
3. *Develop the Curriculum and Improve Assessment*
 - a. Create a long-range plan for managing and increasing our online and hybrid course offerings
 - b. Explore ways to expand the graduate offerings in English
 - c. Create a strong professional writing program at the graduate level, possibly incorporating science or medical/health writing
 - d. Develop an assessment process that is directly tied to, and evaluative of, student learning
 - e. Expand uses of the growing electronic database of student essays for assessment of student performance and teaching practices
 - f. Collaborate with faculty (and the incoming Director) of the University Writing Center to make better use of assessment data there

4. *Improve Department Community and Work Environment*

- a. Increase opportunities for faculty and faculty-student interaction, collaboration, and community
- b. Explore ways to maximize existing spaces to make them more welcoming, informative, and communal

5. *Hire and Support New Faculty*

- a. Increase the number and the percentage of tenure-line faculty in the department
- b. Increase the diversity of tenure-line and lecturer-line faculty in the department
- c. Develop a 5-year hiring plan for the department as a whole and for each concentration

Although we have not achieved all of these goals, we have made progress on many of them through initiatives that will be described below. Economic constraints within the School of Liberal Arts, driven by enrollment declines, have prevented most hiring of new faculty and limited our progress on goal 5.

Brief History and Description of the Department

In the early 1980s, in response to wide-ranging discussions within the discipline about what English should be, the department developed a vision of itself as not simply a site for literary study, but as a locus of inquiry into how language shapes and enhances human lives. Working at the cutting edge of theory and practice in English, the department shaped a faculty and a curriculum to respond to disciplinary calls for change, institutional calls to contribute to the general education responsibilities of the university, and community calls for graduates with expertise in literacy issues and the analysis and production of texts.

In addition to maintaining an excellent program in literary study characteristic of most universities, the department has created a writing program with a national reputation for innovation, built a vibrant creative writing program with strong ties to the community, used its linguistics program as a platform for the development of TESOL MA and certificate programs, developed an Intercultural Communication center, a University Writing Center, a thriving program in film studies, and provided extensive course offerings in support of IUPUI general education requirements and English majors and minors.

At this point in its history, the Department of English offers the following programs of study:

- BA in English, with concentrations in Creative Writing, Film Studies, Language & Linguistics, Literature, Professional & Public Writing, and English Studies
- Undergraduate minors in Creative Writing, Film Studies, Language & Linguistics, Literature, Multicultural Literature, Professional & Digital Writing, Professional & Public Writing, General Minor in English, and TESOL
- MA in English
- MA in TESOL
- Graduate Certificates in TESOL, Teaching Writing, Teaching Literature, and Professional Editing

In addition, the department houses the following campus support units:

- Writing Program
- English for Academic Purposes Program and ESL Tutoring Center
- University Writing Center

the following professional projects:

- International Center for Intercultural Communication
- Hoosier Writing Project
- Journal of Teaching Writing

and the following student-led extra-curricular organizations:

- *genesis* magazine of writing and art
- English Club
- Film Club

The department also contributes in significant ways – through both courses and faculty – to the following programs:

- IUPUI General Education Core – ENG-W131/140 is a required course for all IUPUI students. Many other English courses are included as choices in the General Education core.
- Liberal Arts Pathways Minors (see Appendix D.5.) – Minors in Diversity & Inclusion, Liberal Arts Perspectives on Health & Human Culture, and Storytelling have already been approved. ENG-W131/140 is a foundational course in all of these interdisciplinary minors and other ENG classes are included as electives.
- Interdisciplinary BA in Theatre, Film, and Television (Appendix D.6.)
- IU Online’s MA in English and Certificates in Composition; Language and Literature; and Literature
- IU Online’s BS in Digital Storytelling

English faculty have active adjunct relationships in the following units:

- Africana Studies (AAADS)
- American Studies
- Center for the Study of Religion and American Culture
- School of Education
- Institute for American Thought
- Masarachia Scholars Program
- Medical Humanities (MHHS)
- Native American and Indigenous Studies (NAIS)
- Olaniyan Scholars Program
- Program for Intensive English (PIE)
- University College
- Women’s, Gender, & Sexuality Studies (WGGS)

A.2.Characteristics of Students

Our students are the heart and soul of our department. Although English majors share many of the challenges common to IUPUI students, including the struggle to balance their financial constraints, work, and personal/family responsibilities with their academic workloads, our most invested majors tend to become involved in multiple areas, often serving as Writing Center consultants or *genesis* editors while also serving as interns, leading activities for English Club or English Week, helping to organize student readings, tutoring in the ESL Tutoring Center, or serving as Service Learning or research assistants in the EAP Program, PIE, or ICIC.

According to IUPUI institutional data from fall 2020, we currently have 181 undergraduate English majors (combining all concentrations) and 47 graduate students (combining two MA programs and graduate certificate seekers). Our total of 228 undergraduate and graduate majors is down from a high of 301 in 2017. English undergraduate minors are more difficult to track until minors are awarded, but from 2017 to 2020 we averaged 45 English minors awarded per year; this is up significantly from our average of 17 per year from 2012 to 2016.

Undergraduate Headcounts and Demographics (see Appendix A.2.)

Our three-year average of fall headcount is down about 26% over the past 10 years (232 to 171). Since 2014, however, the decline is only about 10%, indicating a slower rate of decline in the past seven years.

In terms of racial and ethnic diversity, we have gained noticeably in Asian, Black/African American, and Hispanic/Latinx students, especially the latter in the last three years. African American headcount has fluctuated pretty widely over 10 years and seems to be on an upswing the last two years. Hispanic/Latinx headcount is up significantly over 10 years but below the high point of 18 in 2017. In terms of gender diversity, since 2014 we have declined more sharply in headcount among men than women. Similarly, among our graduates, the percentage of female students has increased and that of male students has decreased. In terms of age and enrollment status, the ratio of older to younger students is changing in favor of younger students, and the ratio of full-time to part-time students is changing in favor of full-time students. International students enrolled in undergraduate EAP courses are

primarily from China and Saudi Arabia, while those enrolled in graduate EAP courses come mostly from India and China, although other countries from around the world are represented in the program as they are on campus.

Graduate Headcounts and Demographics (see Appendix B.1.)

Our three-year average of fall headcount for all graduate students (MAs and certificates) over the past 10 years is down slightly (48 to 42, or about 13%). The new MA in TESOL has shown modest but steady growth from two new students in Fall 2017 to seven new admits in Spring and Fall 2020. The ratio of students in MA degree programs to students in certificates has been steady over the last seven years, with certificates now accounting for about 42% of all graduate students.

Over the past 10 years, the racial and ethnic diversity of our graduate student population has grown noticeably, showing that we are attracting a more diverse graduate student body. In terms of gender diversity, female graduate headcount has remained stable, so most of the decline in enrollments is a loss in male graduate students. In terms of age and enrollment status, graduate programs have seen a decrease in students over 25 years of age and a slight increase in full-time students.

Total Credit Hours (see Appendix A.1.)

Although total credit hours have declined noticeably since 2011, we have remained steady in terms of the percentage of undergraduate and graduate credit hours we contribute to overall SLA credit hours (total is about 18% each of the last eight years with slight variations). This suggests that we are not doing any better or worse in terms of credit hours than the school as a whole; we share in the general downturn.

Graduation Rates, English BA Degrees Granted, and Minors Awarded (see Appendices A.3. – A.6.)

The four-year graduation rate for English majors is markedly better than in 2007 but about the same as 2012, having peaked in 2013, then dropped somewhat. One- to three-year retention rates seem to go in two-year cycles, being very high (80-90%) in 2011, 2013, 2015, and 2017.

Despite an overall decline in English BA graduates since 2011, our percentage of total SLA BA graduates has remained steady since then at about 7-8%.

We have had marked success in recruiting and graduating English minors. We saw significant increases from 2015-16 to 2016-2017 (17 to 38; more than double) and from 2018-19 to 2019-20 (34 to 53) with the most recent year representing an all-time high in minors awarded. Among these gains in minors, the biggest increases can be seen in Creative Writing and the General English minor.

A.3. Characteristics of Faculty

The English department has 41 full-time faculty members in the following distribution: 7 full professors, 10 associate professors, 2 assistant professors, 15 senior lecturers, 4 lecturers. We also have 2 visiting assistant professors and 1 visiting lecturer. We employ approximately 30 adjunct faculty members, most of whom teach ENG-W131 and other first- and second-year writing courses. All tenured/tenure-track faculty members have a 3/3 load, with one course release for maintaining an active research program. Lecturers and senior lecturers have a 4/4 load. While originally hired to teach multiple sections of our 100 and 200 level courses, lecturers are now being asked to take on more upper-level undergraduate courses to fill the need created by the hiring freeze, requiring many of them to teach multiple preps. Lecturers have service expectations as well.

In 2020 a new title was added to the top of the lecturer ranks – Teaching Professor. This category is meant as a promotion from Senior Lecturer and mirrors the promotion from Associate to Full in the tenure-track ranks. In Fall 2020 two of our Senior Lecturers submitted promotion dossiers for promotion to Teaching Professor that are currently under review.

Our faculty numbers have decreased significantly in the last five years. Appendix C.1. shows that full-time faculty positions decreased from 49 in 2015 to 37 in 2020, a 25% reduction. Adjunct and visiting faculty positions decreased from 54 in 2015 to 35 in 2020, a 35% reduction.

At IUPUI, all faculty recruiting is conducted with a mandate to solicit applications from underrepresented populations. When searches are undertaken, which has been seldom of late, the department strives to diversify its faculty. Appendix C.1. provides composite data for rank, gender, and ethnicity of the full-time faculty in the department.

The strength of the English department faculty is evident in our research and creative productivity, teaching accomplishments, and recognition through internal and external awards. See Appendix C.2. for a table summarizing recent faculty accomplishments in these areas.

A.4. Description of Program Resources

Classrooms

The English department offers approximately 170 sections of classes each semester. Some of these are offered online, but the majority require classroom space. The largest demand for classroom space comes from ENG-W131: Reading, Writing, and Inquiry, the writing course required of all IUPUI students, which schedules 50-55 sections each semester. Most classes are scheduled out of IUPUI's general classroom inventory. All classrooms are equipped with a computer, projector, webcam, and other instructional technologies. Faculty can request to have their classes scheduled in a room with additional technologies if needed for their classes. Classrooms can also be reserved for one-time use as needed throughout the semester.

Library Resources

The IUPUI University Library provides a variety of resources and supporting mechanisms for faculty and students in English. In addition to standard library materials (books, journals, aggregator databases, streaming video services, DVDs, and CDs) the library has developed online research guides for those unfamiliar with information sources in the field. The library also provides the opportunity for personal assistance from a dedicated librarian liaison to the department. The library supports and promotes "books on demand" and "article on demand" purchase request services as well as a long-existing interlibrary loan service. The library also actively collects digital versions of theses, dissertations, and faculty publications in its digital repository, ScholarWorks.

The English ThinkSpace (Cavanaugh 429)

The English department has long needed a space within Cavanaugh Hall that could serve as a collaborative learning environment to facilitate experiential learning and community building. In fall 2019, with help from the SLA Office of Development, we successfully applied for a \$25,000 Learning Environments Grant. This money, in conjunction with money saved over several years from our department budget and some donor funds, is currently being used to fund an approximately \$100,000 renovation and equipping of Cavanaugh 429. With easily movable furniture, the English ThinkSpace will be used for film screenings, writing workshops, work-in-progress talks, readings, student group meetings, and individual study, providing many opportunities for faculty-student and student-student interactions and meaningful learning experiences.

English Website and Social Media Presence

The department recognizes our website and social media presence as increasingly important resources for reaching our current and prospective students with up-to-date information on our curricular and co-curricular programs, events, and resources. After long delays due to factors beyond the department's control, our website is currently in process of being updated and expanded by staff of the SLA Office of Development to a version consistent with the new platform and template adopted by the School. We expect the new site to be more interactive, visual, and student-oriented, with multiple short video interviews, blog posts, and feature stories. In Fall 2020, the department formed a new standing committee for Public Communications to manage the department's social media channels, online calendar, event publicity, website updates, and to serve as a liaison to the SLA Office of Development.

Section B: Program Quality and Viability

B.1. Departmental student learning outcomes

The department has identified the following student learning outcomes (SLOs) for the English BA:

1. Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement.
2. Create innovative written works that respond to community needs.
3. Read, analyze, and interpret language and texts critically.
4. Write a reasoned argument integrating public/expert and personal voices.
5. Listen to different perspectives in order to inform and articulate ethical beliefs.
6. Analyze and evaluate how cultural differences impact language use.
7. Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.
8. Investigate and explain how language influences intellectual and emotional responses.
9. Collaborate with others to create a shared and productive outcome.

Each of the five undergraduate major programs in English has program-level learning outcomes for courses at the 100-, 200-, 300- and 400-levels that align with the English BA learning outcomes above. Each program also has at least one course included in the General Education Core. As part of the University's accreditation review, Program Directors are required to submit reviews of these general education courses, a process that allows us to measure the outcomes of all sections of these courses over a 4-year period. As a result, programs engage in an ongoing self-assessment process that allows us to make changes and improvements in order to foster student success.

Assessment of how well graduates of the program are attaining the desired learning outcomes is conducted in each of the courses that can be used as a capstone for the major in the various concentrations. Final capstone projects require students to demonstrate and reflect on how they have attained the English BA learning outcomes above.

B.2. Alignment with IUPUI's Profiles of Learning for Undergraduate Success

The Profiles of Learning for Undergraduate Success represent what IUPUI students are expected to achieve through their curricular and co-curricular activities. The departmental learning outcomes have been mapped to the Profiles (see Appendix D.1.). In course syllabi, faculty are expected to introduce the Profiles and to articulate the ways in which the course reinforces them.

B.3. Experiences that Support Student Learning

Since our last review, the department has focused extensively on ensuring that both majors and non-majors have authentic and high-impact experiences in English courses. The primary goal of all these activities is to support student learning by giving students opportunities to apply what they have learned in their coursework to different scenarios.

B.3.a. High Impact Teaching Practices

English faculty members integrate a variety of high-impact teaching practices into their courses and engage in frequent formal and informal discussions and workshops about enhancing student learning and engagement. Some high-impact practices, such as common intellectual experiences, writing-intensive courses, and collaborative assignments are so integral to much of our teaching that it is difficult to separate them from the array of experiences we create to support student learning. Other such practices are more distinct and unique. As shown below, our course offerings include number of RISE-designated courses, signifying courses that meet university-designated standards for Research, International Experience, Service Learning, and/or Experiential Learning:

- First-Year Experiences: Themed Learning Communities (TLC): On average, 3-4 English faculty members from the Literature and Writing Programs participate in TLC cohorts each fall. The TLC program is considered the premier first-year experience at IUPUI.

- Research and Creative Activity: Faculty mentors regularly supervise IRB-approved student research through the Multidisciplinary Undergraduate Research Institute (MURI) and the Undergraduate Research Opportunity Program (UROP); we sponsor student presentations at English Week, IUPUI's Undergraduate Research Day, and undergraduate conferences including Indiana University Undergraduate Research Conference (IUURC), and mentor undergraduate and graduate students toward presenting at a variety of scholarly and professional conferences, including at the regional, national, and international levels. Faculty members also mentor students toward publishing their creative work in *genesis* as well as in research and creative publications beyond the university.
- International Experience, Diversity, and Global Learning:
 - G109: Intermediate EAP: Listening and Speaking (a RISE-designated course)
 - G110: Intermediate EAP: Reading, Writing, and Grammar (a RISE-designated course)
 - G111: Academic English Reading: Perspectives on Culture (a RISE-designated course)
 - G112: Listening and Speaking for Academic Purposes (a RISE-designated course)
 - G130: Principles of Composition EAP (a RISE-designated course)
 - L245: Introduction to Caribbean Literature is linked to a new summer study abroad program in Barbados (see below)
 - Internship at Peking University Health Science Center in Beijing (see below)
 - A variety of our courses meet the undergraduate Diversity requirement, and our Minor in Multicultural Literature focuses specifically on study of diverse literatures and cultures.
- Service Learning:
 - Since 2014, EAP's G111 Academic English Reading: Perspectives on Culture/Society (a RISE-designated course) has been involving international students in service learning at numerous local organizations.
 - W315 Writing for the Web (a RISE-designated course) incorporates service work for local organizations.
 - L390 Children's Literature incorporates service to under-resourced area elementary schools.
 - L376 Literature for Adolescents is incorporating service to under-resourced area high schools beginning in spring 2021.
- Experiential Learning:

"E" Designated courses:

 - W231 Professional Writing Skills (a RISE-designated course), in which the culminating assignment is a researched recommendation report produced collaboratively for a local business or not-for-profit organization.
 - W377 Writing for Social Change focuses on public discourse directed toward action, such as texts directed to the media, letters to public officials, and organizational texts.
 - W397 Writing Center Theory & Practice (a RISE-designated course) emphasizes student-centered pedagogies, which ask University Writing Center consultants-in-training to consider their various identity positions in relation to the identities and experiences of writers who visit the Center.
 - W398 (a RISE-designated course) is an internship course for students working on *genesis* or *Journal of Teaching Writing*.
 - W426 Writing for Professional and Non-Professional Publication (a RISE-designated course) engages students to write for School of Liberal Arts publications in order to gain experience and generate writing samples for job portfolios.

- Internships, Practica, and Training Opportunities:
 - Enrollment in E398 Internship in English increased from 5 in 2015 to 20 in 2019. In spring of 2020, 10 students were enrolled and all successfully finished their internships, despite having to transition online due to the pandemic. Enrollment in fall 2020 fell to four, likely because campus closures happened in March, when many students would have been interviewing for summer and fall internships, and due to hardships caused by the pandemic. Three of the four students enrolled in E398 in fall 2020 had on-campus positions. Students in E398 have worked for organizations such as IUPUI's English for Academic Purposes, Program for Intensive English, the University Writing Center, *Indianapolis Monthly*, Indiana Repertory Theatre, and the Indianapolis Motor Speedway Museum. Moreover, the newly-enhanced academic and reflective element of our internship program has helped students reflect more intentionally on their experiences and use their internships to reflect more effectively on possible career connections. On final evaluation surveys, employers regularly reported being satisfied with IUPUI students' preparedness for internship positions. When asked if there are things they wish their English courses had covered or emphasized more to help them prepare for internship work, students noted graphic design, professional writing, grant writing, and teaching skills, and have been given course recommendations in those areas by the internship course instructor.
 - Enrollment in W398 Internship in Writing was generally between six and 11 students from 2015-2020. Students enrolled in that course are generally editors of IUPUI's undergraduate literary journal *genesis*. Enrollment fluctuates with the number of students who become *genesis* editors after taking the W280 Literary Editing and Publishing course and enrollment actually increased from 6 in 2019 to 11 in 2020.
 - Enrollment in W397/W597 Writing Center Theory and Practice averages 10-17 students and one to three graduate students during each fall semester. Students completing this course have the opportunity to apply for a position in the University Writing Center beginning in the following spring.
 - As just one option to fulfill ENG-Z 598, eight MA students have done paid Teach-Abroad Internships at the Peking University Health Science Center in Beijing since 2011. Through this culturally-immersive internship, students teach EAP courses (e.g., writing and speaking for academic purposes, American culture) and take an active role in university-sponsored student activities, such as the annual Medical Humanities Drama Competition and an international song competition.
 - L508 Teaching Literature Practicum and Z545 TESOL Practicum prepare students for careers teaching literature or English language.
- Capstone Courses and Projects: the English department offers two capstone courses per year in Literature; one capstone course in Professional and Public Writing; and one general Capstone course to serve all English majors. Internship experiences can fulfill capstone requirements as well. Students completing capstone projects often emerge with professional writing or creative writing portfolios for professional or graduate school applications; teaching units to take to their own classrooms; and work experience that helps them refine their options and succeed in attaining positions post-graduation.
- Independent Study: English faculty frequently take on independent studies with undergraduate and graduate students, offering the opportunity for students to get individualized instruction and support on significant projects that include activities such as engaging in robust secondary and primary research, conducting IRB-approved research, completing major writing projects, gaining teaching experience, preparing for MA theses, etc.

B.3.b. University Writing Center (UWC)

Through its appointments with student writers, classroom workshops, graduate writing groups, and a conversation series that foregrounds social justice aims in writing, literacy, and education, the UWC serves the entire IUPUI community, including undergraduate students, graduate students, professional students, staff, and faculty. Important components of our work include the ongoing professional development of consultants

working in the UWC, many of whom are English majors and minors and MA in English students. For a more detailed description of the UWC and its activities, please see section B.5.g.

B.3.c. ESL Tutoring Center

The ESL Tutoring Center has employed four TESOL graduate students since its inception, based on need and availability of funding. Under the supervision of the EAP/TESOL director and of a faculty tutor, the graduate assistants work with English language learners on a variety of skills. Several undergraduate linguistics and graduate TESOL students have volunteered to tutor or conducted observations for practica or other course assignments.

B.3.d. Study Abroad in Barbados

Linked to our Eng-L245 Introduction to Caribbean Literature and Culture course and in tandem with the Africana Studies program, this two-week summer study abroad experience in Barbados will provide an experiential cultural immersion experience for students from historically minoritized and underserved groups who have few opportunities to visit countries of cultural relevance to their own backgrounds and histories. Though the inaugural trip was cancelled in 2020 due to COVID-19, we hope to take students to Barbados beginning in the summer of 2021.

B. 3. e. English Week

English Week provides opportunities for faculty and students to present and discuss their research, coursework, creative activities, internship experiences, and much more. The English department's first two English Week celebrations in 2015 and 2016 were successful in addressing several of the goals articulated in our 2015-2020 Strategic Plan, such as increasing the department's scholarship profile, recruiting and retaining English majors and minors, and building community through increased faculty and student interactions. In 2017, 2018, and 2019, the department significantly expanded the scope of English Week by moving it from the fifth floor of Cavanaugh Hall to two adjacent rooms in the Campus Center, with one set up as an informal gathering place, the "English Cafe," and the other set up for scheduled panel presentations by faculty and students. English Week 2020 was fully planned and scheduled for late March 2020, in even larger rooms in the Campus Center to accommodate increasing attendance, but was canceled due to the COVID-19 pandemic. English Week 2021 is currently being planned as a virtual event.

B.3.f. *genesis* Undergraduate Literary Journal

The Department of English sponsors IUPUI's student literary magazine, *genesis*. Looking to celebrate its 50th anniversary in 2023, *genesis* is the second-oldest student organization on campus. The magazine releases one issue of about 64 pages each semester, containing poetry, fiction, creative non-fiction, and art. Supervised by one English faculty advisor, *genesis* is student-edited. The staff typically ranges from eight to fifteen Senior Editors, all trained in the department's W280 Literary Editing and Publishing course, which is offered each semester. One to three Managing Editors, often employed as work-study students, are responsible for bringing each issue to press.

genesis has long strengthened both the Creative Writing program and the whole department; the breadth and diversity of student roles as editors, writers, and artists showcases practical uses of skills in editorial selection, workflow and personnel management, layout and design, publicity and marketing, copy editing, and proofreading. The significant number of awards won by *genesis* in the Indiana College Press Association's annual literary category attests to the quality of the magazine's content and design. Editors have recently increased the journal's digital footprint with regular blog posts and interviews (on a student group website supported by the campus), increased social media presence to advertise events and promote the journal, and active solicitation of submissions.

B.3.g. English Club

With the appointment of a new and highly invested faculty advisor in 2018, student participation in English Club has increased steadily over the last three years and attendance at regular events averages 10-15 students. Bi-monthly meetings and events currently combine academic, cultural, and social events, including a book club;

a Favorite Literary Character costume contest for Halloween; a workshop on writing letters to elected representatives; organized trips to film screenings and Indiana Repertory Theatre productions; a book drive that benefitted local schools; creative writing workshops with local authors; game nights; online writing forums; and English Week events.

B.3.h. TESOL Forum

The TESOL Forum meets several times each semester, bringing together TESOL students and faculty as well as students and faculty from related fields and departments. Students and faculty give research presentations and participate in roundtable discussions about TESOL pedagogy and research. Community members have been invited to discuss TESOL needs among refugee and other ESL populations in the Indianapolis area.

B.3.i. Film Society at IUPUI

The Film Society is an active student organization, planning film screenings under the guidance of a faculty mentor and strong student leadership. An interschool student organization, the Film Society meets several times a semester for film screenings and discussions, even during the pandemic, watching and responding to films made available by the University Library on platforms such as Kanopy and Alexander Street. A group of enthusiastic students form the core of the Film Society.

B.3.j. IUPUI Student Readings Series

Since the late 1990s, the Department of English at IUPUI has hosted regular readings and open-mic nights featuring student writers, musicians, and spoken-word performers at various coffee houses, restaurants, and bookstores in the Indianapolis area, including a recent collaboration with faculty at the University of Indianapolis and Marian University to co-host intercollegiate readings. While we have hosted our readings during the COVID-19 pandemic via Zoom, increasing the range and audiences for the readings, we have most recently held our in-person readings at the Indianapolis Athenaeum, a multipurpose events center in the heart of one of Indianapolis' most vibrant arts districts.

B.3.k. International Center for Intercultural Communication (ICIC)

The International Center for Intercultural Communication provides undergraduate and graduate students in linguistics and TESOL opportunities for research and practice through research assistantships, community-centered educational and communication initiatives, and international teacher-training programs. ICIC typically supports one graduate research assistant (in TESOL or English) per academic year in support of center research and educational initiatives, along with individual study and internship opportunities for 1-2 graduate students each year under the guidance of the ICIC Director. ICIC also provides customized English training for medical residents in the IU School of Medicine and international faculty in other departments on an as-needed basis and short-term professional development programs for international teachers of EFL (English as a Foreign Language). Typically, the center runs 1 – 2 such programs each academic year. These programs provide internationalization experiences “at home” for undergraduates in the linguistics major/minor and TESOL minor and for graduate students in the TESOL MA or certificate programs. For more detailed information on ICIC and its work, please see Appendix G.

