1. Overview of the English Program

The English department is at the center of the College's mission of providing its students with an education grounded in the liberal arts. English faculty members are nationally-known scholars and innovative teachers whose passions for language and literature enliven the classroom. Our program emphasizes small class size and personal contact between faculty and students. English majors and writing minors work closely with their faculty advisors to plan a course of study; and faculty work as mentors, guiding students to consider such opportunities as a semester of study abroad or preparing work for publication. The department's web site makes visible the intellectual work of English—from the professional activities of faculty to the accomplishments of students and alumni.

The Catalog description of the English program summarizes our goals and aspirations: "Students in the English major will study the historical development of literary and rhetorical traditions, of literatures written in English, as well as world and European literatures in English translation. The department stresses critical thinking, the analysis of texts, clear and effective writing, aesthetic appreciation, and theoretical sophistication. We value small class sizes and personal contact between faculty and students. English majors and minors can expect to work closely with their academic advisors to plan a course of study, and faculty work as mentors, guiding students to consider such opportunities as a semester of study abroad. In addition to fostering a lifelong appreciation of literature and language, a degree in English provides a range of personal and professional opportunities. Surveys of employers consistently stress the value of the skills we teach: the ability to communicate effectively with others, to think critically and creatively, to read carefully, and to write with clarity and purpose. KSC English majors have gone on to graduate and professional schools; they are working in the field of teaching; they work as writers; and they are employed in publishing, journalism, business, public relations, library science, and many other fields."

Our program objectives reflect an emphasis on the study and practice of close reading, critical thinking and effective writing. Nine core courses focus on the production and reception of texts, language and poetics, as well as criticism and critical theory. Students consider how historical, social, and cultural contexts shape literary works, including those works in literary and expressive traditions produced by cultures whose collective humanity and aesthetic identity have been historically devalued, denied, or dismissed**;** students study genres of literature, understand how literary works relate intertextually, and appreciate the ways in which the history of language has affected the development of literature; students are introduced to the history of criticism and critical theory, its application in literary analysis as well as current scholarly debates in the field of English studies; and students learn the conventions of critical analysis, including careful reading,

the use of literary vocabulary, an orderly critical approach, and the use of writing for a range of expressive and persuasive purposes.

2. History of the English Program

Since the expansion of the College faculty in 1966, the English Department has evolved to meet the needs of the College and in response to changes in the discipline of English studies. The evolution of the English curriculum has strengthened the College's commitment to diversity and multiculturalism; transformed the first-year writing experience; and continued a long tradition of offering an extraordinary range of general education courses (now housed in our Integrative Studies Program) to inspire students and to develop their reading, writing and creative thinking. More recently, the department's curricular innovations include a new major, as well as new courses designed for the College's Integrative Studies Program (ISP). A tradition of commitment to common expectations and program flexibility sustains a vibrant program of study that challenges students while offering faculty the freedom to design new courses in keeping with their current scholarship.

In 1996 the department revised its major in response to student needs, developments in the field of English studies, and evolving faculty expertise. Working with a core set of shared expectations for students, the faculty designed a program of twelve three-credit courses that emphasized intensive reading and writing; historical breadth; core surveys in British, American and Multicultural/World literatures; and the study of critical approaches and literary theory. Students were introduced to the major through a threshold course. They then completed at least six additional courses at the 300 level and four courses at the 400 level, a pre-1660 British literature course and a pre-1800 literature course in any area.

This program of study offered greater breadth and depth; however, it did not sufficiently address the ongoing challenge of developing effective writers. One of the goals listed in the "Five Year Planning" section of the English Department's 2000-01 Self Study Report is a four credit English 101 class. "The additional credit," we explained, "acknowledges the many hours of student contact in conference time, the many hours of writing and revising, and the many hours of grading that this course requires" (39). Faculty discussions of how we might offer students more challenging experiences with writing—and create conditions for us to support them as they met these challenges—led the department to envision a more ambitious change: a programmatic move from three to four-credit hour courses. The department then developed a four-credit course proposal predicated on the language of the College's Mission: "to promote and sustain strong relationships among students, faculty and staff that emphasize creative and critical thinking, scholarship and research, and a passion for learning." The proposal

sought to 1) improve conditions for student learning (most students would take fewer courses/semester); 2) enhance faculty working conditions (faculty would teach three instead of four courses each semester); and 3) redesign our courses to deliver our new program objectives and course outcomes more effectively.