B.4. Community Engagement and Outreach

B. 4. a. Hoosier Writing Project and Scholastic Writing Awards

Our department hosts the Hoosier Writing Project (HWP), a site of the National Writing Project (NWP). NWP is the most highly respected professional development network for teachers in the nation. HWP has brought in over \$750,000 in grant money that has paid for institute and workshop leaders, teacher participant stipends, professional books, conference attendance, and website development. Over 400 K-college teachers have participated in the HWP invitational summer institutes and many remain involved through advanced institutes, workshops, retreats, and conferences. Many enroll in our graduate certificate and MA programs. HWP has reached almost 4,000 educators. HWP also coordinates the Central and Southern Indiana region of the Scholastic Writing Awards, reaching over 350 students and their teachers each year. HWP could use more resources, including faculty (the director will retire in 3-5 years), administrative support, and fundraising.

B.4. b. Partnerships with area schools

Through our work in our two courses in children's and young adult literature, we are creating partnerships with Indianapolis-area elementary and secondary schools in order to foster service learning experiences for our students and increase the visibility of the English Department and SLA in the broader community. Thus far through these courses, we have brought students (in-person and virtually) to read to, work with, and potentially mentor students at Ignite Academy and Flanner House Academy, and as of 2021 are piloting partnerships with teachers and students at Herron High School and Crispus Attucks High School.

B.4.c. Creative Writing program outreach

A weeklong pilot for a long-proposed Summer Day Program in Creative Writing was launched at George Washington High School (a school less than two miles from our building with a predominantly Black and Hispanic student population) in 2019. The program brought together two Creative Writing faculty members and four funded undergraduate teaching assistants with 26 high school juniors and seniors for five days of instruction and practice in the writing of fiction, creative nonfiction, poetry, and the graphic novel. Due to the lack of a sustainable funding source, this project is on hiatus. At various times it has been offered by the SLA Dean's Office as a model for a possible expanded school-wide academic outreach program to minoritized groups of students in the six high schools nearest our campus, or, alternatively, as a profit-generating on-campus summer program that could double as an immersive student recruitment tool for high-achievers with preexisting interest in School of Liberal Arts academic programs.

B.5. Programs within the Department (including curricula, enrollment trends, staffing, etc. for each program)

Within the English department, curriculum structure and scheduling in response to enrollment trends are handled primarily by the Program Directors and the faculties of each of the course-generating programs within the department (i.e. the five concentrations plus the Writing Program and EAP). A committee of the Program Directors, plus the Chair and Associate Chair, functions as an undergraduate studies committee to manage department-wide curriculum and scheduling issues. Reports on curricula and enrollment trends within each program are outlined below.

Undergraduate Programs

B.5.a. Creative Writing

Curriculum

English majors choosing the concentration in Creative Writing complete six credit hours of 200-level introductory/gateway courses, twelve credit hours in upper-division core courses in at least two genres, nine credit hours of literature courses (at least one of which must be at the 300- or 400-level), three credit hours of language, pedagogy, and editing courses (most often ENG-W 280 Literary Publishing), and a three-credit-hour capstone seminar. We also offer a fifteen-credit hour minor, of which nine credit hours must be taken at the 300 level or above.

Program distinctives include multi-disciplinarity (including poetry, fiction writing, creative nonfiction, and screenwriting), access to an editing and publishing infrastructure through ENG-W 280 and our undergraduate magazine *genesis*, and a commitment to reading and studying literature as an integral component of creative writing pedagogy. Beginning in 2021, all courses will integrate into their syllabi opportunities to interact with visiting writers through the Rufus & Louis Reiberg Reading Series, which brings four to six writers to campus each year.

Enrollment trends and responses

Enrollments in creative writing courses have grown significantly since 2014, suggesting that this is a potential growth area for the department and the school. Total headcounts by academic year have risen from 463 in 2014-15 to 584 in 2019-20, a gain of 26.1%. Our current number of creative writing majors, 52, is the highest of any of the concentrations in the department. The creative writing concentration has carefully responded to changes in enrollment trends by tracking which courses and time slots attract the most students, reducing multiple sections of a

single course when warranted, shifting time slots for courses we offer every semester, and increasing our online offerings.

Faculty resources and staffing

Among our faculty, we have five full-time tenured or tenure-track faculty, one full-time lecturer, and one full-time lecturer whose appointment is shared 50/50 with the Writing Program. In previous years, part-time faculty have taught additional courses. Beginning in 2019, the School of Liberal Arts has asked the program to staff these courses with qualified full-time faculty from adjacent programs. Subsequently, Writing Program lecturer Sara Harrell, who holds the M.F.A. in Creative Writing, has been teaching one or two introductory courses each semester.

A staffing challenge we previously faced is that our program faculty have been frequently tapped for administrative appointment and therefore taught fewer than the ordinary five courses per year. This situation reached a point of greater intensity between Fall 2018 and Fall 2020 when Prof. Robert Rebein served as Interim Dean and therefore taught no courses. Beginning in Fall 2021, Prof. Rebein will return to full-time teaching. If he remains on faculty subsequently, our program will be in the luxury position of having an occasional surplus of faculty, which we will remediate beginning in Fall 2021 by allowing qualified faculty members to regularly teach appropriate courses in the literature and medical humanities programs.

Strategic priorities and goals

1. *Diversity.* We are endeavoring to reach out with greater intentionality to minoritized students, especially students from the high schools nearest our campus. One recent experiment in this direction was the 2019 Summer Immersion Program in Creative Writing at George Washington High School (see section B.4.c. above). In terms of faculty diversity, we have a fairly even gender distribution, but we feel our program would be strengthened if we had more than the one current faculty member of color among us.
2. *Post-Graduation Student Career and Employment Concerns.* We are keenly aware of the very narrow traditional job market that awaits those who study Creative Writing as undergraduates. The paths prescribed to previous generations often involved the MFA-to-tenure-track pipeline. However, for most of the last ten years, there have been less than twenty jobs in each genre available nationwide at the tenure-track level for which thousands of qualified candidates with a terminal graduate degree and a book must compete. Additionally, the economics of writing books of fiction, poetry, or nonfiction as a profession are challenging. We hope to find ways to enable students to better understand how to use the skills they have acquired through our program to make a living, while continuing their lifelong work as trained literary artists.
3. *Reiberg Reading Series.* We are saddled with an underfunded endowment and a reading series structure that requires our program to provide an estimated \$50-60,000 reading series for less than \$10,000 in most years (and sometimes much less.) Our faculty has made it work for twenty years by writing grants, finding partnerships, and calling in personal favors, but we desperately need to find a more sustainable solution.
4. *Long-Term Faculty Staffing Challenges.* We foresee two future waves of retirements that will leave our program with almost no faculty at all. We are concerned that since our school has all but halted new tenure-track hires for several years now, we might be creating a large gap in experience, continuity, and institutional knowledge for our students of the not-so-distant future. That said, our hiring needs are less urgent than those of other programs in our department, especially the programs in literature and professional and public writing, whose faculty staffing (in literature, especially) is also of crucial importance to the integrity of the creative writing program.

B.5.b. English for Academic Purposes (EAP)

Mission statement

- To provide non-native speakers of English with English language support so that they can more fully participate in their academic courses of study.
- To offer to all departments uniform testing of English language proficiency of incoming students who are non-native speakers of English.

- To conduct oral English proficiency screenings and instruction for potential international teaching assistants (ITAs).

Courses

The EAP Program offers academic English language support courses for undergraduate and graduate students. Undergraduate courses include intermediate-level integrated skills courses (G109 and G110), and advanced-level reading (G111), listening and speaking (G112), grammar (G114), and writing courses (G130, G131). For graduate students, the EAP Program offers a listening and speaking course (G520) and a writing course (G513). Additionally, the EAP Program offers Legal English courses (G411 and G412) for LL.M. students at the IU McKinney School of Law. G111 is a service-learning course and all undergraduate EAP courses are RISE-designated for international learning and cultural understanding credit. Awarding credit for EAP courses -- something that still does not happen at all U.S. universities -- serves as an international student recruitment tool.

Tutoring

In the Spring of 2015, the program also opened the ESL Tutoring Center for non-native English-speaking students on campus.

Staff

Program faculty include one Associate Professor who Directs the Program and two Senior Lecturers, as well as another Associate Professor who teaches in the program part-time. In the past four years, two full-time faculty have retired and not been replaced. The program relies on dedicated associate faculty as well. TESOL MA students have had TA or RA appointments in the program or served as teachers' assistants during their TESOL internship or practicum. Due to declining enrollments during the pandemic, the lecturers and one of the Associate Professors had to pick up first-year writing courses in the Writing Program.

Enrollments

The number of international students at US universities has been declining for several years due to political climate and, more recently, because of the COVID-19 pandemic. In addition, IUPUI has been recruiting more intensely in India, especially at the graduate level. Students from India tend to be more proficient and not need as much EAP support. There is also some competition in the Indianapolis area, from ELS (English Language Services) and Ivy Tech. When the Program for Intensive English was created, it was hoped that this would be a pipeline into EAP. The total headcount of students in EAP courses has declined steadily from 769 in 2014 to just 302 in 2019, a loss of over 60%. We welcome the review team's ideas on how we can best respond to this alarming trend.

Testing

Hundreds of international students take the EAP Placement Test each year. In 2019, 337 students took the EAP Placement Test, while in 2018 we had 393 and in 2017 - 397. In 2012 we had our highest number of students taking the test: 655.

Additionally, prospective international TAs at IUPUI are assessed by the EAP Program using the SPEAK test. Since the last review was prepared, 441 graduate students have taken the SPEAK test (2013: 42; 2014: 51; 2015: 91; 2016: 75; 2017: 77; 2018: 64; 2019: 41).

When COVID-19 hit, the EAP faculty and director designed a new, in-house online placement test which IUPUI has used since June 2020 to admit new international students. The Office of International Affairs, Graduate Office, and the Division of Undergraduate Education are continuing conversations with EAP about continuing to use this new online test in the foreseeable future.

Policy

The EAP Program is consulted by the Office of International Affairs and the Graduate Office on campus policies about international student admission, standards of testing and English language proficiency, enrollment, and testing.

Program quality and viability

The EAP program is steadfast in its high-quality support of international students' language needs. Since the last review, the program has made strides to update courses and curriculum in innovative ways and expand its presence on campus, in line with cutting edge pedagogical applications from the field of EAP and TESOL.

- Course numbers have been changed from 0-level to 100-level for undergraduate courses and 500-level for graduate courses. 100-level EAP courses have been approved as credit-bearing courses which meet the cultural understanding competency requirement and are designated "I" courses as part of the RISE initiative.
- G111 has been redesigned as a Service-Learning-enhanced course. A Service-Learning Assistant scholarship from the Center for Service and Learning has been awarded since 2014 to a linguistics or TESOL student to assist in the course. The G111 instructor, the program director, and the SLA assistants have given numerous presentations and written 2 articles about this program enhancement.
- EAP writing courses G130, G131, and G513 are frequently offered as hybrid or online courses. The summer online G513 course supports IU Online graduate degrees in health informatics and other fields. The program director has published and presented prolifically about these courses, which she developed and teaches frequently.
- Additionally, in Fall 2017, a grammar-focused course was added to the EAP offerings. The new grammar course, G114, is a computer lab course similar to an online class in that it pushes students to utilize the technology provided to assist in their growth as independent learners.
- A new online pronunciation course was approved by the curriculum committee in Summer 2020.
- The ESL Tutoring Center has grown tremendously since its opening. Each semester, 2-3 tutors have staffed the center, including full-time faculty, associate faculty, and graduate students. In Fall 2018, 108 tutoring sessions were offered. In Spring and Fall 2019, students consulted with tutors over 180 times each semester. Even after COVID-19 hit, consultations in the ESL Tutoring Center remain steady.

The EAP faculty continue to perform at high levels as both instructors and participants on campus and in the field of TESOL. High course evaluations scores show that students recognize the quality of the EAP instructors. Additionally, the EAP faculty give presentations at campus, regional, national, and international conferences. In addition to being a productive researcher, the director is a founding member of the Intercultural Community of Practice, which provides faculty professional development and makes efforts to get international students more engaged in campus life as well as improve campus climate at IUPUI for multicultural students in general.

The global crisis affecting student mobility due to the COVID-19 pandemic has affected IUPUI and the EAP Program, but the program has taken on initiatives that support international student recruitment and enrollment, including by creating an online EAP Placement Test and scheduling classes in both hybrid distance and hybrid traditional formats (to make it possible for international students to either enroll from abroad or obtain visas based on in-person attendance). EAP faculty adapted extremely well to teaching in new modes of instruction during COVID and proved their versatility by picking up new courses in the Writing Program as well as tutoring in the ESL Tutoring Center.

Strategic priorities and goals

1. *Enrollment and Curriculum.* Although many of the causes for the decline in international student numbers are beyond the campus or program (e.g., political, economical in nature) and are related to the program's access only to students enrolled at IUPUI, the EAP Program will endeavor to maintain or increase enrollment. The program has already changed all its undergraduate course numbers from 0-level to 100-level courses so that EAP students can earn credit for their coursework. EAP courses are designated "international" courses and count for cultural understanding credit in the general education curriculum. Diversifying our curriculum is one of our goals. In addition to the more accessible online summer G513 course offered now, the program has received approval to offer an online pronunciation course for undergrad and graduate students. Additionally, courses like Language and the World that had been taught by retired EAP faculty are being redeveloped and will be offered in future semesters with the hope to draw international students as well as linguistics and TESOL majors or minors, promote global learning on campus, and students from the new SLA Diversity and Inclusion Pathway minor.

2. *Partnerships.* The EAP Program is essential to the MA and certificate in TESOL. The program has funded TA/RAships, and graduate students in TESOL frequently complete internships and practica as well as course projects in EAP classes, under the supervision of not only TESOL faculty but also EAP instructors. TESOL faculty also conduct research in EAP classes. Such mutually beneficial partnerships should continue.
3. *Diversity and Comprehensive Internationalization.* The international students in the EAP Program enhance the diversity of the campus population. Much work needs to be done, however, to include international students into campus culture in a way that enhances our curricula and campus climate. The EAP faculty have initiated and participated in campus-level discussions and initiatives focused on internationalization. We plan to continue our efforts to bring visibility to our program's student population and work in relation to matters of campus climate and diversity, equity, and inclusion.

B.5.c. Film Studies

Curriculum Structure and Mapping

Film Studies offers a range of undergraduate courses in the ontology, history, and reception of cinema. The Film Studies Program comprises a 200-level introductory course, a 200-level course in writing of non-theoretical film criticism, three variable-title courses in Genres, Authorship, and Film and Society, a two-semester film history sequence, a 300-level course on Film Theory and Aesthetics, and numerous courses in specific eras of American film (the studio period, the 1950s, the Hollywood Renaissance (roughly 1967-76), as well as courses on the Musical and the Film Noir. The program offers a major concentration composed of 21 credit hours in FILM courses in the 33-credit English major. A Film Studies minor is available as well.

Faculty Resources and Staffing

The Program employs one full professor who serves as Program Director, and one visiting assistant professor. We lost a regular tenure-track position in the second line when our assistant professor left in 2015 for family reasons. As this departure coincided with the entry of the school into financial crisis, we have been unable to launch a search for her replacement. Ray Haberski, a full professor in History and American Studies, has also taught for us. New faculty are much needed. Visiting Assistant Professor Schick is in her sixth year of a position that is supposed to allow for only three. The Program needs to hire for that second position. Additionally, the program's director begins a three-year phased retirement in AY 2021-2022.

Enrollment Trends (in the Regular Year; not including Summer)

Fall 2020: 143; 2019-20: 237; 2018-19: 209; 2017-18: 218; 2016-17: 230; 2015-16: 201

Enrollment trends, as the numbers above show, appear fairly consistent, although for a small program, a difference of 28 from one year to the next (a 17 percent increase from 2018-19 to 2019-20 and a 37 percent rise from Fall 2019 to Fall 2020) can feel seismic. Moreover, as these numbers show, enrollments in Film Studies have been subject to the same uncertainties as those in the department and school overall. In spite of declines in the humanities, our Film Studies Program has continually found ways to rebound and hold its own. Currently, Film Studies has 10 undergraduate majors.

In 2018-19, when three upper-level courses were under-enrolled, the film studies faculty responded by creating a new course in the history of animated cinema and moved the course on musicals online. These changes increased enrollments and attracted new students to the program. The C292 Introduction to Film course has seen robust enrollments, with one-hundred percent registration in 2020-21.

Strategic Priorities and Goals

1. *Inclusion in New Interdisciplinary Program.* The Film Studies Program is in the midst of changes that could greatly improve its prospects. As of Fall 2020, a new Bachelor of Arts in Theatre, Film, and Television (Appendix D.6.) has been approved by the university and is now under consideration by the Indiana Commission for Higher Education. This interdisciplinary program will unite courses in Film Studies, Media Studies, Media Arts (Informatics), Theatre (Communication Studies) and a multitude of media-related courses from Liberal Arts as well as other schools throughout IUPUI. The concentration within the English major will

be replaced by concentrations in Film and Television Studies and Integrated Film and Television Studies/Production. The two faculty lines in Film Studies will remain in English, along with all of the courses, which have the Academic Subject Code, FILM. The department will also retain the film minor. Therefore, our main strategic priority is to adjust our offerings to the new major in Theatre, Film, and Television. At the same time, with two courses in the General Education core (C292 and English W260 Film Criticism), and a good number of Film Studies minors, we see no change for now in the number of course offerings per year.

2. *Faculty*. With a sorely needed replacement line filled in with a Visiting Assistant Professor for an unheard-of six years to date, and with the Program Director's retirement now imminent, hiring in Film Studies is an urgent goal.

B.5.d. Language and Linguistics

The language and linguistics concentration offers a program of study of language structure and use that introduces and explores basic theoretical assumptions, fundamental concepts, and methodological approaches developed in the discipline of linguistics. Beyond the introductory phase of their course work, students may choose from classes that cover a broad range of linguistic research, for example, into the relationship between language and culture, society, writing, and gender. In addition, students may choose courses that are primarily theoretical in nature, such as syntax and semantics, or they may choose courses that are more applied in nature, such as second language acquisition and teaching English as a second language. In general, students emerge from their studies in this concentration with the skills and knowledge that enable them to investigate a variety of language issues in a rigorous and scientific manner.

Curriculum Structure and Mapping

We have developed a clear degree map for the concentration that allows students to work through the requirements in a timely and flexible manner. The 33-credit concentration has been improved by the creation of a new 400-level course, Z405 Topics in the Study of Language, and by expanding the selection of courses available for the capstone. Although we are able to map out a program that allows students in the concentration to complete their degrees in a timely manner, we cannot offer students a variety of courses due to the strain on faculty (see below). In addition to the concentration, we offer a 15- credit minor that accepts two linguistics courses (six credits) from other departments within SLA.

Enrollment Trends

Available data for total enrollment in undergraduate linguistics courses show an upward trend. Looking only at regular semester enrollments for the academic years 2016-2017 to 2019-2020, we see that total enrollments respectively are: 120, 132, 143, and 147. As of the Fall semester 2020 we have 13 students in the Linguistics Concentration and 5 in the Linguistics Minor.

Faculty Resources and Staffing

We are short on faculty and need to hire at least one new linguist in the near future. Currently, three of our five tenured linguistics faculty hold administrative positions that require course releases, which creates a shortage that has been exacerbated by the recent retirement (2018) of a tenured linguist at the rank of Associate Professor. Before that, in 2016, we lost a linguist at the rank of Senior Lecturer who could be counted on to teach 200-level linguistics courses when the need arose. As of now, we have no one to call on in the lecturer ranks for staffing our courses: all linguistics courses are taught by tenured faculty. Further retirements will be a threat if there is no replacement of faculty with line hires. It is not unreasonable to expect two more tenured linguists to retire within the next three to five years.

Connections to Graduate Programs

The language and linguistics concentration contributes to 2 - 3 courses in the MA in English Program each semester. In addition, the linguistics faculty teach all the courses for the TESOL Certificate and the MA in TESOL programs. A special recognition of the role of the applied linguistics programs in the Department was the establishment of the Barbara E. and Karl R. Zimmer Endowed Chair in 2001. An important part of this position includes mentoring of linguistics faculty and students as well as providing support for the local community in areas of intercultural

communication and English for specific purposes teaching in the workforce. Thus, maintaining the Endowed Chair position in the Department after the retirement of its current holder, Dr. Ulla Connor, is a high priority.

Strategic Priorities and Goals

1. *Curriculum.* One of the goals of the Linguistics Program is to offer those courses at the 300 and 400 level that have not been offered in the last 3-4 years. For example, ENG Z302 Understanding Language Structure: Syntax has not been offered since its inception; ENG Z303 Understanding Language Meaning: Semantics has not been offered in the last three years; ENG W310 Language and the Study of Writing has not been regularly offered in the last three years. In addition, two 300-level Anthropology courses that satisfy the Linguistics Concentration have not been offered for many years due to the retirement of the English department faculty member, a linguist, who had taught these courses.
2. *Online teaching.* Faculty have been developing online versions of our courses, and this has, of course, accelerated in response to the coronavirus pandemic. Prior to the pandemic, in the summer of 2019, we offered D600 History of the English Language. In the spring of 2020 linguistics offerings shifted to some version of online instruction. In the summer 2020, two undergraduate courses were taught online: Z205 Introduction to the English Language, one of our two core courses, and Z301 History of the English Language. All linguistics courses for the fall 2020 are being taught online, as will courses in Spring 2021. Like faculty throughout the university, the linguistics faculty has worked tirelessly to make their online instruction innovative and effective to provide students with a rich learning experience.
3. *Hiring.* With the hiring of perhaps just two linguists, it would be possible to build on the minor in linguistics, which accepts linguistics courses from other departments, and develop an inter-departmental major, with its home in the English department. A number of departments in the SLA that offer linguistics courses would benefit from such a major by drawing students from outside their own majors to the courses they would offer in a newly formed linguistics major. In addition, it's possible that other schools could contribute to such a major, e.g. psychology from the School of Science. This aside, one of our chief priorities is to hire at least one new tenure-track linguist in order to continue meeting the goal of sustaining a viable concentration in linguistics.

B.5.e. Literature

Curriculum Structure and Mapping

Undergraduate Program

Literature majors study the critical and historical foundations of British and American literature and complete at least one Shakespeare course and one diversity course in addition to their capstone. Elective courses give students the choice to explore world literature, literature from underrepresented groups, and children's literature. These requirements ensure that our students will be well-read and adept at critical analysis. Classes emphasize close reading, development of a critical lexicon, and the practice of moving from text to interpretation through frequent essay writing. Our lower-level classes introduce students to the basics of literary argumentation; our upper-level and graduate classes include theoretical concepts and literary criticism. We also require non-literature courses in two targeted areas—Linguistics and Editing—that connect the study of literature to essential fields of expertise. This curriculum provides our graduates with a coherent foundation of knowledge and skills to prepare them for a wide variety of potential careers. We also offer 15-credit minors in Literature and Multicultural Literature.

Graduate Program

The Literature Program contributes two to three courses to the MA program each semester. Also, the graduate Certificate in Teaching Literature provides an opportunity for teachers to begin work in a structured program and enables the department to strengthen its professional mentoring objectives. In addition, the Certificate serves as a feeder program for the M.A. in English. While the Certificate does not automatically lead to a graduate degree, the credits earned can be applied toward the M.A. in English. 15 students have completed the Certificate in Teaching Literature since its inception in 2016.

Enrollment trends and responses

Declining enrollments in the Department and the School of Liberal Arts are reflected in the Literature program. Though the most significant drop in Literature course credit hours we have seen occurred between 2010 and 2015 – a drop of 44% – our enrollments continue to fall steadily, dropping another 22% between AY 2015-2016 and 2019-2020. As a result of declining enrollments and loss of faculty, our program is offering just under half the number of courses that we did ten years ago. In AY 2010-2011, the Literature program offered 75 total sections of undergraduate courses. In AY 2019-2020, we offered 42 total sections. Currently, the concentration has 34 majors.

In response to these trends, we have increased our class capacity to 35 students where possible, recognizing that the only area where this consistently increases enrollment is in our online courses. In the last three years, we have expanded the number of 100- and 200-level Literature courses that are included in the General Education Core Curriculum and have added Eng-L115 to Themed Learning Community cohorts each fall in hopes that robust enrollments at the lower levels will generate student interest and draw students toward our upper-level course offerings. For fall 2020, we began to advertise themed sections of our Core course offerings in hopes of drawing student interest from across campus: Harry Potter- and Hunger Games-themed sections of L115 are leading this charge, with good enrollments in fall 2020. We hope such courses will generate student interest and attract new majors and minors.

We have also continued to add more online sections to our course schedule, which bolsters flagging enrollments. Now capped at 35 students, many of our online offerings fill to capacity. While most of these courses are at the 100- and 200-level, we also offer 300-level courses in Children's Literature and Adolescent Literature online every year, which suits the restrictive schedules of the Education students who need to take them.

As a result of these responses to low enrollments, the limited roster of courses we now offer are enrolling well, at 75% of capacity in 2019-20. Nevertheless, we are concerned that necessary cuts to course offerings limit our ability to offer the wide array of specialized courses that we were once able to offer at the 300 and 400 levels.

Faculty resources and staffing

Though composed of talented and passionate teachers, our faculty has been hit hard by retirements and departures. Our “full-time” literature faculty now consists of just three tenure-line faculty, all of whom have administrative roles that limit their availability to teach courses, and one Lecturer who teaches the heaviest load of eight courses per year for the program. The only other full-time appointment in our program is contingent: our Visiting Assistant Professor, who teaches six courses per year, including all of our offerings in Shakespeare, is now in her fourth year of appointment with no certainty of renewal. Our remaining courses are taught by faculty members from the Writing Program, Creative Writing Program, Religious Studies Department, and three adjunct faculty members.

Though our faculty has a strong record of mentorship and are highly invested in the success of our students, dependence upon contingent and overtaxed faculty members who divide their time between teaching for multiple programs and managing administrative roles sometimes prevents our program from offering the intensive support required of such a program. We are often not able to offer specialized courses, staff independent study projects, serve as MA Thesis directors, or provide the continuity and mentorship students need. In short, there are not enough dedicated faculty in our program to meet our students' needs and provide a cohesive educational experience.