The English department's four-credit proposal generated a lively and sustained campus discussion. Department members and the Dean of Arts and Humanities, Dr. Denvy Bowman, spent innumerable hours meeting with individual faculty, staff, departments, and schools to explain the proposal and its implications for English majors as well as for general education students. In 2002 the College Senate voted to approve the English proposal, and the department implemented four-credit courses in the fall of 2003.

In our preliminary assessments of the change, both faculty and students noted improvements consistent with the objectives of the English program as well as the college's efforts to deepen the intellectual environment for undergraduate study: more consistent and challenging writing instruction; in-depth class discussion; individual and small-group conferences; varied and innovative pedagogical approaches; one-on-one interaction with students; and individualized help to talented students who need to be challenged, as well as less skilled students who need extra help.

The department assessment committee subsequently undertook two initiatives: a direct assessment of student writing at the 200 level and the creation of a database to track student progress through the program. The database allowed us to glimpse patterns in what courses students take, and in what order. In reviewing the records of students we found that their paths of fulfilling requirements for the major were far more random than our distribution system would appear to allow. The results of this indirect assessment led to an intensive year-long discussion of the English major. For we quickly realized that the move from three- to four-credit courses—and, perhaps more significantly, the move from a twelve to a nine course major—presented a new set of challenges for us and our students. At the same time we began to see opportunities to resolve a number of problems. Our collective work in weekly meetings and retreats was informed by the findings of faculty workgroups that surveyed major course requirements in programs at other colleges and universities. As we considered our distribution requirements we faced the fact that our primary categories were neither logically coherent nor transparent to our students. And we realized more clearly the gap between our program objectives and our learning outcomes.

During the spring and summer of 2005 the department worked in small groups to envision the components of a program that would resolve these issues as well as better meet the diverse needs of our students. We acknowledged that over the last three decades the once clear lines that defined literature in national terms have been blurred. The 1996 English curriculum addressed these developments by adding a Multicultural /

Continental / World (MCW) requirement. But in practice many of the same courses fell into both American *and* Multicultural categories, such as American Indian Literature or African American Literature. Moreover, our study of student transcripts showed us that in the 1996 program a number of students had met the MCW requirement by taking two courses in canonical literatures and approaches. Too, we discovered that our students' ways of fulfilling requirements was inconsistent and, more often than not, at odds with the program objectives and student learning outcomes that provided the rationale for our distribution requirements.

The result of our work was a new program no longer organized around national literary traditions. Since we would still offer the same range of courses, and students would still choose their nine courses from among them, we were confident that the majority of our majors would receive as much "coverage" of the different areas of literary study as they had in the major we were replacing. The program design also did not presume that all of our students needed exactly the same courses in literary traditions and themes. It is worth noting that our work explicitly departed from the 2000-01 recommendation of both the outside review and the Academic Overview Committee that the English department require courses in canonical works and traditions. Rather we chose to move away from a program organized around the idea that four years of undergraduate study could provide sufficient coverage of the national literary traditions "British" and "American."

The new major was formulated in response to frank discussions about what we wanted our students to know and be able to do as graduates of our program. We recognized that the knowledge and competencies we valued were not visible in the program design; and we discussed openly the fact that the distribution categories in the major made it difficult for us and our students to meet the learning outcomes in reading and writing we presumably valued. Moreover, we knew from our assessment of student records, as well as from our enrollment data, that students seek courses in areas they are most comfortable studying. We also considered that they are able to do the work in other areas, but often need to be engaged in this study before they understand the richness of these areas or their own interest in them.

Our faculty working groups developed program requirements that worked with course sequences to meet the challenge of sustaining student learning across the four years of undergraduate study. The major is therefore organized around two course sequences: the introductory sequence is made up of two courses. English 200, Literary Analysis, focuses on writing and an introduction to literary genres. The second course, English 300, is designed to offer an introduction to the history of literary movements and periods early in the major. This course provides in-depth work with one of the genres introduced in the first course of the sequence and introduces students to the study of

the development of genre over time. The advanced sequence addresses a longstanding problem with students seldom having the necessary background for the advanced work we would like to see them doing at the 400 level. For example, we found that a student would take a 400-level Black American Women Novelists course without ever having studied Black American literature or the American novel. The advanced sequence therefore combines two courses so that the 300-level course serves as a foundation for more advanced work at the 400-level.