Strategic priorities and goals

1. *Faculty.* We were finally able to convert one of our longtime Visiting appointments into a Lecturer line in 2020 and will continue to request a search for a tenure-line faculty member in Shakespeare. Securing this faculty position would eliminate the need for the remaining Visiting position that has kept our program afloat for the past four years and add a strong measure of consistency for our Department, our Program, and our students.
2. *Interdisciplinary Connections.* We are working to draw more students from across campus to the study of literature by building interdisciplinary connections. We are reviving our connection to the Medical Humanities program effective spring 2021 and are working to have our courses added as electives in other programs, including the Digital Storytelling program in the School of Informatics. We are seeking to include Core Literature courses in additional TLC program cohorts, including in the School of Science and SPEA.

3. *Curricular Innovations*. Over the last two years, we have surveyed students in Literature courses about their needs and interests. In response, we have created a new course for spring 2021 in Queer Literary Studies – the only course of its kind at IUPUI, and one eagerly anticipated by our students. Also in response to student feedback, in fall 2020 we successfully offered themed sections of our introductory-level L115 Literature for Today course, organizing classes around popular book series -- Harry Potter and The Hunger Games -- in order to attract more students to the study of literature. We are tracking the results of these additions and innovations, hoping to identify curricular innovations that will help our twenty-first century students see more clearly how the study of literature helps them cultivate essential critical reading, writing, and thinking skills that will benefit them in their future careers and in their lives as citizens.

B.5.f. Professional and Public Writing

The Professional and Public Writing concentration (formerly the Writing and Literacy concentration) introduces students to the discipline of writing studies through courses informed by theory and focused on experiential learning. Students with a major in Professional and Public Writing gain experience as critical creators and consumers of a variety of written texts. Former students have gone on to careers in professional editing, business writing, content creation, and grant writing as well as to graduate study in writing studies, law, and library sciences among others.

Curriculum Structure and Mapping

The professional and public writing major offers a 33 credit major and two 15 credit minors. In 2019, the major was revised to emphasize three “core” dimensions of writing studies:

- Courses in the *Culture and Rhetoric* dimension (15 required credits) ask students to explore the ways writing is situated in and co-constituted with civic and social life.
- Courses in the *Style and Editing* dimension (three credits) ask students to engage, critique, and gain experience with the more “local” features of writing.
- Courses in the *Writing Experience* dimension (nine credits) ask students to create texts for contexts that extend beyond the walls of the university.

The Minor in Professional and Public Writing extends experience with writing beyond the general education requirements, and the Minor in Professional and Digital Writing addresses the theory and practice of writing with digital technologies.

Graduate Program

Each semester, Professional and Public Writing faculty contribute one to two courses that count toward the MA in English as well as the graduate Certificate in Teaching Writing. While there seems to be student demand for these courses, particularly those that count toward the Certificate, staffing limitations mean that we only offer a few graduate courses per school year.

Enrollment Trends and Responses

Enrollments in Professional and Public Writing courses have increased at a modest rate over the last four years (+ 54 student enrollment since the 2016/17 academic year). While this increase is promising, we seek to increase the growth by offering additional courses. On average, the concentration has offered one fewer course in the spring in response to projected enrollments and staffing limitations. The concentration seeks to grow enrollments by increasing outreach to other schools on campus; in particular, we believe students in the School of Informatics and Computing and students in the Kelley School of Business would benefit from adding a minor in Professional and Public Writing.

In addition to increasing overall enrollments, the concentration seeks to increase majors in Professional and Public Writing. Currently, the concentration has 34 majors. To this end, the concentration seeks to promote our courses and create a greater sense of community by increasing writing-focused social events on campus and online.

Faculty Resources and Staffing

Courses in the Professional and Public Writing concentration are taught by three tenured/tenure line faculty, and six senior lecturers. All three tenure-line faculty and four of the senior lecturers have significant service obligations, which include directing the University Writing Center, directing the Writing Program, coordinating Writing Program courses, and directing the Certificate in Teaching Writing. Additionally, faculty teach in multiple programs including the Writing Program, and the MA in English/Certificate in Teaching Writing. The faculty teaching in the concentration are committed, qualified, and accomplished, but stretched too thin to grow the program. Further imperiling the situation are the impending retirements of one tenured faculty member and two of the senior lecturers. These retirements will come on the heels of the 2018 retirement of the concentration's fourth tenured faculty member. The program will be left with two tenured/tenure line faculty and four senior lecturers to carry the program while also administering and/or teaching in other programs.

Strategic Priorities and Goals

1. *Growth.* The main priority of the concentration is to continue to grow the program by offering more sections of existing courses and developing new courses. To do so in a sustainable way, the concentration needs a tenure line hire as they have requested over the past three years.
2. *Build Connections.* The concentration will also continue to build connections across departments and schools. Recent progress toward this goal includes a productive partnership with the Communications department to develop a new course for the recently created Theater, Film, and Television major.

B.5.g. University Writing Center

The University Writing Center (UWC) is a School-level center that supports students across the University through its writing consulting sessions, workshops, and other programming. The Director of the UWC is a tenure-track faculty member of the English department who, by virtue of that position, also sits on the department's Program Directors Committee. The UWC's Assistant Director is currently a Visiting Lecturer in English.

Mission

The University Writing Center is a community of writers supporting writers. Our mission is to make spaces for practicing and learning about writing. Our work is conducted through peer-to-peer mentoring by undergraduate and graduate writing consultants. The work of consulting requires respecting and valuing the unique cultural and personal histories, knowledge, and language practices each writer brings into their writing. We see ourselves as advocates of writers and writing. We strive to be a welcoming, inclusive space for all IUPUI community members to share their writing in an interactive and collaborative learning environment.

Programming and Services

The UWC offers one-to-one appointments with student writers, classroom workshops, graduate writing groups, and a conversation series that foregrounds social justice aims in writing, literacy, and education. The UWC serves the entire IUPUI community, which includes undergraduate students, graduate students, professional students, staff, and faculty. Important components of our work include the ongoing professional development of consultants working in the UWC, many of whom are English majors and minors and MA in English students:

- *UWC Consultant Education and Professional Development:* Consultants engage in an orientation each fall and biweekly staff meetings each semester. The committees introduced to the UWC in fall 2015 continue to be productive means for sustaining and growing UWC programming while allowing for multiple professional development opportunities for consultants. Consultants have the opportunity to engage in inquiry pertaining to writing center theory and pedagogy and writing studies as part of their work in the UWC. Consultants are encouraged to participate in research that can lead to important experiences and professional development for them (such as attending conferences and publishing) that also improves their consulting techniques.
- *UWC Leadership Opportunities for Consultants:* As the committee structure stabilizes, the UWC has been able to make space for leadership roles in the UWC where advanced undergraduate and graduate consultants take on roles that give them experience in delegating, project management, collaborative research, and supervision. These leadership roles provide consultants with opportunities to take on more

responsibilities and employ their writing center experience in a way that can support the sustainability of UWC programming.

Faculty Resources and Staffing

The UWC is a School-level unit that reports to the English Department and the School of Liberal Arts. It is supported by one tenure-track director (with a 1/1 course reallocation) and one visiting lecturer assistant director (with a 4/3 course reallocation) overseeing a staff of 30+ undergraduate and graduate student writing consultants from across disciplines, which includes 2 teaching assistants and 2 research assistants.

Strategic Priorities and Goals

In early 2020, the UWC underwent its own external program review, which was largely positive but pointed out structural concerns, particularly around funding and consistent support for the assistant director role (see Appendix F), and is currently in process of developing its own strategic priorities and action plans in response to the review. Although it is a campus resource, the UWC is funded entirely by the School of Liberal Arts, a situation that is unsustainable.

B.5.h Writing Program

The IUPUI Writing Program offers core undergraduate, "gateway" writing courses. These fulfill two levels of writing requirements for most undergraduate degree programs at IUPUI. All undergraduates at IUPUI are required to have first-year writing competency, fulfilled by taking ENG W131, "Reading, Writing, and Inquiry" or the honors version, ENG W140. Students take a Guided Self-Placement Survey that provides a recommendation that students can discuss with their advisor before enrolling. Many programs at IUPUI require sophomore-level writing proficiency, often fulfilled by completing one of three English writing courses: W230 Science Writing, W231 Professional Writing, or W270 Argumentative Writing. (The School of Business has their own second-level writing course, as does the School of Engineering and Technology. Some schools, such as Art and Nursing, do not have a second-level writing requirement.) The program is guided by a Writing Coordinating Committee (WCC).

Curriculum Structure

The Writing Program has developed a set of goals and outcomes for all our courses. These outcomes are mapped to the campus Profiles of Learning for Undergraduate Success. We also have a grading guide for W131. Curriculum resources are provided to all program faculty through Canvas sites, workshops, and mentoring. We do not provide a standardized curriculum for our courses, encouraging faculty innovation through a collaborative culture that extends back several decades. Faculty teaching W131 and W140 are expected to use portfolios; faculty in all our courses have been reading and discussing the threshold concepts in *Naming What We Know*. We are confident that across the variety of approaches in our writing courses, students are receiving comparable experiences. We assess student learning through grade norming sessions and periodic evaluation of randomly selected student work by groups of our faculty. W131 and W140 have been through the campus General Education review process.

Enrollment trends and responses

Enrollments in W131 and W140 have remained fairly stable over the past five academic years (2015-2020), averaging 2,645 students. Despite record first-year enrollments at IUPUI in that period, this average is a bit lower than in 2012-13, due primarily to a surge in the number of students bringing W131 credit with them from dual credit programs and AP credit, around 30%. We do not supervise dual credit programs, except for high school students admitted through the SPAN program. Indiana University-Bloomington coordinates a dual credit program in state high schools, as do other universities and colleges, including Ivy Tech Community College.

Enrollments in our second-level courses have increased over the past five years, growing from 1,221 in 2015-16 to 1,372 in 2019-20. (We haven't reached previous highs, such as 1,620 students in 2012-13.) Enrollment in W231 Professional Writing is at higher levels than in the past. Enrollment in W270 Argumentative Writing declined precipitously in 2014-15, due mostly to declines in majors in the School of Liberal Arts and somewhat to the School of Education developing its own second-level writing course. However, those numbers are rebounding, approaching 400. We have also seen steady growth in a new course, W230 Science Writing, first offered in spring 2015. Our second-level writing coordinators have worked hard to develop common concepts and goals across those courses

and to communicate this curricular mapping to advisors and faculty across campus. The lead advisor in Liberal Arts has helped arrange meetings with the campus advising group, for example, at which our 200-level coordinators explained the commonalities and differences in those three courses. We have also asked our faculty to regularly remind students in these courses that they can use the course toward a minor in Professional and Public Writing.

Faculty resources & staffing

The Writing Program currently has 39 total faculty: 19 Associate (part-time, adjunct) Faculty, 1 TA, and 19 full-time faculty, including 1 Visiting Lecturer, 3 Lecturers, 12 Senior Lecturers, 1 Clinical Assistant Professor (whose primary responsibilities lie elsewhere), 1 Associate Professor, and 1 Professor. Due to declines in their own program enrollments, 3 full-time faculty from our own EAP Program and 1 full-time faculty from Religious Studies have begun teaching sections of W131 in 2020-21. Our total faculty numbers represent a decline from Fall 2016, when we had 50 total faculty, including 24 full-time. All of our associate faculty have master's degrees except for one TA. Our associate faculty have an average of 10 years' experience with our program, with several having 20 or more years. We do have frequent turnover, as associate faculty move out of state or move on to full-time positions at other colleges and universities, high schools, non-profit organizations and businesses. Among our full-time faculty, we have had many retirements in recent years, including Prof. Kim Brian Lovejoy, who regularly taught W131, and longtime senior lecturers who were program leaders. Clearly we need more full-time faculty in the program.

We provide 20 hours of orientation to new faculty. Each year we have two mandatory, half-day workshops, and our faculty often attend teaching workshops provided by other units on campus as well as area and occasionally national conferences. We also have Canvas sites for 100-level and 200-level writing courses that offer faculty resources. We observe program faculty at least once every three years.

Strategic priorities and goals

1. *Faculty*

- Make the case for hiring full-time faculty, in coordination with the Professional and Public Writing concentration.
- Prepare for the retirement of longtime program faculty leaders. (We are expecting 5 retirements in the coming 5 years, including the Director and 2 WCC members.)
- Improve working conditions for our part-time faculty, primarily through advocacy within the School of Liberal Arts. Writing Program adjunct faculty formed and continue to lead the IUPUI Associate Faculty Coalition, and Prof. Fox is active on School and campus committees, promoting policy changes to benefit adjunct faculty.

2. *Curriculum and Assessment*

- Further align our curriculum with changing literacy practices through curricular development and faculty professional development.
- Align assessment efforts with the School of Liberal Arts and campus initiatives, including curriculum and outcomes mapping in the School of Liberal Arts, and General Education course reviews at the campus level.

3. *Visibility*

- Work with advisors, faculty, and students across campus to raise awareness of the Writing Program, especially our 200-level course offerings, thereby increasing enrollments and developing partnerships.

Graduate Programs

B.5.h. MA in English

Curriculum structure and mapping

Unlike traditional MA programs, which prioritize literary history, the IUPUI degree focuses on applications of English studies, with emphases on pedagogy and editing. Our MA program affords students flexibility in fashioning a course of study: we require only eight credit hours of core courses with the remaining hours electives, tailored to students' interests and goals. Three populations of students typically enroll in our program: those planning to

pursue further study, such as a PhD or MFA; classroom teachers seeking additional credentialing in their subject area; and people whose interests extend beyond pedagogy: creative writers, future editors, and working professionals, drawn to the habits of mind that a graduate degree in English can foster. Students may choose either a thesis (36 credit hours) or a non-thesis option (40 credit hours), and concentrate on literature, writing, or linguistics. Our program prepares students for many kinds of professions—editors, teachers, professors, arts administrators, writers, and scholars.

Students may pursue one or two graduate certificates concurrently with the MA in English. Most typically those are certificates in TESOL, Teaching Writing, Teaching Literature, or Professional Editing. Because each certificate is 20 credit hours, it is possible to complete two of those within the non-thesis option. Classes taken for the MA program may count toward the certificate program as long as they are required or elective courses for that particular certificate.

Program Learning Outcomes

The learning outcomes of the M.A. in English program (depending on a student's focus) empower students to:

- Articulate personal and professional goals for graduate study
- Describe the main features of significant literary theories
- Produce theoretically informed criticism of works of literature
- Conduct independent research
- Communicate effectively with a professional audience
- Engage in practices and become acquainted with theories that define Rhetoric & Writing as a field
- Develop a sense of the relationship between graduate work and the profession

Enrollment trends / faculty and staff resources

One benchmark, of which we are especially proud, is the increase in matriculated students from six in fall 2018 to 15 in fall 2019—a surge we attribute to dogged recruitment efforts and more systematic tracking of applicants. That number fell to nine in fall 2020 due to COVID-related deferrals. We have also stepped up our social media presence both to advertise our program and to put our alumni and current students in contact. At the moment we have 27 students in the MA program.

At the same time, the MA in English is going through a period of transition. In academic year 2017-2018, the MA in TESOL—a new degree program—came into being, effectively splitting off from the MA in English. In 2019-2020, Indiana University implemented a system-wide online MA in English, which is actively competing with our face-to-face program. The courses for the online MA show up as offerings on our students' registration screens, and though our graduate director encourages students to prioritize IUPUI courses, the plethora of these offerings from other IU campuses, especially in the summers, makes them attractive. When our students take non-IUPUI classes, our campus gets only 30% of the revenue. However, we do get 70% of the revenue when students from other campuses enroll in courses for the IU Online programs that our faculty teach.

Even as the online MA makes available at least a half dozen courses per semester, our own local offerings have shrunk. In response to our School's increased vigilance about low-enrolling courses, we have proposed fewer classes each term, so the ones we do offer have healthier rosters. We also have fewer graduate faculty than at the time of our most recent self-study, having lost six tenure-line faculty mostly to retirements, with several other colleagues having moved into administration. Given our newly streamlined offerings, students are more inclined to fill out their schedules with the online MA's courses, or to ask our faculty to do independent studies.

A staff reorganization in the School of Liberal Arts has also meant fewer administrative assistants shouldering an increasing amount of work. The staff member handling English graduate admissions, degree completion forms, and student employment also works for three other departments.

Student productivity / Graduate assistantships / Alumni employment

We endeavor to provide funding to our graduate students to defray the costs of their education. In academic year 2020-21, nine of our students have teaching or research assistant positions in the Writing Program, the University

Writing Center, the IUPUI Arts and Humanities Institute, the *Journal of Teaching Writing*, the Santayana Edition, and the Frederick Douglass Papers; yet another student is a University Fellow. All of these awards carry a stipend of \$11,000, tuition remission for 16 credit hours per year, and medical insurance. The assistantships result from a cost-sharing program funded by competitive block grants from the IUPUI Graduate Office and School of Liberal Arts, with additional support provided by our campus partners. This funding, we believe, has direct results in student success and productivity. Our funded students gave 64 research presentations from fall 2017 through fall 2019. These successes derive from the intellectual talent of our recent cohorts of students, but also from the mentorship of our faculty.

Our graduates are highly employable. By tracking alumni over the last five years, our graduate director has determined their high rate (95%) of gainful employment. One recent graduate and 2018-2019 University fellow is now a staff writer for the *New York Times*. Another works as an acquisitions editor at Random House. Recent graduates of our MA programs have gone on to professional positions as journal editors, managing editors, marketing, communications specialists, etc. with major publications and companies. At least nine recent alumni are currently pursuing Ph.D. or M.F.A. degrees.

Strategic priorities and goals

1. *Combined BA/MA*. To grow our MA program, one tactic we would like to pursue is to create a combined BA / MA in English, which students would complete in five years. Several other departments in the School have these.
2. *Faculty*. Ideally, we would like to reverse the losses in our graduate faculty by making more hires.
3. *Funding for Students*. We also plan to expand funding for our students by growing new campus partnerships with entities like the Spirit and Place Festival, housed in the School of Liberal Arts, or a possible third research assistantship in the IUPUI Arts and Humanities Institute.
4. *Support for Area Teachers*. It would also be beneficial to provide more support, financial and academic, for the classroom teachers in our program, who juggle so many responsibilities.
5. *Iu Online*. As far as competing with Indiana University's online MA in English, we look forward to benefitting from the guidance of the self-study reviewers.

B.5.i. MA in TESOL

The MA in TESOL program was approved during the academic year 2017-2018. Prior to that, a TESOL concentration had existed under the English MA, together with a Certificate in TESOL.

The 31-credit-hour Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) is a professional degree that prepares graduate students to become effective teachers of English to adult learners who speak other native languages, both in the U.S. and abroad. The M.A. in TESOL provides both a strong theoretical foundation as well as hands-on practical experiences.

The 19-credit hour Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) prepares teachers to meet the needs of adult learners who speak other native languages, both in the U.S. and abroad. The TESOL Certificate provides a strong theoretical foundation as well as hands-on practical experiences. The program can be completed in one calendar year; all certificate credits can be applied to the MA in TESOL at IUPUI.

Program Learning Outcomes

The nine learning outcomes of the IUPUI M.A. in TESOL program empower students to:

- understand the linguistic, psychological, sociocultural, and identity dimensions of second language development in adult learners;

- understand and apply the principles and practices of effective second language instruction in both verbal and written communication on the basis of the relevant research in the fields of second language acquisition and applied linguistics;
- conceptualize the second language classroom as a site for the development of intercultural and pragmatic as well as linguistic competencies;
- assess the communicative and sociocultural needs of diverse populations of adult learners of English;
- design pedagogically sound instructional units and curricula for the development of second language literacy to meet the specific interactional needs of diverse populations of non-native speaking adults (e.g., medical professionals, international university students, diplomats and business people, Spanish-speaking immigrants, Burmese, Somali, and Iraqi refugees, English as a Foreign Language (EFL) contexts);
- deliver principled second language instruction at both basic and advanced levels to adult learners of English in a variety of contexts (e.g., community-based adult education, university-level academic speaking and writing courses, legal/medical English for adult professionals, EFL contexts);
- implement the pedagogically sound use of educational technology in second language instruction;
- evaluate the pedagogical efficacy of current second language courses and curricula; and
- develop principled curriculum for non-native speaking adults in educational and employment contexts.

Staffing

Program faculty include two full and two associate professors, three of whom direct language programs and have other administrative duties (such as Associate Dean). One faculty member retired and was not replaced, and two others will conceivably retire in the near future, as pointed out above in the Language and Linguistics section. The Program's ability to grow is directly dependent on maintaining and increasing the number of full-time faculty.

Enrollment

Currently, there are 15 students enrolled in the TESOL MA Program and 8 in the Certificate (some are enrolled in both).

Program quality and viability

The TESOL Program offers courses on fundamental topics in the field (e.g.: second language acquisition, TESOL methods), electives related to the faculty members' areas of expertise (ex: language learning and technology, second language writing), and internships and practica. The program faculty are productive researchers in important sub-fields of TESOL and applied linguistics. IUPUI block grant funding and funding from the English language programs in the English Department (the English for Academic Purposes Program) and the School of Liberal Arts (the Program of Intensive English (PIE), and the International Center for Intercultural Communication (ICIC)) have been instrumental in supporting and attracting new students. TAs and GAs have taught in the PIE, conducted research in EAP and ICIC, or tutored in the ESL Tutoring Center. Faculty and students publish and present together at conferences. The late distribution of block grant funds makes it difficult to recruit students because admissions are processed before funding decisions are made at university and school level.

Graduates of the program have secured admission into Ph.D. programs, the Fulbright English Teaching Assistant program, and employment as teachers and other lines of work in the U.S. and abroad.

Strategic priorities and goals

1. *Enrollment.* In order to strengthen the pipeline of students into the TESOL MA and certificate, we developed a proposal for an undergraduate TESOL minor which was approved at the end of Spring 2020. We regularly discuss program development ideas, including possibly creating a combined BA/MA or an online degree.
2. *Online teaching.* Related to the point above, we believe that teaching our classes online will make us more accessible and attract more students. Before COVID-19 hit, we were in the process of converting several courses into online courses. TESOL Methods was going to be offered online in Spring 2020, and two other courses (ESP and Materials Development, and Sociolinguistics) were in the process of being redesigned. COVID-19 has pushed us to transform our teaching and adapt to the online environment. We continue to explore possibilities of developing in the online arena when the pandemic ends.

3. *Advertising budget.* We would like to reach prospective students outside of Indiana by advertising more broadly. Not having a budget presents challenges for this plan, as advertising is expensive. We utilize some free and low-cost advertising such as professional listservs, the Midwest Exchange network, ads at state-level conferences such as INTESOL (sponsored by the EAP Program). This, however, does not get us in front of enough out-of-state or international students who may otherwise be persuaded by the quality of our faculty and curriculum.
4. *Funding.* Financial support for MA programs at IUPUI will decrease as the institution has decided to focus on supporting Ph.D. programs more. The English language programs which have helped fund graduate students have lost enrollments, which has decreased their revenue. The promise of even partial funding attracts students into our programs, therefore it is imperative that we continue to receive funding from the school and/or campus.
5. *Workload/resources.* The small number of faculty in the program is stretched thin: the director herself also leads the EAP Program, another faculty is an associate dean and director of PIE, and a third leads ICIC. The director, who received a course release per year in 2019 and 2020 (the equivalent of 2.5 hours/week), is slated to lose her time reallocation starting this year, on account of a new metric implemented in the school based on program size. Achieving the goals at 1-3, advocating for 4, and continuing to perform all the advising and administrative duties related to the program with diminished human resources and time jeopardizes the program's chances to survive and thrive.

B.6. Outcomes for English BA graduates

Appendix A.7. provides information on outcomes for English students after graduation. Our percentage of students who are employed full-time within six months of graduation is 51.6%, only slightly below the campus average of 53.6%. The percentage of students who move on to graduate degree work or other continuing education is 10.3%, above the campus average of 9.5%. Our students also do quite well compared to the campus as a whole when it comes to finding jobs that are related to their majors: our average across all concentrations in this area is 51.7%, compared to 44.1% for the campus. One of the ways in which we help prepare our students for careers in multiple areas is through our internship program, which has grown since we began including internships among our capstone experience options. Across all concentrations within the major, 51.7% of our students participate in at least one internship during their undergraduate careers; this compares to the campus average of 53.2%. Since 2015, many of our alumni who are in English-related careers in the Indianapolis area have returned to speak to our current undergraduates on panels at Fall Career Week and at English Week in the spring; topics have included the value of internships as a springboard to careers, seeking and interviewing for English-related jobs, and creative uses of English skills.

B.7. Feedback from Program Stakeholders

Although we recognize that our programs have multiple stakeholders, for this self-study we focused our attention on two specific stakeholder groups: our undergraduate majors and minors, and our undergraduate English Education majors. In fall 2020 we distributed a survey of these groups, linking our questions to our departmental student learning outcomes (see Appendix A.8.). Responses from the 76 students who completed the survey show that students strongly agree that their English coursework is preparing them for future classes and careers: 75% of respondents strongly agreed that their English classes have helped them develop skills that will be useful in other classes (an additional 20% somewhat agreed), and 74% of respondents strongly agreed that their English classes have helped them develop skills that will be useful in their future careers (an additional 17% somewhat agreed). Students also strongly agreed that English classes have helped them develop critical reading skills (59%; 32% somewhat agreed), develop critical writing skills (67%; 30% somewhat agreed), and learn how to take multiple perspectives into consideration (68%; 24% somewhat agreed). In answer to the five prompts described above, less than 9% of students expressed some degree of neutrality or disagreement. Somewhat lower percentages of students strongly agreed that English courses help them understand how cultural differences shape language use (47%; 28% somewhat agreed) and learn to collaborate with other writers (39%; 37% somewhat agreed). In answer to these last two prompts, 24-25% of students expressed some degree of neutrality or disagreement.

In total, these survey results suggest that our departmental learning outcomes are garnering very positive results for the vast majority of undergraduate student stakeholders in our program. The skills we value most – critical reading and writing skills that will prepare students for other classes and future careers – are the ones our students agree that our undergraduate curriculum is cultivating most successfully.

B.8. Departmental Enrollment Management Plan

The enrollment management strategy of the English department consists of strategically managing enrollment caps and course offerings, maintaining open channels of communication with advisors and with the dean's office, and engaging in ongoing program review to ensure the quality of courses and programs. The department sets pedagogically informed enrollment caps in its courses where possible. For writing-intensive courses, the cap is typically 25 students, which is above what is recommended by professional organizations in our disciplines. Caps in most other courses have been raised to 35 at the request of the Dean's office. Decisions about which courses to offer are made using course rotations that are managed by the directors of each program, in consultation with the chair. These rotations are designed to ensure that students can complete all majors, minors, and certificates in a timely fashion.

B.9. Fiscal Health

In the model of responsibility-centered budgeting used by IU, the fiscal responsibility center is the School of Liberal Arts, not the department. Appendix E.2. provides an overview of the department's account starting and ending balances since 2016. We have managed the funds that have been allocated to us responsibly, funding the initiatives and activities described in this self-study with the monies we are given.

B.10. Adequacy of Facilities

Classroom spaces provided by the university are generally appropriate for meeting the needs of this program. Nonetheless, the sections below identify some areas where enhancement of facilities would allow the department to better serve students and meet our goals.

University Writing Center

In the external review of the UWC conducted in early 2020, the reviewers note that "the current space in Cavanaugh Hall 427 is inadequate to the UWC's needs. In general, a noisy writing center is a sign of good health. But this space is so tight that, when fully occupied, peer consultants and writers cannot hear themselves think. At times, they are forced to leave the Center in search of a quiet space to work. The current configuration of the UWC locations--the Cavanaugh Hall location in particular--lack the appropriate design elements to fully support students with accommodations, noise sensitivities, or those who are writing about sensitive topics." (see Appendix F for more information)

ESL Tutoring Center

Following the retirement of two senior lecturers and the return of the Journalism Department to CA, the EAP Program faculty moved from CA 341 ("the EAP suite") to offices on the fifth floor. Thus, EAP lost the library/conference room which functioned as a location for the ESL Tutoring Center. Now that the center has 200 appointments per semester and we are contemplating returning to in-person instruction in Fall 2021, we are beginning to realize that the obscure room the center occupies (CA 505) is inadequate. It is tight and difficult to locate on the fifth floor in a small corridor that leads to the department mail room and bathrooms. Tutors cannot work with more than one student at a time because there is not enough space.

B.11. Assessment of Human Resources

The department's primary human resource is our faculty. As evidenced in Appendix C.2., our faculty is highly productive and engaged. As the program-specific reports above make clear, however, we are challenged by losses of faculty in all areas of the department. Because of the financial situation of the School of Liberal Arts, hiring has been frozen or highly restricted since 2014. As a result, the size of our full-time faculty has decreased by approximately 25%, and the total faculty (full-time plus adjunct) by approximately 30%, since our last external review in 2013. The department is operating with fewer tenure-track faculty than it needs to continue offering some of our most popular courses in film and literature, and more retirements and departures in these areas are imminent. Shortages are being filled by lecture-line and visiting faculty, which raises long-term concerns for the strength of these programs. We have an acute need for additional tenure-line faculty in film studies, literature, and writing, but this need has come about during a time of shrinking resources for the school. This is by far our biggest concern going forward.

Another essential human resource is the administrative support staff. Several years ago, the School of Liberal Arts switched to a system of centralized administrative support; therefore, the department no longer has direct control over administrative support services. The new system serves the needs of the department well in some areas, but there are drawbacks. The process of requesting administrative support, for example, can be a roadblock to using support. In addition, there is little support for some key activities such as marketing and recruitment. The dean's office is aware of these issues and is working to address them.

Section C: Department Strategic Priorities

C.1. Contributions to IUPUI's Strategic Plan

English department activities are well-aligned with and contribute to the priorities, goals, and objectives identified in the IUPUI Strategic Plan. Appendix E.1. summarizes in table form the alignment between specific recent activities within the department and the IUPUI strategic plan goals.

C.2. Contributions to Unit-specific Plans/Priorities

Because the plans and priorities of the School of Liberal Arts are aligned with IUPUI's Strategic Plan, the previous section also illustrates program contributions to unit-specific priorities. One additional SLA priority that we are contributing to in significant ways is worth highlighting: the Liberal Arts Pathway Minors program. A Pathway Minor is a 15-credit program of study intended to add depth to the learning experience in the general education core by integrating knowledge around themes of relevance to the students' college experience from the perspectives of the humanities and the social sciences. Pathway Minors are grounded in existing Liberal Arts general education courses, grouped together in meaningful categories. They add value to students' education as majors in other schools while encouraging them to deepen their knowledge with upper-level course work, beyond general education. The program encourages students to take their general education competencies in Liberal Arts disciplines. To date, Pathway Minors have been approved in Diversity & Inclusion, Health & Culture, Storytelling, and Social Justice & Civic Engagement. Because the minors build on general education and all students are required to take ENG-W131 (or W140), the department is playing an important role in designing and implementing these minors. Additional English courses are included on the list of electives for all of the existing Pathway Minors. See Appendix D.5. for the curriculum of the Pathway Minor in Storytelling, in which English has an especially significant presence.

C.3. Summary of Department's Internal Strengths and Weaknesses and External Opportunities and Threats

The following table provides a summary of a SWOT analysis completed by the faculty:

Strengths

- High quality of teaching and mentorship, as demonstrated by multiple teaching awards (see Appendix C.2.) and numbers of faculty sponsoring student activities, Masarachia and Olanyian Scholars, internships, research opportunities, independent study projects, and more.
- High scholarly productivity of faculty: see Appendix C.2. for a record of faculty publications and dissemination.
- Strong community engagement, including connections created via the Hoosier Writing Project, partnerships with local schools, Creative Writing program outreach, and curricular connections via W231 and other courses.
- Strong interdisciplinary connections, as demonstrated by collaborations with AAADS, WGGGS, ICIC, MHHS and other programs, and participation in Pathway Minors.
- Nationally-recognized first- and second-year Writing Program
- High quantity and quality of online courses across programs and at all levels
- Active and engaged student body, as demonstrated by participation in a wide variety of activities including *genesis*, the University Writing Center, the ESL Tutoring Center, the English Club, the Film Society, internships, and more.

Opportunities

- Leverage interdisciplinary appointments to promote increased collaboration with other departments and programs
- Collaborate with career development office to link curriculum more directly to workforce needs in the city/state
- Leverage the value of writing and critical thinking competencies in higher education through collaboration with other disciplines and schools

Weaknesses

- Lack of tenure-line faculty in key areas weakens several programs and hinders staffing of popular courses
- Lack of a system for tracking alumni
- Lack of clear linkages between the major and job/workforce needs in the city/state
- Low percentage of students who complete internships
- Faculty stretched too thin
- Limited marketing/recruitment support from the school and campus
- Insufficient funding for graduate students
- Lack of control over website content leaves our website woefully outdated, making it difficult to attract prospective students and communicate opportunities and requirements for current students.
- Poor working conditions (inadequate pay, benefits, office space, job security) for adjunct faculty

Threats

- Lack of clarity around administrative support and increases in enrollment caps have increased faculty workload
- Impending retirements of additional faculty with limited funds for hiring threatens to weaken our department and programs
- Proliferation of dual-credit courses offered by high schools and competition from state institutions with lower tuition (i.e., Ivy Tech) threaten demand for undergrad courses
- IU Online MA in English competes directly with IUPUI's MA in English
- Staff reorganization at the School level has meant fewer administrative assistants shouldering an increasing amount of work and has increased administrative burdens on faculty

C.4. The Department's Future Directions

- The Department must above all else increase enrollments in order to make a strong case for additional resources (faculty hires and funding in particular). Pursuing thoughtful curricular innovations, recruiting new minors and majors through general education courses and advising, and finding opportunities for interdisciplinary partnerships will continue to be top priorities.
- Although we don't need to give into short-term thinking about "practical career training," we do need to work with alumni and potential employers of our graduates to help all of us think together about how a liberal arts education—in particular one focused on English Studies—prepares students for fulfilling personal, public, and work lives. This kind of networking among stakeholders can expand everyone's vision and lead to increased student opportunities, such as internships, practica, service and experiential learning, and community engagement.
- Given the above two points, and the many faculty retirements we expect in the next 5 years, the Department must determine how best to use our faculty (of different ranks and roles) and how to make the most strategic arguments for new hires. Our personnel decisions, so to speak, must be visionary, not just maintaining the status quo.
- For more specific future plans and goals across the department, see the program-specific reports above. See Appendix E.1. for a table showing future plans of the department that are aligned with IUPUI's strategic goals.
- Using input from this program review, the department will develop a new 5-year strategic plan to guide our future priorities in the areas of teaching, research/creative activity, and service.

C.5. Specific Questions for the Review Team

1. What else can we do to increase enrollments in the midst of a nationwide downturn in student interest in the humanities?
2. In particular, how can we recruit students from other majors as dual majors or as minors?
3. How can we demonstrate the long-term career advantages of majoring and minoring in English?
4. How can we most effectively argue for strategic tenure-line hires to serve student needs and increase the profiles of the department and the school?
5. How can we continue to ensure adequate administrative oversight of our many programs with diminishing faculty lines and reduced course reallocations for administrative work?
6. How can we persuade School and campus leadership to convert more adjunct positions to full-time positions and to improve working conditions for ongoing adjuncts?

English Department Self-Study - January 2021

Appendices

Table of Contents

- A. Undergraduate Student Data
 - A.1. English Department Credits Hours by Level and Year
 - A.2. Undergraduate Fall Headcount and Diversity Data
 - A.3. Undergraduate Student Retention
 - A.4. English BA Graduates Characteristics
 - A.5. English BAs awarded by Concentration and Degree Year
 - A.6. English Minors Awarded by Concentration and Degree Year
 - A.7. First Destination Survey Data on English BA Graduates
 - A.8. Fall 2020 Survey of English Majors, English Minors, and English Education Majors
 - A.9. English Major Numbers by Concentration as of January 2021

- B. Graduate Student Data
 - B.1. Graduate Fall Headcount and Diversity Data

- C. English Department Faculty Data
 - C.1. Rank and Diversity of Faculty
 - C.2. English Faculty Scholarship and Awards 2016-2019

- D. Curricular Information
 - D.1. English Alignment with IUPUI PLUS Profiles
 - D.2. English BA – General requirements
 - D.3. Requirements for English concentrations
 - D.3.a. Creative Writing
 - D.3.b. Film Studies
 - D.3.c. Language & Linguistics
 - D.3.d. Literature
 - D.3.e. Professional and Public Writing
 - D.4. Requirements for English minors
 - D.4.a. Creative Writing
 - D.4.b. Film Studies
 - D.4.c. Linguistics
 - D.4.e. Literature
 - D.4.f. Multicultural Literature
 - D.4.g. Professional & Digital Writing
 - D.4.h. Professional & Public Writing
 - D.4.i. TESOL Minor
 - D.4.j. General Minor in English
 - D.5. SLA Pathway Minor in Storytelling

D.6. SLA BA in Applied Theatre, Film, and Television Studies

E. Strategic Planning Information

E.1. English Alignment with IUPUI Strategic Goals

E.2. English Budget Account 2016-2020

F. University Writing Center 2020 External Program Review

G. International Center for Intercultural Communication Report

A. Undergraduate Student Data

A.1. English Department Credit Hours by Level and Year

	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
Lower Division	20,307	21,090	20,467	19,265	18,625	17,981	17,665	16,737
Upper Division	3,813	3,594	3,429	2,941	2,662	2,795	2,906	2,410
Total UG Hours	24,120	24,684	23,896	22,206	21,287	20,776	20,571	19,147
Graduate Courses	1,039	764	585	749	686	845	842	591
Grand Total	25,159	25,448	24,481	22,955	21,973	21,621	21,413	19,738
% of School Hours								
UG Courses	18.0%	18.6%	18.6%	17.5%	18.0%	17.8%	18.2%	18.2%
Graduate Courses	15.8%	13.3%	13.8%	15.9%	14.4%	19.6%	20.5%	15.3%
Total Hours	17.9%	18.4%	18.4%	17.4%	17.8%	17.9%	18.3%	18.1%

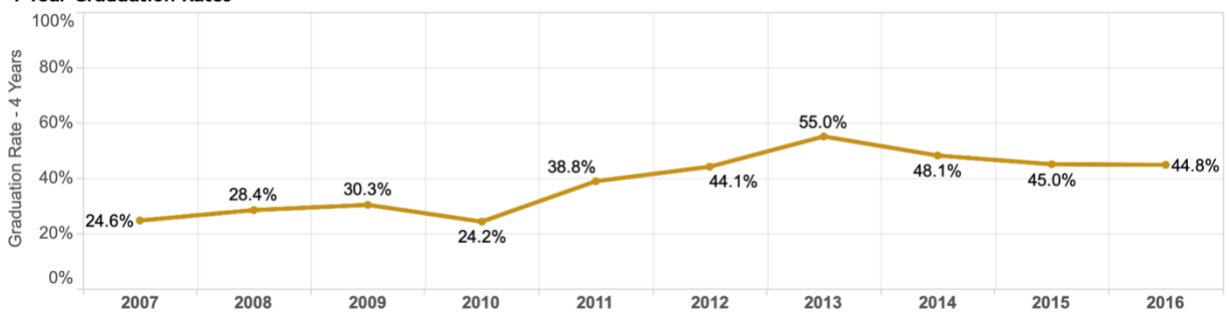
A.2. Undergraduate Fall Headcount and Diversity Data

Fall Head Count	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Official Census	251	224	221	185	181	180	188	172	174	168
Distribution by Gender										
Female	159	153	143	121	119	121	130	119	122	123
Male	92	71	78	64	62	59	58	53	52	45
Distribution by Ethnicity										
American Indian/Alaska Native	1									
Asian	5	2	2	1		1			4	2
Black/African American	16	18	19	14	9	13	11	5	15	11
Hispanic/Latino	6	8	4	4	10	14	18	11	8	12

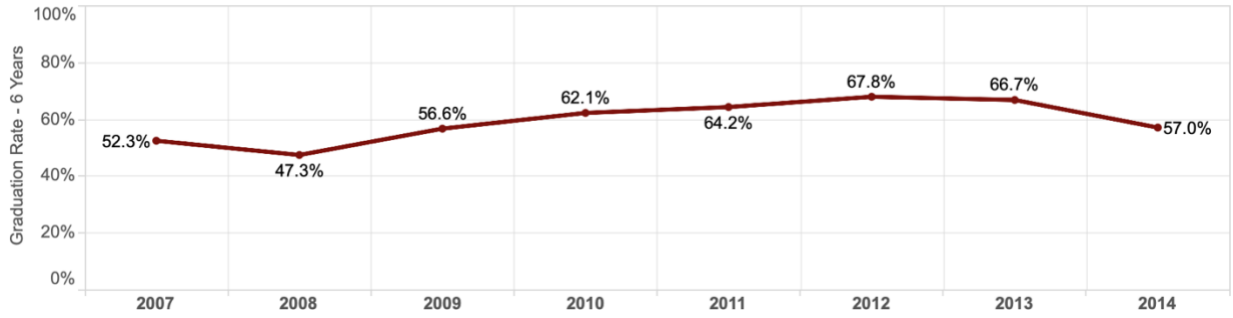
International	2	3	2	1	2	2	1	1		1
Two or More Races	9	8	11	9	4	5	8	7	8	7
Unknown	5	4	3	1			2	1	2	
White	207	181	180	155	156	145	148	147	137	135
Distribution by Age										
Under 25	165	143	135	122	134	140	144	127	137	131
25+	86	81	86	63	47	40	44	45	37	37
Distribution by Student Class Level										
Freshman	21	16	19	12	17	18	16	31	24	25
Junior	72	59	58	52	55	52	55	36	49	41
Sophomore	41	38	31	34	43	36	35	24	44	31
Senior	117	111	113	87	66	74	82	81	57	71
Distribution by Enrollment Status										
Full-Time	186	153	159	137	133	141	139	124	141	133
Part-Time	65	71	62	48	48	39	49	48	33	35
Distribution by Indiana Residency										
Non-Resident	2	6	4	4	3	6	9	6	7	6
Indiana Resident	249	218	217	181	178	174	179	166	167	162

A.3. Undergraduate Student Retention: English BA

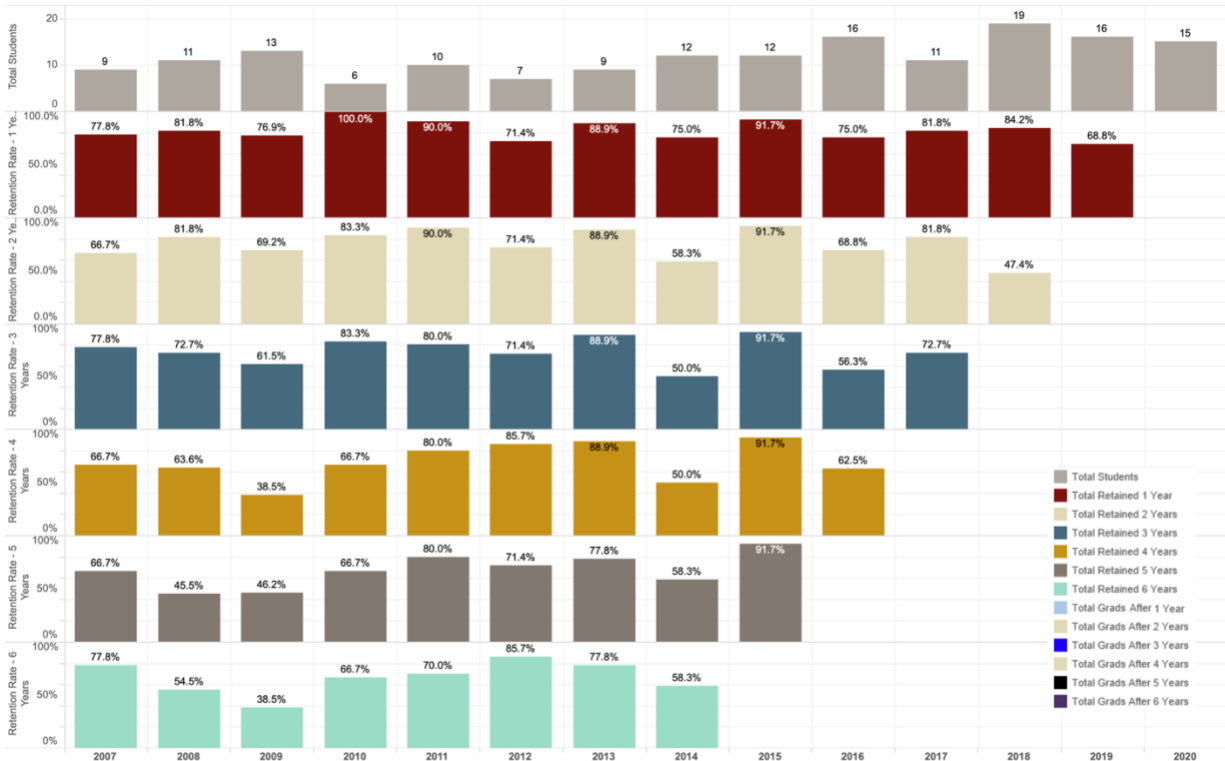
4-Year Graduation Rates



6-Year Graduation Rates



Retention Rates for Full-Time, Bachelor Degree Seeking Beginners – English BA Chart



Retention Rates for Full-Time, Bachelor Degree Seeking Beginners – English BA Table

	1-Year	2-Year	3-Year	4-Year	5-Year	6-Year
2007	78%	67%	78%	67%	67%	78%
2008	82%	82%	73%	64%	45%	55%
2009	77%	69%	62%	38%	46%	38%
2010	100%	83%	83%	67%	67%	67%
2011	90%	90%	80%	80%	80%	70%
2012	71%	71%	71%	86%	71%	86%

2013	89%	89%	89%	89%	78%	78%
2014	75%	58%	50%	50%	58%	58%
2015	92%	92%	92%	92%	92%	
2016	75%	69%	56%	63%		
2017	82%	82%	73%			
2018	84%	47%				
2019	69%					

A.4. English BA Graduates Characteristics

	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20
Grand Total	59	60	48	60	55	49	40	46	51	48
% School BA	7%	7%	6%	8%	7%	7%	6%	8%	8%	8%
% Indiana Resident	100%	98%	100%	98%	100%	94%	100%	96%	96%	96%
Female	64%	70%	69%	70%	67%	63%	73%	65%	71%	71%
Male	36%	30%	31%	30%	33%	37%	28%	35%	29%	29%
American Indian/ Alaska Native	2%	2%	0%	0%	0%	2%	0%	0%	0%	0%
Asian	2%	3%	0%	0%	2%	0%	0%	0%	0%	4%
Black/ African American	3%	5%	2%	8%	9%	2%	8%	7%	2%	8%
Hispanic/Latinx	2%	2%	6%	2%	0%	2%	3%	11%	6%	10%
International*	0%	2%	0%	2%	0%	0%	0%	4%	2%	0%
Two or More Races	2%	7%	4%	2%	4%	2%	5%	0%	2%	2%
Unknown	2%	3%	0%	0%	0%	2%	0%	0%	0%	0%
White	88%	77%	88%	87%	85%	90%	85%	78%	88%	75%

* International students in EAP courses not reflected (They typically pursue degrees in Engineering, Business, and Science. The EAP Program in the English Department is not a degree-granting program).

A.5. English BAs Awarded by Concentration and Degree Year

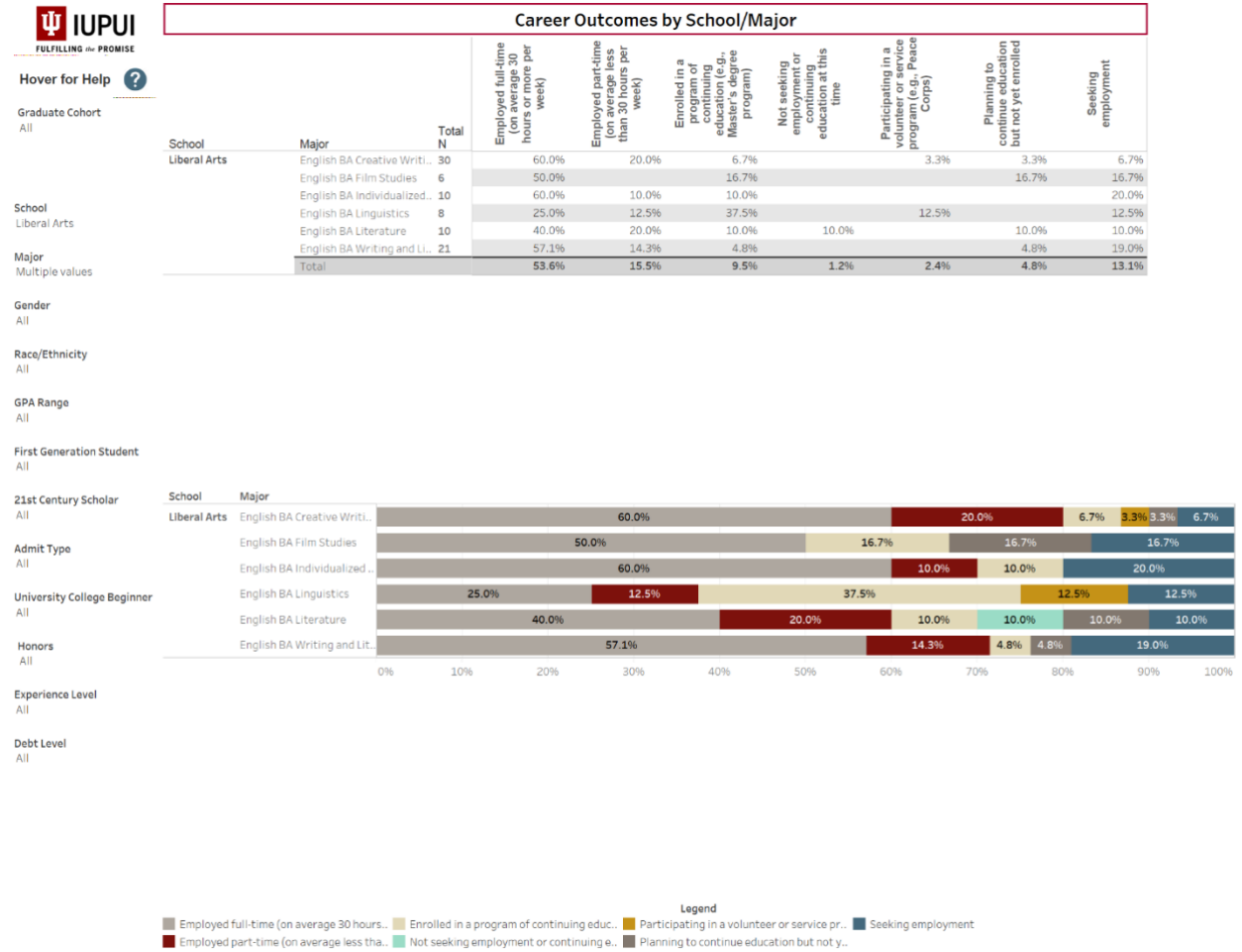
	14-15	15-16	16-17	17-18	18-19	19-20
Creative Writing	23	25	20	14	23	17
Film Studies	3	2	1	5	2	1
Individualized Studies	7	3	5	7	5	6
Linguistics	3	3	5	5	2	6
Literature	14	6	6	4	12	7

Writing and Literacy	14	5	13	11	13	7
Totals	64	44	50	46	57	44

A.6. English Minors Awarded by Concentration and Degree Year

Fiscal Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Creative Writing MIN	4	3	6	6	6	10	3	15
English MIN		1	7	2	6	12	14	13
Film Studies MIN	2	4	1	3	4	8	3	5
Linguistics MIN			1	1		3		2
Literature MIN	8	5	3	5	12	8	7	11
Profesnl & Digital Writing MIN					1	1	1	1
Profesnl & Public Writing MIN					3	1	2	3
Writing MIN	2	2	2		6	5	4	3
Totals	16	15	20	17	38	48	34	53

A.7. First Destination Survey Data on English BA Graduates





FULFILLING THE PROMISE

Hover for Help ?