The course sequences were also explicitly designed to strengthen student's critical writing and reading abilities across their four years of study. One of the shortcomings of the 1996 major was what we came to call "the excluded middle," or the gap between a common intensive experience in the introductory course and the common experience in an advanced seminar. The structure of the current major acknowledges that the advanced work we expect from our students requires a more sustained focus on their ability to understand, interpret, and analyze the complexities of challenging texts. The new design for the major uses small class size (twenty in the first sequence and twenty in the advanced sequence) to ensure more one-on-one interaction with students, more individualized help for students who need it, more opportunity for students to practice their critical skills, and more sustained and challenging writing instruction.

The new program underscores the need to study theory and differing cultural perspectives as well. First, while the 1996 major had a critical theory requirement at the 400-level, too often our students came to this upper-level requirement woefully unprepared. So in the new major, theory is explicitly introduced in English 200 and 300 and all 400-level courses incorporate critical theory to enhance work in the historical background foundation of 300-level courses and the advanced sequence. Second, the program requires students to take a course in what we call differing cultural perspectives. Previously, our students selected two courses from among our Multicultural / Continental / World (MCW) offerings. However this requirement too often resulted in students taking very traditional and Western literature (Classical Literature of Greece, Bible as Literature, Russian Literature) so that they received little to no exposure to the textual production of people who have been historically marginalized. The current program strengthens the "multicultural" requirement by more carefully defining the category as "Differing Cultural Perspectives" and requiring students to take one course in this category.

Courses within the category "Differing Cultural Perspectives" begin with assumptions and encompass perspectives that identify them as part of the growing tradition of reading "multicultural texts." The writers either focus on or are from particular groups of people that have historically been marginalized. This literature foregrounds the issues of marginalization and structural inequality in significant historical and literary ways:

through narrative strategies, inclusion of new perspectives on historical events, use of literary discourse as a tool of cultural survival, challenges to the use of an "authorized" language as assimilation to the colonizer, to name a few. Although the texts often speak to and have been influenced by mainstream, Western assumptions and perspectives, the more pervasive assumptions of marginalized groups create new traditions and invite new pedagogies that have become important and recognizable in their own right.

The current English program also requires every student to complete one pre-1800 course. The department recognizes the continued significance of texts produced before 1800 and these courses investigate discursive/literary traditions and explore the variety and complexity of these traditions. We believe that our students should understand that literature engages with pre-1800 social and cultural contexts that are significantly different from contemporary contexts; that the interpretive tools and assumptions that are deployed in approaching pre-1800 texts are significantly different from those used in approaching more contemporary texts; and that there are significant continuities and connections existing between past and later traditions. The new major thus maintains one pre-1800 literary requirement so that students will develop historical awareness of textual production, reception, language and literary traditions.

Finally, the new English program was designed to assure students flexibility in meeting program requirements while retaining a challenging intellectual course of study. Under the past system, eight of the nine courses for the major were necessary to fill requirements. This left students with only one elective. The new major balances four core courses in the introductory and advanced sequence while allowing students increased flexibility of up to five electives (selected with the help of an advisor). This flexibility allows students to prepare for their future (graduate school, a specific career option) or to follow a particular area of interest. Importantly, offering more flexibility does not compromise the intellectual rigor of the program.

The proposal for a new major was completed in the summer of 2005 and was passed by the College Senate in the fall semester of the 2005-2006 academic year. The first advanced sequences were offered in the Fall of 2008. In the Spring of 2009 the new major was fully implemented and all requirements for students in the new major were being offered. We anticipate that by the 2010-2011 all tenure-track faculty members will have had the opportunity to teach either the introductory or the advanced sequence.

In the 2008-2009 academic year the department's Committee on Learning and Teaching (COLT) worked with the department to refine program objectives consistent with the goals of the major: 1) Production and Reception, 2) Language and Poetics; 3) Criticism and Theory, and 4) Reading and Writing. These four program objectives are linked to

objectives for the nine core courses in the major: the introductory sequence (English 200 and English 300), the advanced sequence (English 395 and English 495), the pre-1800 course and the Differing Cultural Perspectives (DCP) course.