Graduate Cohort
All

Salary by Diploma Type/School/Major							
Diploma Type	School	Major	Median Salary	Avg. Salary	Min. Salary	Max. Salary	Total N
Bachelor's	Liberal Arts	English BA Creative Writing	31,500	31,660	8,000	70,000	10
		English BA Individualized Studies	41,000	41,667	33,000	54,000	6
		English BA Writing and Literacy	31,640	32,228	24,000	46,000	10
		Total	33,140	33,340	8,000	70,000	32
Total			33,140	33,340	8,000	70,000	32

School
Liberal Arts

Major
Multiple values

Gender
All

Race/Ethnicity
All

GPA Range
All

First Generation Student
All

21st Century Scholar
All

Admit Type
All

Salary by School/Major - All Degree Types					
School	Median Salary	Avg. Salary	Min. Salary	Max. Salary	Total N
Liberal Arts	33,140	33,340	8,000	70,000	32
Total	33,140	33,340	8,000	70,000	32

Honors
All

Experience Level
All

Debt Level
All



FULFILLING THE PROMISE

Hover for Help ?

Graduate Cohort
All

Salary by Diploma Type/Group						
Diploma Ty...	Groups	Median Salary	Avg. Salary	Min. Salary	Max. Salary	Total N
Bachelor's	English BA Creative W...	31,500	31,660	8,000	70,000	10
	English BA Individuali...	41,000	41,667	33,000	54,000	6
	English BA Writing an...	31,640	32,228	24,000	46,000	10
	Diploma Type Total	33,140	33,340	8,000	70,000	32

Show data grouped by...
Major

School
Liberal Arts

Major
Multiple values

Gender
All

Race/Ethnicity
All

GPA Range
All

First Generation Student
All

Salary - All Degree Types					
Groups	Median Salary	Avg. Salary	Min. Salary	Max. Salary	Total N
English BA Creative Writi...	31,500	31,660	8,000	70,000	10
English BA Individualized ...	41,000	41,667	33,000	54,000	6
English BA Writing and Lit...	31,640	32,228	24,000	46,000	10
Grand Total	33,140	33,340	8,000	70,000	32

21st Century Scholar
All

Admit Type
All

University College Beginner
All

Honors
All

Experience Level
All

Debt Level
All

A.8. Fall 2020 Survey of Stakeholder: English Majors, English Minors, and English Education Majors (combined responses)

Q01 - My English classes have helped me to read critically.		
Strongly agree	59.21%	45
Somewhat agree	31.57%	24
Neither agree nor disagree	7.89%	6
Somewhat disagree	0.00%	0
Strongly disagree	1.31%	1
Total	100%	76
Q02 - My English classes have helped me to write critically.		
Strongly agree	67.10%	51
Somewhat agree	30.26%	23
Neither agree nor disagree	1.31%	1
Somewhat disagree	1.31%	1
Strongly disagree	0.00%	0
Total	100%	76
Q03 - My English classes have helped me consider multiple perspectives.		
Strongly agree	68.42%	52
Somewhat agree	23.68%	18
Neither agree nor disagree	3.95%	3
Somewhat disagree	2.63%	2
Strongly disagree	1.31%	1
Total	100%	76
Q04 - My English classes have helped me understand how cultural differences shape language use.		
Strongly agree	47.37%	36
Somewhat agree	27.63%	21
Neither agree nor disagree	21.05%	16
Somewhat disagree	2.63%	2
Strongly disagree	1.31%	1
Total	100%	76

Q05 - My English classes have helped me collaborate with other writers.		
Strongly agree	39.47%	30
Somewhat agree	36.84%	28
Neither agree nor disagree	17.11%	13
Somewhat disagree	5.26%	4
Strongly disagree	1.31%	1
Total	100%	76
Q06 - My English classes have helped me develop skills that will be useful in other classes.		
Strongly agree	75.00%	57
Somewhat agree	19.74%	15
Neither agree nor disagree	3.95%	3
Somewhat disagree	0.00%	0
Strongly disagree	1.31%	1
Total	100%	68
Q07 - My English classes have helped me develop skills that will be useful in my career.		
Strongly agree	73.68%	56
Somewhat agree	17.10%	13
Neither agree nor disagree	7.89%	6
Somewhat disagree	0.00%	0
Strongly disagree	1.31%	1
Total	100%	76

A.9. English Major Numbers by Concentration as of January 2021

English BA	Students
Creative Writing	52
Film Studies	10
Individualized Studies	9
Linguistics	13
Literature	34
Undeclared	43
Writing and Literacy	34
Grand Total	195

B. Graduate Student Data

B.1. Graduate Fall Headcount and Diversity Data

Fall Head Count	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Official Census	59	42	44	55	48	43	36	40	41	47
English MA	35	26	27	32	35	26	17	18	22	20
English MA - Online										3
Lang and Lit GR CRT - Online										1
Literature GR CRT - Online										3
Nondeg DualCredTchr Eng-Online								6	7	5
Professional Editing GR CRT	4	3	1	2	2					
Tchg Engl Second Lang GR CRT	7	5	10	12	7	12	7	6	3	5
Teaching Literature GR CRT						2	6	4	2	1
Teaching Writing CRT	13	8	6	9	4	3	4	2	2	2
TESOL MA							2	4	5	7
Distribution by Gender										
Female	38	28	30	35	36	32	28	33	33	35
Male	21	14	14	20	12	11	8	7	8	12
Distribution by Ethnicity										
Asian				1	1		1	1	2	3
Black/African American	4		2	2	3	3	3	2	3	5
Hispanic/Latino	1	1					1	1		3
International			1					1		
Native Hawaiian/Pacific Island		1	1							
Two or More Races	1	1	4	5	6	1		2	1	1

Unknown										1
White	53	39	36	47	38	39	31	33	35	34
Distribution by Age										
Under 25	11	8	6	8	10	8	11	13	9	9
25+	48	34	38	47	38	35	25	27	32	38
Distribution by Enrollment Status										
Full-Time	11	5	3	4	3	11	7	5	2	8
Part-Time	48	37	41	51	45	32	29	35	39	39
Distribution by Indiana Residency										
Non-Resident	1	2	5	2	2	2	1	1		3
Indiana Resident	58	40	39	53	46	41	35	39	41	44

C. English Department Faculty Data

C.1. Rank and Diversity of Faculty

	2015	2016	2017	2018	2019	2020
Professor Tenured/Tenure-Track	8	9	8	6	5	6
Associate Professor Tenured/Tenure-Track	11	10	12	11	11	10
Assistant Professor Tenured/Tenure-Track	4	4	2	2	2	2
Senior Lecturer	16	16	12	14	14	15
Lecturer	10	10	10	6	4	4
Lecturer Emeritus	1	1	1			
Assistant Scientist/Scholar	2					
Academic Other					1	1
Clinical Assistant Professor	1					
Research Associate		1				
Visiting Assistant Professor	2	2	3	3	3	2
Visiting Lecturer	1				1	1
Visiting Research Associate	1				1	1
Adjunct Lecturer	40	27	30	23	20	15
Adjunct Senior Lecturer		8	6	6	10	8
No Teaching Title Assigned	10	10	13	11	10	8

Gender	2015	2016	2017	2018	2019	2020
--------	------	------	------	------	------	------

Professor Tenured/Tenure-Track	Female	5	5	4	2	2	3
Professor Tenured/Tenure-Track	Male	3	4	4	4	3	3
Associate Professor Tenured/Tenure-Track	Female	5	5	6	5	5	4
Associate Professor Tenured/Tenure-Track	Male	6	5	6	6	6	6
Assistant Professor Tenured/Tenure-Track	Female	2	2	1	2	2	2
Assistant Professor Tenured/Tenure-Track	Male	2	2	1			
Senior Lecturer	Female	9	9	6	8	8	9
Senior Lecturer	Male	7	7	6	6	6	6
Lecturer	Female	8	8	8	5	3	3
Lecturer	Male	2	2	2	1	1	1
Lecturer Emeritus	Male	1	1	1			
Assistant Scientist/Scholar	Female	1					
Assistant Scientist/Scholar	Male	1					
Academic Other	Female					1	1
Clinical Assistant Professor	Male	1					
Research Associate	Female		1				
Visiting Assistant Professor	Female	2	2	3	3	3	2
Visiting Lecturer	Female					1	1
Visiting Lecturer	Male	1					
Visiting Research Associate	Female	1					
Visiting Research Associate	Male					1	1
Adjunct Lecturer	Female	26	23	25	18	16	10
Adjunct Lecturer	Male	14	4	5	5	4	5
Adjunct Senior Lecturer	Female		2	1	1	5	4
Adjunct Senior Lecturer	Male		6	5	5	5	4
No Teaching Title Assigned	Female	5	6	8	8	6	5
No Teaching Title Assigned	Male	5	4	5	3	4	3

	Race	2015	2016	2017	2018	2019	2020
Professor Tenured/Tenure-Track	Black/African American						1
Professor Tenured/Tenure-Track	White	8	9	8	6	5	5
Associate Professor Tenured/Tenure-Track	Black/African American	3	3	3	3	3	2
Associate Professor Tenured/Tenure-Track	White	8	7	9	8	8	8
Assistant Professor Tenured/Tenure-Track	White	4	4	2	2	2	2
Senior Lecturer	Asian	1	1				

Senior Lecturer	White	15	15	12	14	14	15
Lecturer	White	10	10	10	6	4	4
Lecturer Emeritus	White	1	1	1			
Assistant Scientist/Scholar	White	2					
Academic Other	White					1	1
Clinical Assistant Professor	White	1					
Research Associate	White		1				
Visiting Assistant Professor	White	2	2	3	3	3	2
Visiting Lecturer	White	1				1	1
Visiting Research Associate	White	1				1	1
Adjunct Lecturer	Asian					1	1
Adjunct Lecturer	Black/African American	1	2	4	3	3	3
Adjunct Lecturer	International			1	1	1	
Adjunct Lecturer	Two or More Races	2	2	1	1		
Adjunct Lecturer	White	37	23	24	18	15	11
Adjunct Senior Lecturer	White		8	6	6	10	8
No Teaching Title Assigned	Asian	1					
No Teaching Title Assigned	Hispanic/Latino						1
No Teaching Title Assigned	Two or More Races			1	1	1	1
No Teaching Title Assigned	White	9	10	12	10	9	6

C.2. English Faculty Scholarship and Awards 2016-2019

English Department Faculty Research & Teaching Productivity 2016-2019

This chart reflects research and creative activity (scholarship), major teaching accomplishments, and awards received by full-time members of the English department faculty (tenure-line and lecturer-line) as reported by faculty in annual reports in the Digital Measure Activity Insight system in calendar years from 2016 through 2019. (Prior to 2016, faculty annual reports were not tabulated in the DMAI system.)

Type of faculty product	2016	2017	2018	2019
Books Published	5	4	3	1
Articles, Book chapters, Essays, Stories, & Poems published	40	46	23	66
Presentations: National & International	35	31	28	33
Presentations: Regional	23	24	4	20
Presentations: Local	54	46	9	34
Grants awarded	36	29	13	41

Teaching innovations, curriculum development, and major course revisions	72	65	60	66
Awards & Honors for teaching, research, or service	9	14	11	12

D. Curricular Information

D.1. English Alignment with IUPUI PLUS Profiles

IUPUI PLUS – English Outcomes Alignment March 26, 2019

English Outcomes

Old Outcomes

- #1 – Demonstrate the importance and power of reading/thinking critically and writing with clarity and purpose.
- #2 – Define basic concepts, terms, and theories in at least two areas of English studies (creative writing, film studies, language and linguistics, literature, writing and literacy).
- #3 – Read, analyze, synthesize, evaluate, and interpret language and texts critically.
- #4 – Construct and write a reasoned argument integrating public/expert and personal voices.
- #5 – Recognize the importance of diverse perspectives and specializations in English studies.
- #6 – Analyze and evaluate the impact of culture, diversity, and time on texts and ideas as well as language use and structure.
- #7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.
- #8 – Explain how language influences intellectual and emotional responses.

New Outcomes

- #1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement.
- #2 – Create innovative written works that respond to community needs.
- #3 – Read, analyze, and interpret language and texts critically.
- #4 – Write a reasoned argument integrating public/expert and personal voices.
- #5 – Listen to different perspectives in order to inform and articulate ethical beliefs.
- #6 – Analyze and evaluate how cultural differences impact language use.
- #7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.
- #8 – Investigate and explain how language influences intellectual and emotional responses.
- #9 – Collaborate with others to create a shared and productive outcome.

PLUS – English Alignment

IUPUI PLUS Attributes	Related English Outcomes (New)
Communicator	
Evaluates Information	#3 – Read, analyze, and interpret language and texts critically.

	#4 – Write a reasoned argument integrating public/expert and personal voices.
Listens Actively	#5 – Listen to different perspectives in order inform and articulate ethical beliefs #9 – Work with others to create a collaborative outcome.
Builds Relationships	#4 – Write a reasoned argument integrating public/expert and personal voices. #5 – Listen to different perspectives in order inform and articulate ethical beliefs. #7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines. #8 – Investigate and explain how language influences intellectual and emotional responses.
Conveys Ideas Effectively	#1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement. #4 – Write a reasoned argument integrating public/expert and personal voices.

Problem Solver	
Thinks Critically	#1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement. #3 – Read, analyze, synthesize, evaluate, and interpret language and texts critically.
Collaborates	#5 – Listen to different perspectives in order inform and articulate ethical beliefs. #9 – Work with others to create a collaborative outcome.
Analyzes, Synthesizes, and Evaluates	#3 – Read, analyze, and interpret language and texts critically. #6 – Analyze and evaluate how cultural differences impact language use.
Perseveres	#1 - Develop reading, writing, and research processes and reflect on them to assess their learning and identify areas for improvement. #5 – Listen to different perspectives in order inform and articulate ethical beliefs. #9 – Work with others to create a collaborative outcome.

Innovator	
Investigates	<p>#3 – Read, analyze, and interpret language and texts critically</p> <p>#4 – Write a reasoned argument integrating public/expert and personal voices.</p> <p>#8 – Investigate and explain how language influences intellectual and emotional responses.</p>
Creates/Designs	<p>#2 – Create innovative written works that respond to community needs.</p> <p>#4 – Write a reasoned argument integrating public/expert and personal voices.</p> <p>#9 – Collaborate with others to create a shared and productive outcome.</p>
Confronts Challenges	<p>#2 – Create innovative written works that respond to community needs.</p> <p>#5 – Listen to different perspectives in order to inform and articulate ethical beliefs.</p> <p>#9 – Collaborate with others to create a shared and productive outcome.</p>
Makes Decisions	<p>#2 – Create innovative written works that respond to community needs.</p> <p>#9 – Collaborate with others to create a shared and productive outcome.</p>

Community Contributor	
Builds Community	<p>#4 – Write a reasoned argument integrating public/expert and personal voices.</p> <p>#5 – Listen to different perspectives in order to inform and articulate ethical beliefs.</p> <p>#7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.</p> <p>#9 – Collaborate with others to create a shared and productive outcome.</p>
Respectfully Engages Own and Other Cultures	<p>#2 – Create innovative written works that respond to community needs.</p> <p>#5 – Listen to different perspectives in order to inform and articulate ethical beliefs.</p> <p>#6 – Analyze and evaluate how cultural differences impact language use.</p> <p>#9 – Collaborate with others to create a shared and productive outcome.</p>

Behaves Ethically	<p>#4 – Write a reasoned argument integrating public/expert and personal voices.</p> <p>#5 – Listen to different perspectives in order to inform and articulate ethical beliefs.</p> <p>#6 – Analyze and evaluate how cultural differences impact language use.</p> <p>#9 – Work with others to create a collaborative outcome.</p>
Anticipates Consequences	<p>#6 – Analyze and evaluate how cultural differences impact language use.</p> <p>#8 – Investigate and explain how language influences intellectual and emotional responses.</p>

English (New) Outcomes and IUPUI PLUS Outcomes

#1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement.	<p>Communicator – Conveys ideas effectively</p> <p>Problem Solver – Thinks critically</p> <p>Problem Solver – Perseveres</p>
#2 – Create innovative written works that respond to community needs.	<p>Innovator – Creates/designs</p> <p>Innovator – Confronts challenges</p> <p>Innovator – Makes decisions</p> <p>Community Contributor – Respectfully engages cultures</p>
#3 – Read, analyze, and interpret language and texts critically.	<p>Communicator – Evaluates information</p> <p>Problem Solver – Thinks critically</p> <p>Problem Solver – Analyzes, synthesizes, and evaluates</p> <p>Innovator – Investigates</p>
#4 – Write a reasoned argument integrating public/expert and personal voices.	<p>Communicator – Evaluates information</p> <p>Communicator – Builds relationships</p> <p>Communicator – Conveys ideas effectively</p> <p>Innovator – Investigates</p>
#5 – Listen to different perspectives in order to inform and articulate ethical beliefs.	<p>Communicator – Listens actively</p> <p>Communicator – Builds relationships</p> <p>Problem Solver – Collaborates</p> <p>Problem Solver – Perseveres</p> <p>Community Contributor – Respectfully engages cultures</p>
#6 – Analyze and evaluate how cultural differences impact language use.	<p>Problem Solver – Analyzes, synthesizes, and evaluates</p>

	Community Contributor – Behaves ethically Community Contributor – Respectfully engages cultures Community Contributor – Anticipates consequences
#7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.	Communicator – Builds relationships Community Contributor – Builds Community
#8 – Investigate and explain how language influences intellectual and emotional responses.	Communicator – Builds relationships Innovator – Investigates Community Contributor – Anticipates consequences
#9 – Collaborate with others to create a shared and productive outcome.	Communicator – Listens actively Problem solver – Collaborates Problem solver – Perseveres Innovator – Creates/designs Innovator – Confronts challenges Innovator – Makes decisions Community Contributor – Respectfully engages cultures Community Contributor – Behaves ethically Community Contributor – Builds Community

D.2. English BA – General requirements

Bachelor's Degree Programs

Major in English

The Department of English offers introductory and advanced instruction in the methods and traditions of literary analysis, writing, and language study. Its programs are in five areas: linguistics, literature, writing, creative writing, and film studies.

Through its courses and other activities in linguistics, writing, creative writing, film, and literature, the department works to create and sustain evolving communities of learners interested in the contributions of language to what has been called the examined life—a thoughtful, morally aware, and civically and personally responsible existence. Faculty and students aim for excellence in analyzing, understanding, and communicating about language and its beauties.

Students completing the **English B.A. program** will achieve the following:

- **Develop** reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement.
- **Create** innovative written works that respond to community needs.
- **Read, analyze, and interpret** language and texts critically.
- **Write** a reasoned argument integrating public/expert and personal voices.
- **Listen** to different perspectives in order to inform and articulate ethical beliefs.
- **Analyze and evaluate** how cultural differences impact language use.

- **Describe** and **discuss** the interdisciplinary context of English as a field of study and its connection to other disciplines.
- **Investigate** and **explain** how language influences intellectual and emotional responses.
- **Collaborate** with others to create a shared and productive outcome.

The **Bachelor of Arts degree with a major in English (ENG)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- Once a course has been applied toward one requirement, it cannot be used to satisfy a second requirement, except where explicitly stated otherwise. In addition, except in cases of variable title courses, internships, and other special courses, no course will be counted more than once toward graduation.
- Completion of one of the following six concentrations: Creative Writing, Film Studies, Language and Linguistics, Literature, Writing and Literacy, or English Studies.
- 15 hours in English (ENG) at the 300-400 level.

D.3. Requirements for English concentrations

D.3.a. Creative Writing

CONCENTRATION IN CREATIVE WRITING (33 credits)

Gateway Course (6 credits) Choose two:

- ENG-W 206: Introduction to Creative Writing
- ENG-W 207: Introduction to Fiction Writing
- ENG-W 208: Introduction to Poetry Writing

Concentration Core (12 credits)

Four courses in at least two genres, including at least **one** at the 400 level. One course may be repeated for credit. Students should take courses in sequence: first the 200-level gateway courses, then 300-level courses followed by 400-level courses. Choose from the following:

- ENG-W 301: Writing Fiction
- ENG-W 302: Screenwriting
- ENG-W 303: Writing Poetry
- ENG-W 305: Writing Creative Nonfiction
- ENG-W 401: Advanced Fiction Writing
- ENG-W 403: Advanced Poetry Writing
- ENG-W 407: Advanced Creative Nonfiction Writing
- ENG-W 411: Directed Writing (only with permission)

English Experience (12 credits)

Literature (9 credits): Three courses at the 200-level or above; one at the 300-level or above.

Language, Pedagogy, and Editing (3 credits) Choose from:

- ENG-W 280: Literary Editing and Publishing

- ENG-W 310: Language and the Study of Writing
- ENG-W 365: Theory and Practice of Editing
- ENG-W 426: Writing Nonfiction: Popular and Professional Publication
- ENG-W 408: Creative Writing for Teachers
- ENG-Z 206: Introduction to Language Use
- ENG-Z 301: History of the English Language
- ENG-Z 302: Understanding Language Structure: Syntax
- ENG-Z 310: Language in Context: Sociolinguistics

Other courses may also satisfy this requirement. Please see your advisor to have your program of study approved.

- Capstone (3 credits): Scroll to the bottom of page for list of options.

D.3.b. Film Studies

CONCENTRATION IN FILM STUDIES (33 credits)

Gateway Course (3 credits)

- FILM-C 292: Introduction to Film Studies

Concentration Core (18 credits)

- FILM-C 391: Film Theory and Aesthetics (3 credits)

Culture and Film History Courses (6 credits) Choose two of the following:

- FILM-C 380: French Cinema
- FILM-C 390: The Film and Society: Topics

American Film Decades (Others are taught as variable C390 titles)

- FILM-C 361: Hollywood Studio Era 1930-1949
- FILM-C 362: Hollywood in the 1950's
- FILM-C 393: History of European and American Films I
- FILM-C 394: History of European and American Films II

Genres and Authorship Courses (6 credits) Choose from the following:

- FILM-C 350: Film Noir
- FILM-C 351: Musicals
- FILM-C 352: Biopics
- FILM-C 392: Genres: Variable Titles (may be repeated once with different topic)
- FILM-C 491: Authorship: Variable Titles (may be repeated once with different topic)

Film, Writing, and Literature Courses (3 credits) Choose from the following:

- ENG-W 260: Film Criticism
- ENG-W 302: Screenwriting
- FILM-C 493: Film Adaptations of Literature

English Experience (9 credits)

One 3-credit course each, at the 200 level or above, in linguistics (including ENG W310 Language and Study of Writing), literature, and writing or creative writing (excluding ENG W260 Film Criticism, ENG W302 Screenwriting, ENG W396 Writing Fellows Training Seminar, and ENG E398 Internship in English).

- Capstone (3 credits): Scroll to the bottom of page for list of options.

D.3.c. Language & Linguistics

CONCENTRATION IN LINGUISTICS (33 credits)

Gateway Courses (6 credits)

- ENG-Z 205: Introduction to the English Language
- ENG-Z 206: Introduction to Language Use

Concentration Core (12 credits) Choose from these courses:

- ENG-Z 301: History of the English Language
- ENG-Z 302: Understanding Language Structure: Syntax
- ENG-Z 303: Understanding Language Meaning: Semantics
- ENG-Z 310: Language in Context: Sociolinguistics
- ENG-Z 432: Second Language Acquisition
- ENG-Z 434: Introduction to Teaching English as a Second Language
- ENG-Z 441: Materials Preparation for ESL Instruction
- ENG-W 310: Language and the Study of Writing
- ASL-L 340: Discourse Analysis: English
- ANTH-L 401: Language, Power & Gender
- ANTH-L 300: Language and Culture

English Experience (12 credits)

In consultation with your advisor, choose four English courses at the 200-level or above, with at least two at the 300- or 400-level. At least three courses must be outside of the language and linguistics concentration and at least one course must be a literature course.

Other courses may also satisfy this requirement. Please see your advisor to have your program of study approved.

- Capstone (3 credits): Scroll to the bottom of page for list of options.

D.3.d. Literature

CONCENTRATION IN LITERATURE (33 credits)

Gateway Course (3 credits):

- ENG-L 202: Literary Interpretation

Concentration Core (18 credits)

Critical and Historical Foundations—Britain (6 credits)

- ENG-L 301: English Literature I

and either:

- ENG-L 302: English Literature II or
- ENG-L 348: Nineteenth-Century British Fiction

Critical and Historical Foundations—US (6 credits) Choose two:

- ENG-L 351: American Literature I
- ENG-L 352: American Literature II
- ENG-L 354: American Literature III

- (ENG-L 357: Twentieth Century American Poetry or ENG-L 358: Twentieth-Century American Fiction may be substituted for ENG-L 354)

Shakespeare (3 credits) Choose one:

- ENG-L 220: Introduction to Shakespeare
- ENG-L315: Major Plays of Shakespeare

Diversity (3 credits) Choose one:

- ENG-L 207: Women and Literature
- ENG-L 364: Native American Literature
- ENG-L 370: Black American Writing
- ENG-L 378: Studies in Women and Literature
- ENG-L 379: American Ethnic and Minority Literature
- ENG-L 382: Fiction of the Non-Western World
- ENG-L 406: Topics in African American Literature
- ENG-L 411: Literature and Society: South African Literature

English Experience (9 credits)

Language & Linguistics (3 credits) Choose one:

- ENG-Z 205: Introduction to the English Language
- ENG-Z 206: Introduction to Language Use
- ENG-Z 301: History of the English Language
- ENG-Z 302: Understanding Language Structure: Syntax
- ENG-Z 310: Language in Context: Sociolinguistics

Editing (3 credits) Choose one:

- ENG-W 280: Literary Editing and Publishing
- ENG-W 365: Theory and Practice of Editing

English Elective (3 credits): In consultation with your advisor, choose one English course at the 200-level or above from classes outside of Literature.

Other courses may also satisfy this requirement. Please see your advisor to have your program of study approved.