3. Result of Last Program Review

The 2000-01 Program Review process identified a number of areas for consideration and improvement. We have addressed many of these areas in our transition from three- to four-credit courses and in our revision to the major. However, as explained more fully below, the design and implementation of the Integrative Studies Program (ISP) has significantly altered the English department's role and its contributions to the College and as a result has changed our focus and priorities.

Adjunct Faculty: The department no longer provides two required general education courses for all students at the College: English 101: Essay Writing and a 200-level literature course. As a result, the overdependence upon adjunct faculty to teach the first-year writing course identified in the 2000-01 Program Review has been somewhat ameliorated. The overdependence upon adjunct faculty is therefore less a problem of the department and more of a College-wide problem.

English 101: Essay Writing: The report of External Reviewers notes a potential problem with consistent standards in the first-year writing course. At the same time they praise the constructive efforts of the then new Director of Writing, Dr. Kirsti Sandy. However since the 2000-2001 Program Review the culture of writing at Keene State College has been transformed in significant and lasting ways. English department members Dr. Sandy and Dr. Long have been instrumental in leading the campus to re-envision the first-year writing course as one of two foundation courses in the Integrative Studies Program (ISP). The new first-year writing course, "Thinking and Writing," is now taught by faculty from across the College. Tenure-track and adjunct faculty and their students now work more closely with the library faculty and peer mentors at the Center for Writing; throughout the year, Dr. Sandy has led faculty workshops for Thinking and Writing faculty; and many of the faculty now teaching the first-year course have participated in the Calderwood Institute, an intensive workshop for faculty in the teaching of writing designed and co-facilitated by Dr. Phyllis Benay, professor of Interdisciplinary Studies and Director of the Center for Writing, Dr. Sandy and Dr. Long.

Canonical and Non-Canonical Writers: In a Department memorandum to Vice President for Academic Affairs, Dr. Robert Golden, written in response to the 2001 Academic Overview Committee (AOC) Report on the English Department dated 13 August 2001, the English Department sought to clarify our response to a comment about our program. The AOC echoes the External Review's comment that "familiarity with

American and British canonical works should be ensured rather than be dependent solely on advising." Our response in the memorandum seeks to clarify this complex set of issues. We write that the suggestion that "requiring majors to take 'a course' in 'canonical literature' might be possible or desirable seems highly limiting." We go on to say that rather than consider these issues in terms of course requirements, "we present to the college a department that engages itself and its students in powerful and productive deliberation about the texts of human culture and the questions they pose for our lives." In fact, consistent with the recommendation of the VPAA report that the English Department consider "tightening its curricular structure," we have engaged these questions around course requirements, ongoing outcomes assessment, and clarification of program outcomes in a more comprehensive effort to design and implement a new program of study.

Additional Tenure-Track Lines: The external reviewers during the 2000 English Self Study review, Dr. Sharon Dean (Rivier College) and Dr. Ausra Kubilius (New Hampshire College), note that "at least a 15-member core English faculty is necessary at current student enrollment to handle well and equitably the teaching, curriculum development, scholarly activity, student advising/mentoring, committee responsibilities, and campus and community enrichment work." Since the 2000 review, however, the department has created a writing minor and a number of its faculty have increased their interdisciplinary commitments.

In 2007 the department was granted a new tenure-track position to strengthen and expand our offerings in writing. We were fortunate to hire Dr. Kate Tirabassi, who brings expertise and enthusiasm for developing new writing courses for majors, minors and students in the Integrative Studies Program. Notably, however, the demand for writing courses continues and we need additional faculty to staff writing courses. The Writing Minor is currently sustained in part by the contributions of adjunct faculty and this situation is unsustainable given the intensive work with students in the portfolio course, and the multiple professional obligations of tenure-track faculty. In addition, five members of the English department now teach courses in the American Studies Program. Dr. Antonucci, Dr. Doreski, Dr. Joyce, Dr. Lebeaux, and Dr. Long regularly offer core courses and cross-listed electives in this interdisciplinary program. These commitments are evidence of the contributions of our faculty to the liberal arts mission of the College as well as to the recent curricular emphasis on interdisciplinary and integrative study. This significant work with students studying in disciplines other than English offers another compelling reason to add an additional tenure-track faculty appointment in English.

Internships: Dr. Kate Tirabassi teaches "Writing in the World," a course that gives students the opportunity to study the theory and practice of writing in "real world"

contexts. In addition, Dr. Long has initiated discussions with the Keene State College of Advancement and Media Relations to design an internship in professional writing for advanced majors.

Working Conditions: Working conditions for faculty have improved significantly with the move from three- to four-credit courses. Teaching three courses each semester has helped faculty work more closely with students and devote adequate time to their scholarly work. The English faculty has also benefitted from building renovations, specifically the basement of Huntress Hall. However the failure to provide adequate air conditioning in Parker and Morrison Halls continues to compromise the classroom experience of students as well as faculty office space.

4. Program Goals

The English Program emphasizes the study and practice of close reading, critical thinking, and effective writing. Nine courses help students understand the production and reception of texts, language and poetics, as well as criticism and critical theory. In 2009 the department developed the following four program objectives to guide our work:

Production and Reception: The program considers how historical, social, and cultural contexts shape literary works, including those works in literary and expressive traditions produced by cultures whose collective humanity and aesthetic identity have been historically devalued, denied, or dismissed;

Language and Poetics: The program expects students to study at least two genres of literature, understand how literary works relate intertextually, and appreciate the ways in which the history of language has affected the development of literature;

Criticism and Theory: The program expects students to understand the history of criticism and critical theory, its application in literary analysis as well as current scholarly debates in the field of English studies;

Reading and Writing: The program teaches the conventions of critical analysis—including careful reading, the use of literary vocabulary, an orderly critical approach, and the use of writing for a range of expressive and persuasive purposes.

5. Relation of Program to Mission of College

The Department embraces our institution's mission as the public liberal arts college of New Hampshire. Our activities enrich the campus community through diverse faculty

expertise, a range of course offerings in the Integrative Studies Program and in the major, and through sponsorship of readings and visits from prominent writers, intellectuals, and accomplished artists. The English faculty model and promote academic excellence through the integration of teaching, learning, scholarship, and service, and celebrate student achievement through an honor society and annual awards. Our program thereby exemplifies two of the core strategic goals articulated in "The Keene State College Academic Plan 2009-2014" (4.13.09 Draft).

1. Enhancing the quality of our academic program

Curriculum: The English department's commitment to improving faculty working conditions and conditions for student learning led to four-credit courses and a new major. Our example initiated a campus-wide move to a four credit curriculum as well as an overhaul of the general education curriculum. English courses in the major, and in the Integrative Studies Program, challenge students to communicate effectively with others, to think critically and creatively, to read carefully, and to write with clarity and purpose—abilities identified in the College Mission as preparing students to "engage in active citizenship, and to pursue meaningful work."

2. Clearly and continuously communicating our mission and values and fostering a strong sense of community

Web Site: Since 2003 a department web site has made visible the intellectual work of English at Keene State College. The web site is maintained by Dr. Long and has been recently overhauled to make it more useful for current students, prospective students and parents, alumni, and others seeking information about the department and its activities. The web site provides a portal into the ongoing work of faculty and students; a listing of events, activities, and awards; profiles of students and examples of student work; as well as program planning documents and a list of relevant campus resources. Dr. Long has also worked closely with graduates of Keene State College to build an alumni page that offers a glimpse of the lives and careers of KSC English majors. The dozens of brief professional biographies demonstrate the range of opportunities available to our students and foster a deeper sense of community among our graduates.

Reading Program: The English department established the Keene State College Summer Reading Program in 2001 to further the College's mission to "provide and maintain an intellectual environment grounded in the liberal arts." Generously supported by the Commission on Multiculturalism and Diversity, and coordinated by the department of English as well as committee members from the campus community, the reading program was designed to facilitate a campus-wide discussion of ideas as well as to help first-year students make the transition to college, where the reading and discussing of challenging, diverse texts is integral to the campus community. The reading program

began in the idea that becoming a more efficient, engaged, and productive reader is among the most meaningful outcomes of a college education. Each year our first-year students purchased the selected book to read before classes begin in late August. Once the school year begins, the book has been the focus of discussions in residence halls, in the first-year writing course and other classes, and at special events throughout the year. The campus community has joined first-year students in reading Marjane Satrapi, *Persepolis* (2006-2007), Tracy Kidder, *Mountains Beyond Mountains* (2005-06), Janisse Ray, *Ecology of a Cracker Childhood* (2004-05), Gish Jen, *Mona in the Promised Land* (2003-04), Sherman Alexie, *Reservation Blues* (2002-03), and John Edgar Wideman, *Brothers and Keepers* (2001-02).