- Capstone (3 credits): Scroll to the bottom of page for list of options.

D.3.e. Professional and Public Writing

CONCENTRATION IN PROFESSIONAL AND PUBLIC WRITING (33 credits)

Gateway Course (3 credits)

- ENG-W 210: Literacy and Public Life

Concentration Core (15 credits)

Culture and Rhetoric (3 credits)

- ENG-W 310 Language and the Study of Writing
- ENG-W 366 Written Englishes: Living Cultural Realities
- ENG-W 390 Topics in Writing & Literacy*
- ENG-W 412 Technology and Literacy

Style and Editing (3 credits)

- ENG-Z 204 Rhetorical Issues in Grammar and Usage
- ENG-W 262 Style and Voice for Writers
- ENG-W 365 Theories and Practice of Editing

Writing Experience (9 credits)

- ENG-W 313 The Art of Fact Writing Nonfiction Prose
- ENG-W 315 Writing for the Web
- ENG-W 318 Finding your E-Voice
- ENG-W 331 Business and Administrative Writing
- ENG-Z 370 Second Language Writing
- ENG-W 377 Writing for Social Change
- ENG-W 390 Topics in Writing & Literacy*
- ENG-W 397 Writing Center Theory and Practice
- ENG-E 398 Internship in English
- ENG-W 400 Issues in Teaching Writing
- ENG-W 426 Writing for Popular and Professional Publication (unless taken as capstone)

Concentration Elective (3 credits)

- Choose one additional course from “Culture and Rhetoric,” “Style and Editing,” or “Writing Experience” OR ENG-W 230 Science Writing, ENG-W 231 Professional Writing, or ENG-W 270 Argumentative Writing *unless taken to fulfill the School of Liberal Arts Writing Proficiency requirement.*

English Experience (9 credits)

- Choose one from each category below.
 - Film Studies or Literature (3 credits) 200-400 level
 - Linguistics (3 credits) 200-400 level
 - Creative writing or any elective outside of concentration core (3 credits) 200-400 level

Capstone (3 credits) (Must be taken as a senior)

- ENG-W 426: Writing Nonfiction: Popular and Professional Publication (*recommended*)
- ENG-E 398: Internships in English (*with permission from director*)
- ENG-E 450: Capstone Seminar
- ENG-L 440: Senior Seminar in English and American Literature
- ENG-L 433: Conversations with Shakespeare

*Depending on topic, ENG-W 390 course might count towards the “Culture and Rhetoric” category or the “Writing Experience” category.

D.4. Requirements for English minors

D.4.a. Creative Writing

The Creative Writing Minor

The minor in creative writing is designed for students interested in producing original poetry, fiction, creative nonfiction, or screenwriting. It is also useful for those contemplating careers in the teaching of writing.

A minor in Creative Writing (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student’s home school.

- Completion of 15 credit hours, with a minimum grade of C in each course.
- 9 credit hours must be at the 300 level or above. One course may be shared between the English minor and the English major.

Electives:

Choose 15 credit hours from the following:

- ENG-W 206 Introduction to Creative Writing (3 cr.)
- ENG-W 207 Introduction to Fiction Writing (3 cr.)
- ENG-W 208 Introduction to Poetry Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- ENG-W 301 Writing Fiction (3 cr.)
- ENG-W 302 Screenwriting (3 cr.)
- ENG-W 303 Writing Poetry (3 cr.)
- ENG-W 305 Writing Creative Nonfiction (3 cr.)
- ENG-W 401 Writing Fiction (3 cr.)
- ENG-W 403 Advanced Poetry Writing (3 cr.)
- ENG-W 407 Advanced Creative Nonfiction Writing (3 cr.)
- ENG-W 408 Creative Writing for Teachers (3 cr.)
- ENG-W 411 Directed Writing (1-3 cr.)
- W 411 may be repeated once for credit

D.4.b. Film Studies

The Film Studies Minor

The minor in film studies provides the skills for understanding film in its aesthetic, popular, and ideological dimensions. Students with a minor in film studies will have a knowledge of film history, theory of film, genres and authorship, interpretive approaches to films, and film as a cultural artifact. A minor in Film Studies (FILM) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- One course may be shared between the English minor and the English major.

Required:

FILM-C 292 Introduction to Film (3 cr.)

Electives:

Choose twelve credit hours (12 cr.) from the following courses:

- COMM-M 373 Film and Video Documentary (3 cr.)
- ENG-W 260 Film Criticism (3 cr.)
- FILM-C 350 Film Noir (3 cr.)
- FILM-C 351 Musicals (3 cr.)
- FILM-C 352 Biopics (3 cr.)
- FILM-C 361 Hollywood Studio Era: 1930-1949 (3 cr.)
- FILM-C 362 Hollywood in the 1950s (3 cr.)
- FILM-C 380 French Cinema (3 cr.)
- FILM-C 390 The Film and Society: Topics (Variable Title) (3 cr.)*
- FILM-C 391 The Film: Theory and Aesthetics (3 cr.)
- FILM-C 392 Genre Study of Film (Variable Title) (3 cr.)*
- FILM-C 393 History of European and American Films I (3 cr.)
- FILM-C 394 History of European and American Films II (3 cr.)
- FILM-C 491 Authorship and Cinema (Variable Title) (3 cr.)
- FILM-C 493 Film Adaptations of Literature (3 cr.)

- GER-G 370 German Cinema (3 cr.)
- GER-G 371 Der deutsche Film (3 cr.)

**C390 and C392 may be repeated for credit with different topics*

D.4.c. Linguistics

The Linguistics Minor

The minor in linguistics is intended for students who wish to expand their knowledge of language structure and use. This program of study provides an excellent foundation in linguistic theory and application.

A minor in Linguistics (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- At least 9 credit hours must be at the 300-400 level.
- No more than 6 credit hours can be from departments other than English.

Required:

ENG- Z205 Introduction to the English Language (3 cr.)

Electives:

Choose 12 credit hours from the following courses:

Anthropology

ANTH L300 Language and Culture (3 cr.)

ANTH L401 Language, Power, and Gender (3 cr.)

American Sign Language/ Interpretation

ASL L340 Discourse Analysis: English (3 cr.)

ASL L342 Disclosure Analysis: ASL (3 cr.)

Philosophy

PHIL P265 Introduction to Symbolic Logic (3 cr.)

PHIL P368 Philosophy of Language (3 cr.)

English

ENG Z205 Introduction to the English Language (Core course) (3 cr.)

ENG Z206 Introduction to Language Use (3 cr.)

ENG Z301 History of the English Language (3 cr.)

ENG Z302 Understanding Language Structure: Syntax (3 cr.)

ENG Z303 Understanding Language Meaning: Semantics (3 cr.)

ENG Z310 Language in Context: Sociolinguistics (3 cr.)

ENG Z400 Teaching English for Specific Purposes (3 cr.)

ENG Z405 Topics in the Study of Language (Topics may vary each semester) (3 cr.)

ENG Z432 Second Language Acquisition (3 cr.)

ENG Z434 Introduction to Teaching English as a Second Language (3 cr.)

ENG Z441 Materials Preparation for ESL Instruction (3 cr.)

ENG W310 Language and the Study of Writing (3 cr.)

World Languages and Cultures

FREN F402 Introduction to French linguistics (3 cr.)

FREN F421 Fourth- Year French (3 cr.)

FREN F423 The Craft of Translation (3 cr.)

GER G340 German language and Society: Past and Present (3 cr.)

GER G465 The Structure of German (3 cr.)

GER G333 German translation Practice (3 cr.)

GER G423 The Craft of Translation (3 cr.)
SPAN S323 Introduction to Translation Spanish and English (3 cr.)
SPAN S326 Introduction to Spanish Linguistics (3 cr.)
SPAN S409 Hispanic Sociolinguistics (3 cr.)
SPAN S410 The Acquisition of Spanish (3 cr.)
SPAN S423 the Craft of Translation (3 cr.)
SPAN S425 Spanish Phonetics (3 cr.)
SPAN S427 The Structure of Spanish (3 cr.)
SPAN S428 Applied Spanish Linguistics (3 cr.)
WLAC F350 Introduction to Translation Studies and Interpreting (3 cr.)
WLAC F330 Introduction to Translating French and English (3 cr.)
WLAC F450 Computers in Translation (3 cr.)

In consultation with an advisor, advanced students may request permission to take a graduate course in linguistics in partial fulfillment of the requirements for the minor.

D.4.e. Literature

The Literature Minor

Students concentrating in other aspects of English studies, especially Creative Writing or Film majors, will find that a Literature minor makes good sense. The Literature minor can also be a meaningful complement to many Liberal Arts majors besides English, including History, Philosophy, Religious Studies, World Languages, and Anthropology. And students from outside of Liberal Arts will find the Literature minor of use, such as those who are Psychology majors or students in the Schools of Education and Public and Environmental Affairs. Regardless of whether or not you're an English major, taking five courses in Literature can be accomplished with a little strategic planning. Students may choose from a broad range of courses, at the 200-level or above, offered every term. Three courses (or 9 hours) must be at the 300- or 400-level.

A minor in Literature (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- 9 credit hours must be at the 300 level or above.
- One course may be shared between the English minor and the English major.

Select from the following:

ENG-L 202 Literary Interpretation
ENG-L 203 Introduction to Drama
ENG-L 204 Introduction to Fiction
ENG-L 205 Introduction to Poetry
ENG-L 207 Women and Literature
ENG-L 213 Literary Masterpieces I
ENG-L 214 Literary Masterpieces II
ENG-L 220 Introduction to Shakespeare
ENG-L 245 Introduction to Caribbean Literature
ENG-L 301 Critical and Historical Survey of English Literature I
ENG-L 302 Critical and Historical Survey of English Literature II
ENG-L 315 Major Plays of Shakespeare
ENG-L 348 Nineteenth-Century British Fiction
ENG-L 351 Critical and Historical Study of American Literature, 1800-1865
ENG-L 352 Critical and Historical Study of American Literature, 1870-1920

ENG-L 354 Critical and Historical Study of American Literature since 1914
ENG-L 357 Twentieth-Century American Poetry
ENG-L 358 Twentieth-Century American Fiction
ENG-L 364 Native American Literature
ENG-L 370 Recent Black American Writing
ENG-L 372 Contemporary American Fiction
ENG-L 373 Interdisciplinary Approaches to English and American Literature (Variable Topics)
ENG-L 376 Literature for Adolescents
ENG-L 378 Studies in Women and Literature
ENG-L 379 American Ethnic and Minority Literature
ENG-L 381 Recent Writing: Indiana Authors
ENG-L 382 Fiction of the Non-Western World: 20th-Century African Fiction
ENG-L 384 Studies in American Culture (Variable Topics)
ENG-L 385 Science Fiction
ENG-L 390 Children's Literature
ENG-L 406 Topics in African American Literature
ENG-L 411 Literature and Society (Variable Topics)
ENG-L 431 Topics in Literary Study
ENG-L 433 Conversations with Shakespeare
ENG-L 440 Senior Seminar in English and American Literature
ENG-L L431/L680/M592 Literature and Medicine

D.4.f. Multicultural Literature

The Multicultural Literature Minor

The minor in multicultural literature is designed for students who are interested in the rich literature originating from and reflective of the experiences of women, minorities, indigenous people, and immigrants in the United States, as well as literatures from the Western and non-Western worlds. A minor in Multicultural Literature (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- 9 credit hours must be at the 300 level or above.
- 9 credit hours must be in English courses.
- One course may be shared between the English minor and the English major.

Electives:

Choose 5 courses (15 credit hours) from the following:

ENG-L 207 Women and Literature (3 cr.)
ENG-L 245 Introduction to Caribbean Literature (3 cr.)
ENG-L 364 Native American Literature (3 cr.)
ENG-L 370 Recent Black Writing (3 cr.)
ENG-L 378 Studies in Women and Literature (3 cr.)
ENG-L 379 Minority and Ethnic Literature of the United States (3 cr.)
ENG-L 382 Fiction of the Non-Western World: 20th Century African Literature (3 cr.)
ENG-L 406 Topics in African American Literature (3 cr.)
ENG-L 411 Working Class Literature (3 cr.)
ENG-L 411 South African Literature and Society (3 cr.)
SPAN-S 360 Introduction to Hispanic Literature
SPAN-S 470 Women and Hispanic Literature (3 cr.)

SPAN-S 472 Spanish American Literature 2 (3 cr.)

SPAN-S 477 Twentieth-Century Spanish-American Prose Fiction (3 cr.)

D.4.g. Professional & Digital Writing

The Professional and Digital Writing Minor

The minor in professional and digital writing helps prepare students for the communicative demands of their future careers, focusing on the kinds of writing practiced across a range of contexts and in a variety of media.

These courses will guide students into a deeper understanding of writing and composing practices and provide authentic writing experiences.

A minor in Professional and Digital Writing (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours in Writing and Literacy courses, with a 2.5 or higher grade point average in the 15 credit hours of the minor and a minimum grade of C in each course in the minor.
- At least 9 credit hours must be at the 300-400 level.
- 10 credit hours must be in the English department; only one course may be shared between the major and minor.
- Work with a Writing and Literacy faculty advisor in planning your courses; contact Professor Steve Fox, Director of Writing, sfox@iupui.edu for a list of those faculty and for more information.

Gateway Courses (3 Credits):

Choose one course from the following:

ENG W231 Professional Writing (P: W131)

ENG W210 Literacy and Public Life

In some cases, an equivalent course may be substituted if approved by the Director of Writing.

Professional Writing Electives (3 Credits):

Choose one course from the following:

ENG-W 210 Literacy and Public Life if not already taken as gateway

ENG-W 230 Writing in the Sciences

ENG-W 231 Professional Writing if not already taken as gateway

ENG-W 326 Writing Nonfiction: Preparing for Publication

ENG-W 331 Business and Administrative Writing

ENG-W 365 Theories and Practices of Editing

ENG-W 377 Writing for Social Change

ENG-W 390 Topics in Writing as approved, including Medical Writing

ENG-W 398 Writing Internship: The News Bureau

ENG-W 426 Writing Nonfiction: Popular and Professional Publication

Digital Composing Electives (3 Credits):

Choose one course from the following:

ENG-W 315 Writing for the Web

ENG-W 318 Finding your E-Voice

ENG-W 367 Writing for Multiple Media

ENG-W 412 Technology and Literacy

Additional Electives (6 Credits):

Choose two courses from either list above and/or the following:

ENG-W 262 Style and Voice for Writers
ENG-W 270 Argumentative Writing
ENG-W 312 Writing Biography
ENG-W 313 The Art of Fact: Writing Nonfiction Prose
ENG-W 320 Advanced Writing in the Arts and Sciences
ENG-W 366 Written Englishes: Living Cultural Realities
ENG-W 390 Topics in Writing
ENG-W 400 Issues in Teaching Writing
ENG-W 496 Writing Tutor Training Seminar (P: W131 and permission of instructor)
ENG-E 498 Internship
ENG-Z 204 Rhetorical Issues in Grammar and Usage

D.4.h. Professional & Public Writing

The Professional and Public Writing Minor

The minor in professional and public writing, combined with various majors, introduces you to writing in the workplace and/or public sphere. You will find such writing valuable in occupations that include business, education, public affairs, government, health fields, and not-for-profit organizations, as well as in civic life. A minor in Professional and Public Writing (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours in Writing and Literacy courses.
- Students must have a 2.5 or higher grade point average in the 15 credit hours of the minor and a minimum grade of C in each course in the minor.
- At least 9 credit hours must be at the 300-400 level.
- Work with a Writing and Literacy faculty advisor in planning your courses; contact Professor Steve Fox, Director of Writing, sfox@iupui.edu for a list of those faculty and for more information.
- One course may be shared between the English minor and the English major.

Gateway Courses (3 Credits):

Choose one course from the following:

For a professional focus:

ENG-W 231 Professional Writing P: W131

For a public focus:

ENG-W 210 Literacy and Public Life

ENG-W 270 Argumentative Writing

Electives:

Choose four courses (12 credits) from the following:

ENG-W 210 Literacy and Public Life if not already taken as gateway

ENG-W 230 Writing in the Sciences

ENG-W 231 Professional Writing if not already taken as gateway

ENG-W 262 Style and Voice for Writers

ENG-W 270 Argumentative Writing

ENG-W 313 The Art of Fact: Writing Nonfiction Prose

ENG-W 315 Writing for the Web

ENG-W 318 Finding your E-Voice

ENG-W 320 Advanced Writing in the Arts and Sciences

ENG-W 326 Writing Nonfiction: Preparing for Publication

ENG-W 331 Business and Administrative Writing
ENG-W 365 Theories and Practices of Editing
ENG-W 366 Written Englishes: Living Cultural Realities
ENG-W 377 Writing for Social Change
ENG-W 390 Topics in Writing, including Health Literacy, Medical Writing, etc.
ENG-W 398 Writing Internship: The News Bureau
ENG-W 412 Technology and Literacy
ENG-W 426 Writing Nonfiction: Popular and Professional Publication
ENG-W 496 Writing Tutor Training Seminar (P: W131 and permission of instructor)
ENG-Z 204 Rhetorical Issues in Grammar and Usage
ENG-E 498 Internship

With permission from the Director of Writing, one course from a related program, such as Technical Communications, Communications Studies, or Journalism can be approved as counting toward this minor.

D.4.i Minor in TESOL

English Minor in Teaching English to Speakers of Other Languages (TESOL)

The minor in Teaching English as a Second Language (TESOL) is a 15-credit hour course of study for undergraduate students who might want to work in English language programs in the United States or English language programs abroad before beginning a more in-depth professional preparation as graduate students. The program of study for the TESOL minor develops students' understanding of language acquisition patterns, teaching methods, curriculum design, and sociocultural factors that influence teaching and learning. This practice-oriented minor supports majors who contemplate becoming an English/adult English as a Second Language/English as a Foreign Language professional in the future.

The minor will consist of a minimum of 15 credit hours in courses distributed as indicated below.

Group A: Core Courses (9 cr)

- ENG Z 205 Introduction to the English Language (3 cr)
- ENG Z 432 Second Language Acquisition (3 cr)
- ENG Z 434 Introduction to Teaching English as a Second Language (3 cr)

Group B: Elective Courses-Choose two of the following (6 cr)

- ENG Z 206 Introduction to Language Use (3 cr) OR ENG Z 310 Language in Context: Sociolinguistics (3 cr)
- ENG Z 370 Second Language Writing (3 cr)
- ENG Z 441 Materials Preparation for ESL Instruction (3 cr.)
- ENG Z 405 Topics in the Study of Language (ex.: *Generation 1.5, Second Language Learning and Technology*, other)
- ENG E 398 Internship in English (meets Capstone requirement for English majors)

Note: *For both Group A & B: enrollment permitting, the department will attempt to have separate sections just for undergraduates, not cross-listed sections.*

Substitute courses

Students may petition, either before or after taking a course, to count a course toward the minor. Students will petition the faculty member coordinating the TESOL minor.

D.4.j. General Minor in English

General English Minor

The general English minor is designed for students who are not majoring in English but who want broad experience across the fields of the discipline, including creative writing, film studies, language and linguistics, literature, and writing and literacy.

A minor in English (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- All courses must be at the 200 level or above.
- At least 9 credit hours must be at the 300 level or above.
- to declare the minor, complete the School of Liberal Arts online declaration form:
<https://liberalarts.iupui.edu/updatemajor/>

Electives:

Choose 15 credit hours from the following:

Courses in Creative Writing (ENG-W)

Courses in Film Studies (FILM-C)

Courses in Linguistics (ENG-Z)

Courses in Literature (ENG-L)

Courses in Professional and Public Writing (ENG-W)

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

D.5. SLA Pathway Minor in Storytelling

Storytelling Pathway Minor in Liberal Arts

The Storytelling Pathway Minor in Liberal Arts is a 15-credit program of study that aims to give students experience in understanding storytelling from a variety of viewpoints, including their own; they will use the concepts and practices of storytelling as a way to understand culture and society, as well as the differing modes of sharing stories in and across different cultures. The ways that stories are made, told, shaped, and produced will factor into the learning experience for students in the minor.

As part of a well-rounded university education, the Liberal Arts play a vital role in students' lives. Liberal Arts courses allow students to contextualize their experiences and how they fit in the world around them, and to empathize with the experiences of others, understanding those experiences as just as vital and necessary as their own. Storytelling is the chief means of conveying what it means to be a human being in the world. The Pathway Minor in Storytelling delivers courses that concentrate on this subject matter, correlating with the IUPUI PLUS Learner Profiles of Innovator, Communicator, Problem Solver, and Community Contributor.

Learning Objectives:

- Understanding narrative structures, including different modes, terminologies, and the relationship between speaker and story. This correlates with the Problem Solver and Communicator categories of the Profiles.
- Differentiate between genres and linguistic modes to grasp usage and context. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
- Understanding cultural context and difference, and the larger structures that produce societal positions. This objective correlates with the Community Contributor category of the Profiles.

- Developing an awareness of visual literacy in reference to narrative, particularly as it relates to reading and analyzing comics and graphic novels. This objective correlates with the Innovator and Communicator categories of the Profiles.
- Build a growing awareness of the theory and criticism of narrative, in order to decode the stories of others. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
- Consider narrative production at different skill levels, analyzing and engaging the form in a variety of modes and methods. This objective corresponds with the Innovator, Communicator, and Problem Solver categories of the Profiles.

Required Courses:

Students will complete 15 credit hours of approved Pathways courses, including 6 credit hours of:

- **Two foundational courses:** ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
- **Elective courses for the minor:** minimum grade of C

Students will also complete elective courses including 9 credit hours of approved courses from the following categories (see approved courses below):

- introductory Thematic Concentration
- intermediate Thematic Concentration
- advanced Engaged Learning Experience

NOTE: To ensure a robust interdisciplinary experience, students should not take more than two courses from any one department/program as part of the 15-credit pathway minor.

Introductory Thematic Concentration:

- ENGL115 Literature for Today
- ENGL204 Introduction to Fiction: Literature and the Arts
- ENG W206 Introduction to Creative Writing
- ENG W207 Introduction to Fiction Writing
- ENG W208 Introduction to Poetry Writing
- COMM M150 Mass Media and Contemporary Society
- JOUR J110 Foundations of Journalism and Mass Communication

Intermediate Thematic Concentration:

- ENG W301 Writing Fiction (Prerequisite: ENG-W206 or ENG-W207, each with a grade of C or higher.)
- ENG W302 Screenwriting (Prerequisite: Eng-W206 or W207 with a grade of C or higher.)
- COMM R330 Communication Criticism (Prerequisite: COMM-G 100 or COMM-R 110 and reading placement of at least 80.)
- REL R312 Prophets, Captives, and Converts: American Religious Lives
- JOUR J315 Feature Writing (Prerequisite: JOUR-J 200 or permission of instructor.)
- ANTH E404 Field Work in Ethnography/Research Methods in Cultural Anthropology
- MHHS M410 Addiction Narratives

Advanced Engaged Experience:

- COMM T431 Introduction to Playwriting (Experiential Learning)
- ANTH E457 Ethnic Identity (Diversity Experience)
- COMM M462 Television Aesthetics and Criticism (Prerequisite: COMM-M 150 or permission of instructor.) (Collaborative project)
- MHHS M492/592 Narrative Medicine (Faculty-led Research)
- MHHS M420/520 Culture of Mental Illness (Faculty-led Research)

NOTES:

1. Students may petition the director of the Pathway Minor program to have any 300-/400-level elective with a RISE designation and storytelling focus count toward their engaged experience. For example, a student may complete an internship, individual research project, service learning project, or study abroad with a storytelling focus.
2. Students may petition, either before or after taking a course, to have one course from outside of the School of Liberal Arts count toward their pathway minor, if it meets the learning objectives. Examples of courses that can be petitioned to count include:
 - HER-D 304: Drawing/Illustration – Narrative Imagery
 - HER-H 222: History of American Comics and Graphic Fiction
 - NEWM-N 202: Digital Storytelling

Petitions should be sent to the Director of the Pathways Minor Program and will include:

- course number, title, instructor and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- completed assignments (if course is finished) that best demonstrate Learning Outcomes

D.6. SLA BA in Applied Theatre, Film, and Television

Major in Applied Theatre, Film and Television (ATFT)

Applied Theatre Concentration

The Applied Theatre concentration focuses on acting, directing, theatre history, playwriting, dramatic literature, and theatre design and technology. Students have the opportunity to participate in all aspects of theatre performance using theatre as a voice for social change.

Degree Requirements:

Minimum of 34 credit hours. The following are specific requirements for successful completion of the major:

- Fundamentals (common to all concentrations): M150 Mass Media and Contemporary Society
- Core courses: T130 Introduction to Theatre; T2XX: Fundamentals of Applied Theatre; C437: Creative Dramatics
- 6 credit hours of theatre production
- 6 credit hours of performance courses
- 6 credit hours in Theory-History-Criticism. At least 3 hours must be at the 300 level or above.
- 1 credit hour Junior Internship Bridge Experience
- 3 credit hour Capstone experience (common to all concentrations)
- At least 15 credit hours in the major must be in courses at the 300 level or above.
- No more than 12 credit hours may transfer. At least 21 credit hours must be taken in courses specific to the program in Theatre
- The student must earn a C or higher in all major course work.
- No more than a total of 9 hours of combined Independent Study and Internship credit toward graduation.

1 course: Fundamentals

- COMM M150: Mass Media and Contemporary Society (3 cr.)

3 courses: Theatre Core

- COMM T130: Introduction to Theatre (3 cr.)
- COMM T2XX: Fundamentals of Applied Theatre (3 cr.)
- COMM T437: Creative Dramatics (3 cr.)

2 courses: Production

- COMM T100 Rehearsal and Performance (3-6 cr.)
- COMM T339 Play Directing (3 cr.)
- COMM T431 Playwriting (3 cr.)
- As program grows, reintroduce the following:
 - COMM C101 Stage Makeup
 - COMM C131 Stage Scenery
 - COMM C330 Stage Lighting
 - COMM C331 Advanced Stagecraft
 - COMM C332 Costuming for the Theatre
 - COMM C430 Theatre Management

2 courses: Performance

- COMM T104 Voice for the Stage (3 cr.)
- COMM T133 Introduction to Acting (3 cr.)
- COMM T205 Introduction to Oral Interpretation (3 cr.)
- COMM T3XX Theatre for Social Change (3 cr.)
- COMM T333 Acting II (3 cr.)