The 2007-2008 academic year marked a significant change in this signature program. We renamed the program "Keene is Reading" to signal a more ambitious goal: to engage first-year students, continuing students, faculty and staff, as well as residents of Keene and the wider Monadnock community. Programming for the book discussions were therefore held on campus and in local libraries, and included members of the local community. In 2007-2008 the selection was Luis Alberto Urrea's, *The Devil's Highway,* and in 2008-09 the community read and discussed Michael Pollan's *The Omnivore's Dilemma.* The selection for the 2009-2010 academic year is Mark Kurlansky, *Cod.* The program committee has been directed by Dr. William Stroup and Dr. Brinda Charry, and has included department members Dr. William Doreski, Dr. Sally Joyce, Dr. Mark C. Long, Dr. Meriem Pages, Dr. Kathryn Tirabassi, and Dr. Michael Antonucci.

Campus and Community Events: The English Department exemplifies the core mission of the School of Arts and Humanities, "to cultivate in our undergraduate students, and in the regional community, an understanding of the human condition through scholarly, artistic, and civic engagement." On campus we build a strong sense of community among citizens from the Monadnock region by organizing literary and cultural events each academic year: we showcase faculty work in our monthly Third Tuesday Series; we invite prominent scholars, such as Stephen Greenblatt, Dympna Callaghan, and Lauret Savoy to speak at the annual Janet Grayson Lecture in Literary Studies; and we regularly schedule public readings by guest writers/scholars such as Grace Paley, Ross Gay, Janisse Ray, and Sherman Alexie. Our faculty also demonstrates extraordinary service to New Hampshire and the New England region. This ongoing work includes regular travel to local libraries to facilitate book discussions as scholars for the New Hampshire Humanities Council (NHHC) reading programs; organizing and facilitating NHHC sponsored workshops for teachers and students in local schools; offering readings of creative work to audiences around the state; teaching workshops for faculty at Keene State and other colleges and universities; judging national writing competitions; and

serving an chairing local and regional boards. These and other activities are listed on the cvs of the English faculty included in the appendices to this Self-Study.

6. Design of Program

1. The English Major

The English major is organized around six core courses: English 200 & 300 (the introductory sequence), a pre-1800 course, a Differing Cultural Perspectives course, and English 395 &495 (the advanced sequence). The department also offers a range of electives for majors and non-majors.

The Introductory Sequence: English 200 focuses on developing interpretive skills, critical awareness, and confidence in preparation for more advanced work in English and the humanities. The course introduces students to methods of criticism as well as theories of textual study. The second course in the introductory sequence, English 300, offers English majors a sense of how, when, and why literary genres change over time. These two courses emphasize close reading, resourceful writing, and developing a more sophisticated awareness of historical, cultural, and intellectual context.

Pre-1800 Courses: Pre-1800 courses investigate literary traditions and cultural contexts that are significantly different from contemporary contexts. Students learn the appropriate interpretive tools and assumptions for approaching pre-1800 texts as well as examine continuities and connections existing between past and later traditions

Differing cultural Perspectives Courses: Differing Cultural Perspectives (DCP) courses investigate discursive traditions that have been historically marginalized and examine the ways in which these traditions serve as tools for cultural survival and resistance. DCP courses recognize the significance and integrity of those literary and expressive traditions produced by cultures whose collective humanity and aesthetic identity have been historically devalued, denied, or dismissed by academic and literary discourse as well as by legal and social practice.

The Advanced Sequence: The first course (English 395) in the advanced sequence focuses on a particular aspect of the field of English studies through primary and secondary texts, as well as historical and cultural contexts. English majors then take the advanced seminar (English 495) to complete the year-long sequence. For example, Dr. Stroup teaches a sequence on British Romanticism. The first semester of the year-long sequence of courses on British Romantic Period literature (roughly 1789-1832) surveys primary texts by major poets such as William Wordsworth, Samuel Taylor Coleridge, William Blake, John Keats, Lord Byron, and Percy Shelley, and one novel by Jane Austen.