2 courses: Theory-History-Criticism

- WOST W300 Topics in Women's Studies (with consent)
- CLAS C310 Classical Drama (3 cr.)
- ENGL315 Major Plays of Shakespeare (3 cr.)
- COMM T337 History of Theatre I (3 cr.)
- COMM T338 History of Theatre II (3 cr.)
- ENGL365 Modern Drama: Continental (3 cr.)
- ENGL366 Modern Drama: English, Irish, and American (3 cr.)
- ENGL370 Recent Black American Writing (3 cr.)
- ENGL379 Ethnic and Minority Literature of the United States (3 cr.)
- ENGL406 Topics in African-American Literature (with consent) (3 cr.)
- ENGL433 Conversations with Shakespeare (3 cr.)
- COMM-R 478 Persuasion and Media in Social Movements (3 cr.)
- MSTDA460 Museum Theatre (3 cr.)

1 course: Bridge Experience

- COMM T2XX Junior Internship experience (1 cr.)

1 course: Capstone

- The Capstone experience can be an independent study project, a senior thesis, or an internship project. (3 cr.)

**Other elective courses may be accepted with approval of the program director.*

Film and Television Studies Concentration

Film and Television Studies focuses on the history, theory, criticism, cultural uses, and production practices of television, film, and media arts. Students are required to take one media production course in order to gain a concrete understanding of the possibilities of these media. Emphasis is on critical analysis, creative expression, and an understanding of how media functions in our society.

Degree Requirements:

Minimum of 33 credit hours. The following are specific requirements for successful completion of the major:

- Fundamentals (common to all concentrations): M150 Mass Media and Contemporary Society
- 2 Core courses: C292 Introduction to Film **or** M215 Media Literacy **and**

Film-C391: The Film - Theory and Aesthetics **or** COMM-M462: Television Aesthetics and Criticism

- One production course: M221 Electronic Media Production **or** NEWM N253: Introduction to Digital Video
- 9 credit hours in Theory-History-Criticism. At least 6 hours must be at the 300-level or above.
- 6 credit hours in cultural approaches
- 3 credit hours in creative methods
- 3 credit hour Capstone experience (common to both concentrations).
- At least 15 credit hours in the major must be in courses at the 300 level or above.
- No more than 12 credit hours may transfer. At least 21 credit hours must be taken in courses specific to the program in Film and Media Arts.
- A grade of C or higher in all major course work.
- No more than 9 hours of combined Independent Study and Internship credit toward graduation.

1 course: Fundamentals

- COMM M150 Mass Media and Contemporary Society (3 cr.)

2 courses: Film and Television Studies Core (6 cr.)

- FILM-C292 Introduction to Film **or** COMM-M215: Media Literacy (3 cr.)
- FILM-C391 The Film: Theory and Aesthetics (3 cr.)

OR COMM-M462: Television Aesthetics and Criticism (3 cr.)

1 course: Production

- COMM M221 Electronic Media Production (3 cr.) or NEWM N253: Introduction to Digital Video (3 cr.)

3 courses: Theory-History-Criticism

- MUS-Z315 Music for Film (3 cr.)
- FILM C350 Film Noir (3 cr.)
- FILM C351 Musicals (3 cr.)
- FILM C352 Biopics (3 cr.)
- PHIL P355 Philosophy of Film (3 cr.)
- FILM C361 Hollywood Studio Era 1930-1949 (3 cr.)
- FILM C362 Hollywood in the 1950s (3 cr.)
- COMM M370 History of Television (3 cr.)
- COMM M373 Film and Video Documentary (3 cr.)
- FILM C380 French Cinema (3 cr.)
- FILM C390 The Film and Society: Topics (3 cr.)

- FILM C391 The Film: Theory and Aesthetics (3 cr.)
- FILM C392 Genre Study in Film (3 cr.)
- FILM C393 History of European and American Films I (3 cr.)
- FILM C394 History of European and American Films II (3 cr.)
- COMM M462 Television Aesthetics and Criticism (3 cr.)
- JOUR J475 Race, Gender and the Media (3 cr.)
- COMM-R 478 Persuasion and Media in Social Movements (3 cr.)
- FILM C491 Authorship and Cinema (3 cr.)
- FILM C493 Film Adaptations of Literature (3 cr.)

2 courses: Cultural Approaches

- COMM-C299 Communicating Queer Identity (3 cr.)
- WOST-A316 Women of the Diaspora: Race, Culture and Education (3 cr.)
- AFRO-A326 Race, Beauty, and Popular Culture (3 cr.)
- EALC-E334 Contemporary Chinese Cinema (3 cr.)
- COMM-R350 Women Speak: American Feminist Rhetoric (3 cr.)
- AMST-A363 American Cyber Identity (3 cr.)
- GER-G370 German Cinema (3 cr.)
- MHHS-M410 Addiction Narratives (3 cr.)
- MHHS-M420 The Culture of Mental Illness (3 cr.)
- FREN-F391 Studies in French Cinema (Taught in French) (3 cr.)
- FREN-F460 French Fiction in Film (Taught in French) (3 cr.)
- COMM-C482 Intercultural Communication (3 cr.)

1 course: Creative Expression

- COMM-T133 Acting I (3 cr.)
- COMM-M210 Media Message Design (3 cr.)
- COMM-M464 Podcasting, Radio and Sound Production (3 cr.)
- ENG-W260 Writing of Film Criticism (3 cr.)
- ENG-W302 Screenwriting (3 cr.) (prerequisite: W206)
- ENG-W315 Writing for the Web (3 cr.)
- ENG-W318 Finding your E-voice (3 cr.)
- JOUR-J321 Principles of Public Relations (3 cr.)

1 course: Capstone

- The Capstone experience can be an independent study project, a senior thesis, or an internship project. (3 cr.)

**Other elective courses may be accepted with approval of the program director.*

Integrated Film and Television Studies/Production Concentration

The Integrated Film and Television Studies/Production concentration emphasizes an understanding and appreciation of the art of film and television, within a firm working knowledge of the processes of production. The emphasis in this concentration is on the application of theoretical concepts, critical analysis, and historical understanding to a production context. Students will apply their knowledge of film and television studies to the construction of media projects.

Degree Requirements:

37 credit hours. The following are specific requirements for successful completion of the major:

- Fundamentals (common to the three concentrations): M150 Mass Media and Contemporary Society
- Core courses: **Either** FILM-C292: Introduction to Film **or** COMM-M215: Media Literacy **AND either** FILM-C391: The Film: Theory and Aesthetics **OR** COMM-M462: Television Aesthetics and Criticism
- 6 credit hours of Film and Television Arts Electives
- 3 credit hours of ENG-W302: Screenwriting
- 3 credit hours in Production Planning
- 6 credit hours in Production Process: NEWM-N253: Introduction to Digital Video **or** COMM-M221: Electronic Media Production, **AND** NEWM-N353: Intermediate Digital Video **or** HER K300: Time-Based Art (Advanced Digital Imaging)
- 7 credit hours of Production Electives
- 3 credit hour Capstone experience (common to all three concentrations)
- At least 18 credit hours in the major must be in courses at the 300 level or above.
- Residency Requirement: No more than 15 credit hours may transfer. At least 24 credit hours must be taken in courses specific to the program in Film and Television as defined in this curriculum..
- A grade of C or higher in all major course work.
- No more than 9 hours of combined Independent Study and Internship credit toward graduation.

2 course: Fundamentals (3 cr.)

- COMM-M150: Mass Media and Contemporary Society (3 cr.)

3 courses: Film and Television Arts Core (6 cr.)

- FILM-C292 Introduction to Film **or** COMM-M215: Media Literacy (3 cr.)
- FILM-C391 The Film: Theory and Aesthetics (3 cr.)

OR COMM-M462: Television Aesthetics and Criticism (3 cr.)

4 courses: Film and Television Arts Electives (6 cr.)

- MUS-Z315 Music for Film (3 cr.)
- FILM-C351 Musicals (3 cr.)
- FILM-C352 Biopics (3 cr.)
- FILM-C361 Hollywood Studio Era 1930-1949 (3 cr.)
- FILM-C362 Hollywood in the 1950s (3 cr.)
- COMM-M370 History of Television (3 cr.)
- COMM-M373 Film and Video Documentary (3 cr.)
- COMM-G391 Variable Title Seminar (media-related topic only) (3 cr.)
- FILM-C380 French Cinema (3 cr.)
- FILM-C390 Topics in Film (Variable Title) (3 cr.)
- FILM-C392 Genres in Film (Variable Title) (3 cr.)
- FILM-C393 History of European and American Films I (3 cr.)
- FILM-C394 History of European and American Films II (3 cr.)
- FILM-C491 Authorship in Cinema (Variable Title) (3 cr.)
- FILM-C493 Film Adaptations of Literature (3 cr.)

1 course: Scriptwriting (3 cr.)

- COMM-M210 Media Message Design (3 cr.) OR
- ENG-W250 Writing in Context (with appropriate topic) (3 cr.) OR
- ENG-W302 Screenwriting (3 cr.) (pre-requisite: W206 can be taken to fulfill partly the General Education Arts and Humanities requirement)

1 course: Production Planning (3 cr.)

- HER-A307 Concepts in Action: Concept Art and Illustration (3 cr.) **OR**
- NEWM-N420 Multimedia Project Development (3 cr.) **OR**
- CGT 31800 Animation Preproduction (3 cr.) (prerequisite: CGT 20100)

2 courses: Production Process (6 cr.)

- COMM-M221: Electronic Media Production (3 cr.) **OR**
- NEWM-N253* Introduction to Digital Video (3 cr.) **OR**
- CGT 20200 Motion and Video 1 (3 cr.)

AND

- COMM-M465 Advanced Video Technique (3 cr.) (prerequisite: NEWM-N253 or COMM-M221) **OR**
- NEWM-N353*Intermediate Digital Video (3 cr.) (prerequisite: NEWM-N253 or COMM-M221, or instructor consent) **OR**
- CGT 34600 Digital Video and Audio (3 cr.) (prerequisite: CGT 20100 or Comm-M221)

* Course content in N253 and N353 alternates (fall/spring semesters) between narrative and documentary video

3 courses: Production Electives (7 cr.)

- MUS-A132 Music Technology Lab I (3 cr.)
- MUS-A142 Music Technology Lab II (3 cr.) (prerequisite: A132)
- COMM-M220 Electronic Graphic Production (3 cr.)
- NEWM-N255 Introduction to Digital Sound (3 cr.)
- COMM-M290 Video Production Workshop (1 cr.)
- COMM-G300 Independent Study (1-3 cr.)
- HER K300 Time-Based Art (Advanced Digital Imaging) (3 cr.) (prerequisite: HER-K301 or HER-K303)
- HER-A307 Illustration for Animators (3 cr.)
- CGT 31400 Advanced Motion Design (3 cr.)
- NEWM-N340 Motion Graphics (3 cr.)
- CGT 35100 Interactive Multimedia Design (3 cr.) (prerequisite: CGT 25100)
- NEWM-N354 Directorial Analysis, Production, and RAW Workflow (3 cr.) (prerequisite: NEWM-N253)
- NEWM-N356 Lighting and Field Production (3 cr.) (prerequisite: NEWMN-253 and NEWMN-N353)
- NEWM-N357 Digital Effects (3 cr.) **or**
- CGT 44400 History and Technique of Visual Effects in Film (3 cr.)
- CGT 40200 Motion and Video 2 (3 cr.) (prerequisite: CGT 34600)
- CGT 44200 Production for Computer Animation (3 cr.) (prerequisite: CGT 34100)
- COMM-G491 Internship (1-6 cr.) **or**
- HER-K430 Photography and Intermedia Seminar (when appropriate topic) (3 cr.)

- NEWM-N453 Advanced Digital Video (3 cr.) **or**
- CGT 44600 Technical Animation Production and Direction (3 cr.)
- NEWM-N456 Digital Cinema (3 cr.) (prerequisite: NEWM-N253 and NEWM-N353 and NEWM-N354)
- INFO-I459 Media and Technology Entrepreneurship (3 cr.)
- COMM-M461 Production Problems in Communication Media (variable topic) (3 cr.)
- COMM-M463 Advanced Graphic Technique (3 cr.)
- COMM-M464 Advanced Audio Technique (3 cr.)
- COMM-M465 Advanced Video Technique (3 cr.)
- COMM-M466 Television Direction (3 cr.)

1 course: Capstone (3 cr.)

- TFT-P4XX: Proposed Production Capstone (3 cr.)

**Other appropriate courses may be acceptable in consultation with program director.

E. Strategic Planning Information

E.1. English Alignment with IUPUI Strategic Goals

English Department Alignment with IUPUI Strategic Plan Goals

1. Promote Undergraduate Student Learning and Success	
Recent English department contributions	<ul style="list-style-type: none"> • Developed “English Week” 2015-2020 as a 3-day celebration of all things English to increase faculty profiles, recruit students, and build department community • Developed four new minors in English (2014) • Contributed to the development of several new SLA Pathway Minors (2019-2020) • Developed a new minor in TESOL (approved 2020) • Re-named and revised our undergraduate concentration in Professional & Public Writing (2018) • Participated in the first SLA Career Community pilot program, designed to connect academic work to career pathways to success • Participated in development of a new SLA interdisciplinary BA in Theater, Film, and Television Studies in cooperation with the Communication Studies department (2019) • The department developed a virtual Student Awards Ceremony, recorded it, and made it available to all students as a replacement for the annual in-person ceremony, which had to be cancelled (spring 2020) • The department held its first-ever virtual commencement celebration to honor graduating seniors and graduate students. This was a synchronous event held via Zoom (spring 2020)
Projected future contributions	<ul style="list-style-type: none"> • Use the new department website, when it becomes available, to promote students’ knowledge of the many curricular and co-curricular opportunities the department offers • Use the new English Thinkspace, when it becomes available, to foster increased opportunities for experiential learning and community building • Continue to evaluate and develop new courses and programs that provide students with valuable skills and knowledge

2. Increase Capacity for Graduate Education	
Recent English department contributions	<ul style="list-style-type: none"> • Developed a new MA in TESOL whose first cohort of students began in Fall 2017 • Developed graduate certificates in Teaching Writing, Teaching Literature, and TESOL • We are participating on the IU Online MA in English by contributing courses on an agreed-upon schedule • The EAP Program created and administered an online EAP Placement Test which started being delivered online in May 2020 to replace the in-person placement test for international students. This made it possible for international students to be admitted and enroll in IUPUI programs and EAP courses while testing facilities and travel were shut down around the world due to the COVID-19 pandemic. • At the Graduate Office’s request, Estela Ene offered ENG G513 – <i>Academic Writing for Graduate Students</i> online during the summer for students in Dentistry, the online MA in Health Sciences, as well as in lieu of the EAP Placement Test. This helped IUPUI welcome international graduate students despite the difficult climate created by COVID-19. • A new course, ENG-G515 – <i>EAP Pronunciation</i>, was approved in Spring 2020. • The Hoosier Writing Project continues to attract Indiana K-12 teachers to its summer institutes; many of these teachers are enrolled in our MA and graduate certificate

	programs, and we also recruit teachers who are doing graduate work at Butler University.
Projected future contributions	<ul style="list-style-type: none"> • Leverage the new TESOL Minor to increase enrollments in the MA in TESOL Program • Create a combined BA/MA in English that students would complete in five years • Expand funding for MA our students by growing new campus partnerships with entities like the Spirit and Place Festival, housed in the School of Liberal Arts, or a possible third research assistantship in the IUPUI Arts and Humanities Institute • Find ways to advertise our MA programs more widely to international students

3. Transform Online Education	
Recent English department contributions	<ul style="list-style-type: none"> • Participating on the IU Online MA in English by contributing courses on an agreed-upon schedule • Participated in developing a new IU Online BS in Digital & Multimedia Storytelling (begins fall 2021) • Musgrave and Sickmann co-authored a chapter on innovations in online teaching accepted for publication in the MLA's forthcoming <i>Teaching Literature in the Online Classroom</i>. • The EAP Program faculty developed and delivered an online EAP Placement Test to make it possible for IUPUI-bound international students to submit the required proof of English proficiency while testing facilities and travel are shut down around the world due to COVID-19. • The ESL Tutoring Center of the EAP Program continued to serve international students after COVID closures, by operating online, reaching the same number of students as last academic year face-to-face (about 200/semester).
Projected future contributions	<ul style="list-style-type: none"> • Continue to expand online course offerings and to improve the quality of online instruction through regular faculty development in this area. • Continue to develop in-department ways of sharing and promoting best practices for online education. • Expand non-traditional forms of online delivery for which there is known demand, such as hybrid courses, second-8-week courses, and 1- and 2-credit offerings.

4. Optimize our Enrollment Management	
Recent English department contributions	<ul style="list-style-type: none"> • Course caps in most writing courses were increased from 22 to 25 in response to SLA directives to maximize enrollments and reduce reliance on contingent faculty • Course caps in literature courses were increased from 25 to 35 in response to SLA directives to maximize enrollments and reduce reliance on contingent faculty • Numbers of sections offered in most programs have been reduced to adjust to enrollment trends, faculty retirements, and other reductions in available instructors
Projected future contributions	<ul style="list-style-type: none"> • Continue to strategically offer fewer sections so that we run closer to class capacities with fewer cancellations. • Reach out to faculty and departments in other schools to promote existing courses and develop new courses that will bring non-SLA students into our classrooms.

5. Leverage our Strengths in Health and Life Sciences
--

Recent English department contributions	<ul style="list-style-type: none"> Megan Musgrave is scheduled to teach Eng-L478 (Literature and Medicine/Illness Narratives) in spring 2021 to dovetail with Medical Humanities. This course will be scheduled bi-annually moving forward, as a permanent course offering for MHHS students and advanced Literature majors. It is also included in the new Culture and Health Pathway Minor.
Projected future contributions	<ul style="list-style-type: none"> Explore the development of new literature and writing courses that could serve the needs, and attract the credit hours, of Health and Life Sciences students.

6. Accelerate Innovation and Discovery through Research and Creative Activity	
Recent English department contributions	<ul style="list-style-type: none"> ICIC, EAP and PIE collaborated in securing and delivering a U.S. Department of State/FHI360 grant titled “Developing 21st Century Skills for Globalizing English as a Foreign Language Classrooms” (\$90,000) for 25 English teachers from 25 different countries. Ulla Connor – PI, Estela Ene – Academic Director, Matt Hume (TESOL graduate) – Administrative Director, Thom Upton – guest presenter. Ene presented the program to the International Reps Committee coordinated by OIA. See Appendix C.2. for a tabulation of faculty research and creativity in recent years
Projected future contributions	<ul style="list-style-type: none"> Promote grant opportunities for English department faculty and form working groups to collaborate on grant writing and developing grant-fundable projects.

7. Deepen our Commitment to Community Engagement	
Recent English department contributions	<ul style="list-style-type: none"> The first summer day program in Creative Writing was launched at George Washington High School (an urban, high-minority school), in 2019. The program brought together three Creative Writing faculty members (Minor, Layden, & Kirts) with 26 high school juniors and seniors for five days of instruction and activity. Each of five TLC cohorts with literature sections included extracurricular community engagement components. Instructors and students in all sections of W231 engage with community organizations and business to solve real-world communication and writing problems and give students valuable experiential learning in the community. Literature VAP Carrie Sickmann brought students of her L390 class to Flanner House Child Development Center to interact with students there. She also organized a book donation drive to benefit Flanner House students and teachers. EAP students in G111 have continued to engage in community service on regular basis, choosing from a list of more than 20 local organizations to serve in a variety of ways. Linguistics major become TESOL MA student Laura Colantonio was awarded a Service Learning Assistantship from the Center for Service and Learning to assist with projects in EAP’s G111 (course instructor Honnor Orlando, EAP SL projects supervisor Estela Ene). The Hoosier Writing Project continued its work with Indiana K-college teachers, including a year-long professional development program focused on teaching argument (supported by a \$15,000 grant from the National Writing Project) and its summer institutes (attended by 37 teachers in summer 2019). The Hoosier Writing Project continued to co-sponsor the Central and Southern Indiana region of the Scholastic Art and Writing Awards. Our region received 529 writing submissions from 38 schools. We recruited 54 judges (including writers, editors, teachers, and department faculty, graduate students and alumni). We honored 205 student works in various writing genres; 13 of our winners went on to receive national medals. We also published an anthology of the Gold Key winning writing in our region, edited by our own <i>genesis</i> student-editors.

Projected future contributions	<ul style="list-style-type: none"> • Learn from the experience of the first Creative Writing summer program and design a second summer program that improves on this model. • The Hoosier Writing Project will be working with the national Scholastic Art and Writing Awards office to find a new partner for the art awards; we are hopeful that the Herron School of Art will take on this role. We have begun reaching out to new community partners, including the Vonnegut Museum. • The Hoosier Writing Project will follow up on its argument writing institute to develop professional development for K-12 teachers and will again offer summer institutes. (Summer 2020 institutes went well, fully online for the first time ever.)
--------------------------------	--

8. Strengthen Internationalization Efforts	
Recent English department contributions	<ul style="list-style-type: none"> • A new study abroad program in Barbados was developed by faculty members Jennifer Thorington Springer and Ronda Henry Anthony. Its first cohort of students had their Barbados trip cancelled in summer 2020 due to COVID-19. • In spring 2020 the EAP Program organized three zoom hang-out meetings with international students to maintain a sense of community and belonging while they were transitioning back to their countries or to online learning. International students were disproportionately affected by the COVID-19 pandemic. • The EAP Program created and administered an online EAP Placement Test which started being delivered online in May 2020 to replace the in-person placement test for international students. This made it possible for international students to be admitted and enroll in IUPUI programs and EAP courses while testing facilities and travel were shut down around the world due to the COVID-19 pandemic. • At the Graduate Office’s request, Estela Ene offered ENG G513 – <i>Academic Writing for Graduate Students</i> online during the summer for students in Dentistry, the online MA in Health Sciences, as well as in lieu of the EAP Placement Test. This helped IUPUI welcome international graduate students despite the difficult climate created by COVID-19. • A new course, ENG-G515 – <i>EAP Pronunciation</i>, was approved in Spring 2020. • ICIC, EAP and PIE collaborated in securing and delivering a U.S. Department of State/FHI360 grant titled “Developing 21st Century Skills for Globalizing English as a Foreign Language Classrooms” (\$90,000) for 25 English teachers from 25 different countries. Ulla Connor – PI, Estela Ene – Academic Director, Matt Hume (TESOL graduate) – Administrative Director, Thom Upton – guest presenter. Ene presented the program to the International Reps Committee coordinated by OIA. • Estela Ene chaired the campus-wide Intercultural Engagement Symposium, a one-day conference on intercultural competence and engagement, High Impact Practices for international and multicultural students, diversity and inclusion. Prominent IUPUI administrators, a renowned plenary speaker from Florida International University, community members, linguistics and TESOL faculty and students from IUPUI, Ball State and Purdue participated. The Intercultural Engagement Symposium was a Welcoming Campus Initiative (grant leads were Jennifer Thorington Springer and Gina Gibau; lead writer for the Community of Practice on Intercultural Learning which organized the symposium was Estela Ene).
Projected future contributions	<ul style="list-style-type: none"> • Promote and grow the Barbados study abroad program. • Musgrave and Sickmann will investigate a study abroad experience in Great Britain, most likely centering upon Victorian writers and children’s literature. • Leverage the new TESOL Minor to help increase enrollments in the MA in TESOL program

--	--

9. Promote an Inclusive Campus Climate	
Recent English department contributions	<ul style="list-style-type: none"> • Developed “English Week” 2015-2020 as a 3-day celebration of all things English to increase faculty profiles, recruit students, and build department community • Developed and funded plans for a new “English ThinkSpace” in CA 429. This will be a renovated multi-use facility with flexible seating and technology options for club meetings, lectures & readings, film screenings, and faculty and student gathering. Design and funding phases are complete and renovations began in 2020. • The department developed a virtual Student Awards Ceremony, recorded it, and made it available to all students as a replacement for the annual in-person ceremony, which had to be cancelled (spring 2020) • The department held its first-ever virtual commencement celebration to honor graduating seniors and graduate students. This was a synchronous event held via Zoom (spring 2020) • VAP Katherine Blake developed a new course in LGBTQ+ literature that will be offered online, in both undergraduate and graduate versions, in spring 2021.
Projected future contributions	<ul style="list-style-type: none"> • Continue to develop English Week in response to student and faculty feedback • Make use of English ThinkSpace, when it becomes available and when pandemic status allows us to use it safely, to build department community, welcoming spirit, and inclusivity • Develop more new courses that will appeal to underrepresented students

10. Develop [and Recognize Accomplishments of] Faculty (and Staff)	
Recent English department contributions	<ul style="list-style-type: none"> • After a competitive national search, our department hired Dr. Carrie Sickmann as a full-time Lecturer in 2019. This hire replaced a Visiting line we’d had in place for nine years. Sickmann’s proven record of excellence in teaching and commitment to the success of our students ensures improved stability and integrity for the Literature Program in particular moving forward. • Since 2014 the department has hired 4 new Lecturers and 2 Assistant Professors • Since 2014 the department has promoted six Lecturers to the rank of Senior Lecturer, five Assistant Professors to the rank of Associate Professor, and two Associate Professors to the rank of Professor.
Projected future contributions	<ul style="list-style-type: none"> • Continue to promote faculty in rank and to support faculty in seeking awards at the school, campus, and university level. • Chair will plan and run a series of workshops and mentoring sessions for current Senior Lecturers seeking promotion to Teaching Professor in 2021. • The Writing Program in April 2020 began offering voluntary Wednesday Zoom meetings to support Program faculty in the move to online teaching; these will continue in fall 2020, including three August meetings to prepare for fall teaching. The Program coordinators have also uploaded new resources for online teaching in a program Canvas site. • The Writing Program Director, Steve Fox, has met with the Dean and Associate Dean, as well as a Faculty Assembly task force, to discuss (a) how the Writing Program can support the new Pathway minors; and (b) how qualified, interested faculty in other departments might apply to teach W131. Three faculty members have expressed interest, with one already scheduled for spring 2021.

E.2. English Department Budget Account 2016-2020

	<u>Starting balance</u>	<u>Ending balance</u>
FY 2016	3486.01	4113.90
FY 2017	4113.90	14559.71
FY 2018	14559.71	24752.01
FY 2019	24752.01	40288.03
FY 2020	40288.03	

F. Review of the University Writing Center at IUPUI February 2020

Review Team Members:

Michelle Miley, Montana State University
R. Mark Hall, University of Central Florida
Mark Latta, Marian University
Jerry Daday, IUPUI
Steven Overbey, IUPUI

In Fall 2019, the review team was invited to IUPUI in Spring 2020 to conduct an external review of the IUPUI University Writing Center. Before the visit, the team received extensive materials regarding the review process from IUPUI’s Office of Planning and Institutional Improvements, and extensive self-study materials from the University Writing Center (UWC) leadership. During our on- site visit, we met with faculty, administrators, Writing Center consultants, and students involved with the UWC. Both before and during our visit, each of us remarked on the quality of the review process coordinated by the IUPUI team. We were honored to be included in the review process.

After consideration of the materials and the needs expressed by the participants, the review team collaborated on what we saw as strengths, weaknesses, opportunities and threats to the UWC. We have put together the following observations and recommendations for consideration.

Overall Health and Program Quality of the University Writing Center

In our packet of materials prior to arriving, the Review Team received the report of the *IUPUI Writing Program/University Writing Center 2012 Program Review*. Although the 2012 Report addressed both the University Writing Center and Writing Program, our review focuses more narrowly on the University Writing Center (UWC) program. We applaud IUPUI for acknowledging the UWC as serving the University and as having a separate mission from the Writing Program by separating the review processes of these two programs. Although we did not review the Writing Program, we will address some of the crossovers that we observed still exist between the two programs, recommending that those programs be seen as completely distinct and separate. Each serves the University in distinct and important ways; merging of the programs can cloud their particular purposes.

Our overall observation of the UWC is that this is a dynamic, vibrant program. In 2012, the reviewers wrote, “Without a doubt, the lasting impression from our meetings is the near universal satisfaction of faculty and consultants with program, leadership, and professional

development opportunities” (*Review of the Writing Program and University Writing Center at IUPUI*, 2013 p. 1). We could not agree more. We believe, in fact, that the satisfaction particularly of the staff and consultants – and likely the students – has evolved as the University has taken steps to provide the resources needed for the UWC to realize its stated goal “to implement a sustainable UWC model that enriches the lives of student writers and consultants” (*IUPUI University Writing Center Self-Study*, January 2020, p. 1). After discussion with internal and external UWC stakeholders, we can confidently say the significant changes made by the current leadership are visible and measurable. Their combined implementation of initiatives to improve areas that were deemed ineffective in the (2012) review are commendable and have had a dramatic impact on the UWC culture.

With the hire of a tenure track Writing Center Director, the structures in place for a full-time Assistant Director, and the shifting of the UWC away from faculty consultants and to undergraduate peer consultants, the UWC supports student writers from first-year to graduate from across the University, and also provides a rich teaching and learning experience to the student peer tutors who staff the UWC. The combined efforts of the University, School of Liberal Arts, Department of English, and University Writing Center have resulted in a strong UWC.

Realizing that the growth and success of the UWC is directly related to the attention and resources given after the 2012 review, our primary recommendation to the University is to continue to provide and to grow the support and resources necessary for the UWC to maintain the dual mission of enriching the lives and education of both student writers and peer tutors. While we recommend that the support for the UWC continues and expands, we also recommend that University leadership and UWC administration deliberately set priorities for the UWC. One question we asked that we did not hear answered was this: “What are the priorities for the UWC from the University?” As we agree with the 2012 reviewers who saw “universal satisfaction,” we also observed the need the 2012 reviewers expressed when they wrote, “the team encourages the UWC to step back and recalibrate their goals” (*Review*, 2013 p. 5). We see the potential for burnout from UWC administration as they work to fulfill the needs and desires of all. To nurture and maintain the quality community and educational environment that they have seeded, they need guidance from the University about just what the University sees as the priorities for the UWC. We make some recommendations as to what those priorities might be in the sections below.

A Culture of Learning for Consultants and Writers

Responding to recommendation from the previous program review, the UWC added a tenure-track faculty member, Dr. Marilee Brooks-Gillies, as Director and Assistant Professor of English in 2015. This move signals the value the School of Liberal Arts places on the UWC, not only as a critical student service but also as a site for scholarly research. Another recommendation of the 2012 reviewers was that IUPUI put in place an administrative Assistant Director. After several years of working towards a sustainable Assistant Director model, this year Kellin Hull was hired as an Assistant Director at the rank of Visiting Lecturer. The 2012 reviewers also recommended that the UWC move away from employing associate faculty and lecturers as tutors and instead move to a peer tutor model. At the time of our visit, all but two tutors were either undergraduate

or graduate students. (Two associate faculty consultants also teach in the University Writing Program.)

Having these administrative structures in place – a tenure track Director, a full-time Assistant Director, and a peer tutor program – has opened up the opportunity for the UWC to be a vibrant community of learning. As stated above, in addition to support for all University student writers from first-year to graduate, the UWC has created an environment of rich teaching and learning experiences for the student peer tutors who staff the UWC. We see the tutor education and professional development for peer tutors as an important strength of the UWC, a model of best practices in writing center tutor education. This culture of education and professional development contributes to and creates experiences for writers and consultants to develop several of the IUPUI Profiles of Learning for Undergraduate Success. Both the tenure-track Director and the Assistant Director are vital positions for continuation of a vibrant culture of education and development.

The consultants begin their education as tutors in a writing center education course, ENG-W397/597. Consultants take this course the semester before they begin working in the UWC. We both see the strength of this structure and wonder if requiring the course before hire limits the opportunities to recruit consultants from across the University. We will speak to this possible lost opportunity in the section on Diversity.

In addition to the rigorous initial credit-bearing course, focused on research-based principles for effective tutoring, the UWC also provides ongoing training and professional development for tutors. A committee structure supports tutor learning, special projects, and UWC programming. Current committees, which function as inquiry and research groups for the tutors, include Digital Resources and Online Consulting, Language and Cultural Diversity, Research and Assessment, and Writing Across the Curriculum. The research the student consultants conduct is grounded in Writing Center and Writing Studies research and is guided by Dr. Brooks-Gillies and Ms. Hull, who model continued inquiry and research through their own practices and publications. Student consultants see their involvement in these committees as integral not just to the work they do in the UWC but to their identities as peer consultants. We heard from the consultants how these experiences help them to develop as communicators, problem solvers, and innovators.

In addition to the rigorous training and ongoing professional development opportunities, it is the distinct cultural identity within the UWC that most impressed us as a strength of the UWC. During interviews with consultants, the undergraduate and graduate consultants communicated to the review team their mission knowledge of the UWC and a deep passion and commitment to the Center. Additionally, each consultant was aware of their responsibilities to patrons and the university. This culture of community seems driven and initiated by consultants, but the cultural distinction of the UWC is also evident within administrative staff and faculty. The culture of the UWC, one that is centered on applied scholarship, continued learning, and support of writing through collaborative best practices will be an asset for building recognition of the UWC as a university resource and as an exemplary writing center to the national community. For example, several of the consultants were presenting the research they had conducted through their tutor education at the regional East Central Writing Center Association conference, and several had

presented at the International Writing Center Association. We see the focus on undergraduate and graduate consultant research as a primary strength of the Center.

These highly trained consultants are the most important current element of the success of the Center. In fact, the consultants have generated a resilient and durable reputation of the UWC that remains beyond the reach of administrative and department tensions or fiscal exigencies. The continued goal of administration should be directed at keeping this high energy/impact consultant mentality. Administrative funding for a secure Assistant Director position and for future hiring and development for the consultants should be a primary focus for the future. We also support additional GTA lines within the Center, with possibilities for graduate students to take on some administrative leadership responsibilities when the Director and Assistant Director cannot be available. Finally, we recommend that IUPUI and UWC continue to look towards current and future growth rather than limiting decisions based on traditional or legacy practices. We emphasize that with the shift to the peer tutoring model and to a scholarship-driven Center driven by a tenure track director, continuing legacy practices simply because of tradition will impede growth and innovation. Forward-thinking rather than backward-thinking will allow the Center to continue to cultivate the community seeded by the decision to move to a tenure track director and peer tutoring program.

Need for Sustainable and Clarified Administrative Structures

Assistant Director Position

Despite the clear success of the administrative team, throughout our visit, various stakeholders described an administrative structure in the UWC as “in flux,” “unstable,” and “unsustainable.” While the UWC is doing good work, the current uncertain administrative structure is not sustainable and poses a threat to the overall UWC success. Specifically, the position of the Assistant Director was one that did not seem secure to those in the Writing Center and that causes some anxiety to the team. We do understand that the Assistant Director position has been constructed in its various forms as a way of providing the position within current budget constraints, and we commend the administration for finding the means to make the Assistant Directorship possible.

To maintain the growth and success of the UWC, the current reviewers strongly recommend that the Assistant Director’s visiting lecturer position be converted to a permanent, full-time academic specialist position. Such a position is necessary to provide the day-to-day leadership and supervision required to guide an effective University Writing Center. We recommend the academic specialist position because of the focus of the position on day-to-day administration and cultivation of an educational environment within a non-classroom space. The academic specialist position will provide more stability to the position than the current Visiting Lecturer position and will communicate both within and beyond the UWC community that the position is separate from the Lecturer positions in the Writing Program. This separation is important because of the history of the UWC being staffed by lecturer positions, and because of the threat that the educational mission of the Assistant Director will not be understood, thus creating resentment for perceived course releases. Continuing to tie the Assistant Director to the Writing Program, even if only in the naming of the position, is an example of a legacy practice that creates tension and can impede growth.

Director Workload

We recognize that the demands of the Director's position as a tenure-track faculty member require her to apportion her time in accordance with department and college expectations. We also highly value her time given to research. However, the current allocation of 8-10 hours a week for her administrative work seems insufficient in order to maintain effective administrative oversight, model culture-supporting activities, provide adequate time for spontaneous and unplanned conversations with UWC staff and consultants, implement strategic plans, while also cultivating strategic relationships across the university or developing new opportunities for supporting student writers. As a comparison, one reviewer's workload distribution is 50% administration, or 20 hours per week. Some suggestions for finding time to allocate to the Director position include reassessing service commitments such as departmental committee work, or possibly providing an additional course reassigned time each year for the Director.

We also recommend that the UWC Director and Assistant Director work together to compose current job descriptions, of no more than 1-2 pages each, to clearly delineate their global responsibilities one from another. This is important not only for the internal operation of the UWC, but also to communicate to external stakeholders. The 1-2 page job descriptions can also help each administrator prioritize globally without getting bogged down in the day-to-day tasks and minutiae of leading a program.

Eliminating Consultant Positions for Associate Lecturers

Although the UWC now employs almost solely undergraduate peer tutors and Graduate Teaching Assistants, two Writing Program faculty are still employed as tutors. The current reviewers observed that having lecturers or associate faculty as tutors, even when there are only two, is disruptive to the overall culture of the UWC. No matter how much individuals or programs attempt to erase them, differentials in power dynamics between student and faculty writing consultants will always exist. For example, when interviewing students, one made the observation that when she comes into the UWC, she tries to avoid the faculty tutors because she has had them for class. The strong peer-to-peer support model the UWC has developed cannot occur with a tutor who is also a faculty member. While we were speaking with the consultants, the reviewers noted that the power dynamic existed amongst the consultants as well. The peer consultants deferred to the faculty consultant. Having faculty consultants in the UWC poses a threat to the peer tutor model that we see as the primary strength of the Center. We recommend that faculty consultant lines be phased out as soon as feasible.

Funding Structure/ University Placement

Throughout our visit, the reviewers heard over and over about the financial crisis that the School of Liberal Arts has been in and is coming out of. We heard about the Responsibility Center

Management funding model, and the anxiety within the school surrounding the ambiguity of the funding model. This anxiety has led to unhelpful narratives that pose a threat to the UWC and its relationships both within the Department and to the University. For example, one of the financial administrators told us that the UWC was "in the hole" financially. We did not understand this statement as our perception was that the budget was housed at the School level rather than at a program level; therefore, an individual program could not be "in the hole." However, this narrative was taken up by the others in the room and led to a discussion about the unfairness of

how the UWC is supported by the Department and School but serves the University. The English Department/ Writing Program faculty imagined the UWC as a threat to their own resources.

Despite this narrative of crisis surrounding the finances for the UWC, we also noted that, in addition to the support for the Director and Assistant Director positions, the UWC receives support for professional development of the consultants and other events that promote IUPUI's mission. We noted that, although the UWC does not generate student credit hours, the Center does bring in activity fees under the RCM funding model, fees which we understand contribute to the overall budget of the School. Finally, we were pleased to see that University College, recognizing that the UWC serves the entire University rather than simply the School of Liberal Arts, contributes \$50,000 each year to the UWC. We recommend that each of these funding opportunities be continued. Going forward, we recommend that the UWC leadership work closely with the Dean of the School of Liberal Arts to explore and pursue alternative streams of funding to further support the growth and development of UWC initiatives.

We believe that the narrative surrounding the “funding crisis” that has extended from the felt crisis within the School to a narrative about the UWC being underfunded has been created partly by the lack of a transparent budgeting process within the School, and perpetuated by the faculty within the Writing Program who have a felt sense of ownership of the UWC. Without a visible working budget for the UWC, it is impossible for us to determine the need for additional finances or to recommend budgetary structures. We recommend a transparent budget process between the University, School, and UWC to determine the actual operational cost of the UWC and how it should be funded.

In addition, we recommend that the UWC pursue a strategy of multiple reporting lines, with a budget reporting line that connects directly to the Dean or follows budget reporting lines similar to those utilized by other programs that provide services to students across campus. The Director would maintain a faculty line in English and would undergo review processes appropriate for a tenure-track faculty member in the Department of English. Multiple reporting lines provide the opportunity to indicate to the University and to those in the Writing Program who have a memory of a different UWC structure that the UWC is a University-wide Center. We believe that with transparency and multiple reporting lines, developing financial support and budgetary considerations while maintaining leadership of the UWC with a disciplinary focus in the UWC will not be as much of a challenge as the current Writing Program-WC relationship imagine it to be.

Access and Equity for Students Across Campus

Previous reviewers noted the lack of racial, linguistic, and cultural diversity among peer consultants in the UWC. The current Director and Assistant Director have worked hard to bring this concern to the fore and to recruit, hire, and retain more diverse staff. The current reviewers applaud the progress in developing a UWC staff that mirrors the diversity of the wider IUPUI student population. We recommend that in the coming years the UWC redouble its efforts in this regard, for example, by partnering with the IUPUI Multicultural Center to recruit new peer consultants. We see such partnerships as an opportunity for strengthening the Center.

In addition, equity and diversity among peer writing consultants could be expanded and developed with additional outreach to the university. We did not hear very much about the development of partnerships with the various disciplines across campus. We understand that there is not an official Writing Across the Curriculum program. Prioritizing developing such a program in collaboration with the UWC could provide the opportunity to recruit consultants from across the disciplines, and to expand faculty awareness of the UWC's resources.

As mentioned above, we did wonder if the English course requirement in order to become a consultant might be detrimental to some students of other disciplines. We were excited to hear about the inclusion of the course in the Diversity Pathways minor and wondered about other ways to help students "count" the course more specifically than as a general education course.

UWC Space & Design

The UWC exists in two spaces: Cavanaugh Hall 427 and the Library. The consultants, UWC staff, and students we met with all confirmed that the Cavanaugh space is the "home" space. The current space in Cavanaugh Hall 427 is inadequate to the UWC's needs. In general, a noisy writing center is a sign of good health. But this space is so tight that, when fully occupied, peer consultants and writers cannot hear themselves think. At times, they are forced to leave the Center in search of a quiet space to work. The current configuration of the UWC locations, the Cavanaugh Hall location in particular, lacks the appropriate design elements to fully support students with accommodations, noise sensitivities, or those who are writing about sensitive topics. We noted that there was an empty classroom next door to the Writing Center. Although we have heard since our visit that the space has been claimed for use by another program, we did imagine that renovating this space to expand the UWC in Cavanaugh would be one solution to the cramped space problem.

In addition, neither the Director nor the Assistant Director have an office inside the UWC. Going forward, we recommend that at a minimum the Assistant Director have an office within or adjacent to the Writing Center. This is necessary to facilitate effective supervision and oversight. This would make the work of administering the UWC more efficient, as concerns could be addressed in real time, on the spot, rather than reported to administrators after the fact or during limited office hours or regular staff meetings.

The Library space continues to be a positive auxiliary space. It also provides a useful space separate from the School and more central to the University. The Library space may be a helpful location for making more visible the University-wide service of the UWC. As long as the Library is not supporting the technology for the UWC, the space is also "free of charge." We recommend that the UWC continue in this space, and that the space and technology in Cavanaugh be updated so that online tutoring can occur in both spaces.

Alignment of Space, Equity, Access, and Mission Initiatives

When thinking of future growth possibilities for the UWC to position itself as a university resource and address issues related to space, equity, and access, we encourage UWC, School, and University leadership to think along the lines of strategic alignment. For example, we toured an area on campus in which student support was provided in high-traffic, reconfigurable learning spaces populated by diverse populations of students and consultants. What might it look like if

the UWC were to develop closer strategic relationships with these offices and programs? Here, too, we encourage the administration to think beyond historical constraints of “the way it has always been done” and demonstrate innovation through university partnerships, inclusive space, and student-centered learning. We encourage the University to think about possibilities for increasing access to writing center services while navigating the constraint of limited space. We also caution, however, against options that might deter the development of the UWC community. Whatever the decisions made for space expansion are, we encourage the University to prioritize continuing to provide a “home space” like the space in Cavanaugh for the UWC, one with an office for the Assistant Director and potentially the Director in the location or adjacent to the location.

University Writing Center Web Presence

At the time of our visit, the UWC technology was a point of concern. We discovered, however, that this may be due to turnover within Tech support, and that new leadership hopes to resolve some of the current issues. The UWC does have a web presence under the IUPUI SLA. It is currently generic in nature and is under review for upgrading. However, there is not a timeframe for completion. Going forward, to increase its visibility across campus and to make its writing resources more widely available to students, faculty, and staff, the UWC requires additional technical resources to make its limited web presence more robust.

Conclusion

As noted in our introduction, the reviewers overwhelmingly heard that the UWC program has created a culture of writing that supports the learning of both the writers who visit the Center and the peer consultants who work there. We heard overall satisfaction and saw a thriving culture of learning around writing. IUPUI has taken great strides to address concerns in the *2012 Review of the Writing Program and UWC*. The result is a community of undergraduate and graduate peer consultants collaboratively contributing to IUPUI as they develop into strong communicators, problem solvers, innovators, and collaborators. Peer consultants support student writers across the University and represent the University community at regional and national conferences. They and the administrative team of the UWC are an asset and strength to IUPUI and its educational mission.

We did note that no one in University administration addressed what they see as the primary goal for the UWC. The lack of articulated goals from the University may contribute to what we see as the threat of burnout for both the Director and the Assistant Director. They have taken on many initiatives at once. We fear that they cannot sustain programming at its current pace without additional resources. We strongly recommend that the current UWC leadership, with guidance from the University, set priorities and to manage work to fit the available resources. We recommend the Director and Assistant Director, along with University leaders, work together to determine what is reasonable and manageable, given current constraints of finite resources, including human capital. We see this as an opportunity for the UWC to align its goals with the University, and thus to provide a focus for the UWC Administration. For example, in the absence of a Writing Across the Curriculum program at IUPUI, like other writing centers across the country in similar circumstances, IUPUI’s Writing Center has become the de facto WAC program. While this is valued and much-needed work, in the face of limited resources, the UWC may not be able to provide workshops and other WAC support. If IUPUI values WAC, then it

should take steps to implement a WAC program, with close ties to and collaboration with the University Writing Center.

With collaboration and transparency between UWC and University administrators in setting priorities and goals, we believe many of the perceived threats such as funding and unstable administrative structures might ease. This should allow the UWC to focus on what is important to its mission and to the mission of IUPUI.

We thank IUPUI, the School of Liberal Arts, the Department of English, and the University Writing Center for the opportunity to review the University Writing Center program. We all came away with a strong sense of the success of the program and with ideas for our own programs. We hope that our observations and recommendations will be helpful in continuing the growth and development of what we see as a thriving Writing Center community.

G. International Center for Intercultural Communication Report

The International Center for Intercultural Communication provides undergraduate and graduate students in linguistics and TESOL opportunities for research and practice through research assistantships, community-centered educational and communication initiatives, and international teacher-training programs.

The Director of ICIC is a Chancellor's Professor of English and the Zimmer Endowed Chair in Intercultural Communication. She founded the EAP in 1985 and began ICIC in 1998, and she served as the first director of the MA TESOL in 2017. ICIC's Assistant Director is currently a Visiting Research Associate in the School of Liberal Arts.

Mission and Overview

The International Center for Intercultural Communication (ICIC) studies English language and intercultural communication through the use of sociolinguistic science, implements practical and customizable education and training in English language and culture for specific purposes, and applies its research to benefit the local and global community.

Since its inception, ICIC staff and resident scholars have produced cutting-edge empirical research in applied linguistics at the practical intersection of intercultural communication. This research has led to collaborative efforts with a diverse group of international scholars, teachers, clinicians, local community partners, and other institutions dedicated to improving written and oral communication between people of different cultural backgrounds and societies. Specific examples of ICIC initiatives include: intercultural business communication, the rhetoric of fundraising letters, and the first English for Specific Purposes teacher training in Indiana. More recently, ICIC has focused on ensuring improved patient-provider communication across cultures and worldviews. It has also taken a lead role in providing increased access to workplace English for specific purposes to immigrant workers in the community. At the same time, it supports the School's initiatives in internationalization through its offering of grant-funded professional development programs to international teachers of English.

Programming and Services

Through its mission-driven work, ICIC serves multiple facets of the IUPUI community—undergraduate and graduate students, professional students, staff, and faculty.

Consistent with the School’s mandate that centers foster interdisciplinarity, ICIC works with faculty from other School departments (Economics, Communication Studies, and World Languages) to enhance their research; with faculty from the Schools of Informatics, Medicine, and Nursing; and with visiting international scholars. All of this has led to advancement for faculty in our Department and School, and it has led to excellent opportunities for graduate students to find good work locally, nationally, and abroad.

Student and Scholar Engagement

- ICIC typically supports one graduate research assistant (in TESOL or English) per academic year in support of center research and educational initiatives. (Note that this is dependent upon funding.)
- Individual study (COURSE NUMBER) and internship opportunities (COURSE NUMBER) for 1-2 graduate students each year, under the guidance of the ICIC Director.
- Customized English training for medical residents in IU School of Medicine and international faculty in other departments on an as-needed basis.

Community Engagement

- Customized English for Specific Purposes (ESP) training for area businesses who hire immigrants or visiting international workers. These contractual agreements strengthen IUPUI’s connection to the central Indiana community while also providing practica and internship opportunities for graduate students in the MA TESOL program.
- Intercultural health communication research, with an objective to improve patient-provider communication through linguistic means, in regional hospitals and clinics. This and related research provide rich experiences for ICIC’s graduate research assistants, as well as individual study and internship opportunities for MA TESOL students.

International Programs

- Short-term professional development programs for international teachers of EFL (English as a Foreign Language). Typically, the center runs 1 – 2 such programs each academic year. These programs provide internationalization experiences “at home” for undergraduates in the linguistics major/minor and TESOL minor and graduate students in the TESOL MA or certificate programs.

Conferences

- ICIC has organized international conferences, including the Intercultural Rhetoric and Discourse conference (during several years since 1998) and the Conference on Communication, Medicine, and Ethics in 2019.

Faculty Resources and Staffing

ICIC, like all centers in the School, reports to the Dean of the School of Liberal Arts. The center is supported by one tenured director and one visiting research associate assistant director. Typically, ICIC hosts 1 – 2 visiting international scholars annually to support center research, as well as one graduate research assistant from the MA TESOL program.

Strategic Priorities and Goals

ICIC's goals and specific three-year plan are well on track. Funding prospects are bright in areas of research with the IU School of Medicine, workforce language training in the community, and international exchange program grants. Specific priorities in the three-year plan include:

- Continuing ICIC's leading role in TESOL research and MA graduate education through interdisciplinary research in intercultural rhetoric and sociolinguistics;
- Continuing research on health discourse to apply a linguistically based communication system for patient-provider interactions into clinical settings;
- Supporting community TESOL learning through relationships with area schools and educational centers;
- Continuing to lead in community discussions surrounding increased workplace English training opportunities for central Indiana businesses;
- Developing international TESOL teacher training programs, in collaboration with PIE and EAP, to be hosted online and on campus

Since its founding, ICIC has received guidance in strategic planning and business entrepreneurship from an advisory board of highly qualified and engaged campus and community members. These advisors remain our strongest advocates; yet, they hold us accountable to the work we do. In its 22-year history, ICIC has consistently submitted an annual report to the Dean's Office with records of accomplishments and a balanced budget.

ICIC was founded with the understanding that, with the exception of part of the director's salary, all other expenses of the center were to be covered by IU external funds, e.g., grants, service contracts, private donations. Turnover and retraining of staff have been too high because of the heavy reliance on soft funding. Nevertheless, ICIC is recognized for being one of the long-term, self-sustaining centers in the School.

ICIC is proud of its interdisciplinary research output and the impact that the application of that research has on the lives of IUPUI faculty, graduate students, and visiting scholars. Through its research it has yielded a practical impact on educators around the world, immigrants in our own community, and the health care community of central Indiana. Through the center's contributions and accomplishments, ICIC continues to fulfill its mission, while at the same time contributing to the greater mission and goals of the Department of English and the School of Liberal Arts.