The second semester continues the study of these and other writers, but with a particular focus on relating Romantic period writers and critics to their predecessors and to the ways that their works have been re-read by subsequent literary critics.

Electives: English department faculty members offer a range of courses in the college's liberal arts curriculum. Every semester, including in the summer sessions, majors and non-majors have the opportunity to study classical literature, medieval and Renaissance literature, American and British literature, American Indian literature, Russian literature, and Indian writers. In addition, English faculty members regularly offer courses in interdisciplinary programs such as Women's Studies, American Studies, and Holocaust and Genocide Studies.

2. Secondary English Education

For nearly two decades, the Secondary Program has been making steady progress toward recognition as an equal member of the Education Program. That position of equality was finally granted this year with the institution of the Secondary major. Our students now have their own Secondary curriculum and study with others who are interested in middle and high school teaching, rather than having most of their coursework completed with Elementary Education majors. This change means that their interests, questions, and needs are being addressed throughout the program and not just when they take Methods in their senior year.

In 2008-2009, entering Secondary English Education students completed the new Education 231: Curriculum for a Diverse World, which combines the basics of curricular design with meeting the needs of the wide variety of students they will encounter as teachers. In 2009-2010, these students will take courses designed to address the special education needs of their students and classroom management issues. They will also take the first of two Methods courses, focused on teaching literacy and literature. In their senior year, they will take their second Methods course focused on teaching writing and addressing professional issues; students will join NCTE as part of this course. Finally, students will complete a theory course, covering some of the major figures in educational philosophy from Quintilian to Parker Palmer.

NCATE Standard 3.1 states that our English Education candidates must "demonstrate knowledge of, and skills in the use of, the English language." In order to meet this standard, the English department requires students seeking certification to take English 312 Descriptive Grammar, a course that introduces junior and senior English majors to English grammar and theory (including traditional, transformational-generative, and case grammar); applied linguistics and American dialect; and skills for teaching grammar through written and oral exercises.

English students seeking secondary certification must take two Praxis tests; 0041English Language, Literature, and Composition: Content Knowledge is a two-hour test consisting of 120 multiple choice questions, and 0042 English Language, Literature, and Composition: Essays, another two-hour test consisting of four essay questions. We must keep an 80% pass rate in the content knowledge test over a three-year period or we automatically fail NCATE. The following table shows that the average test score for content knowledge for the three-year period from 2005-2008 is 83%.

Year	Test 0041	# of Test Takers	Passing	Pass Rate	Statewide Pass Rate
2007-08	**Content Knowledge**	**10**	**9**	**90%**	90%
2006-07	**Content Knowledge**	**14**	**13**	**93%**	93%
2005-06	**Content Knowledge**	**9**	**6**	**66.67**	89%
3 year		**33**	**28**	**83%**	

The Secondary English Program continues to thrive, making up approximately fifteen percent of our majors. We continue to have around fifteen students completing the program each year. The move to a Secondary major has increased Secondary numbers overall, but it will take a year or two to discern the impact of this on English. Unfortunately, the success of the program did not translate into recognition by NCATE. Our program failed twice to achieve national recognition. This summer Dr. Jan Youga, who is responsible for this program, worked with Dr. Prudence Cuper from Education and an NCATE consultant to design new assessment tools. A new report will be filed in Fall 2011.

3. English Minor

The English Minor offers students a program of study that complements a major in any number of academic fields. The twenty-credit minor consists of five courses: English 200 Literary Analysis, three literature courses at the 300 level, and one literature course at the 400 level. Between 2003 and 2008 the number of English Minors fluctuated between five and twelve students.

4. The Writing Minor

The Writing Minor has grown from three students in 2002 to thirty-four students in 2008. And we fill nearly every writing class that we can offer. We offer several options for students to develop as writers: poetry, fiction, and nonfiction. We also offer an interdisciplinary Women's Writing course (which is cross-listed with Women's Studies). The annual Summer Writer's Conference, the capstone portfolio course, and the initiative of our faculty to bring guest writers/scholars like Grace Paley, Jay Wright, Gish Jen, Rikki Ducornet to our campus further contribute to the mission of the college. The Writing Minor meets student interests and needs from a variety of majors; students in English, Psychology, Communication, Journalism, Computer Science, and Management have graduated with a minor in writing.

7. Contribution to Integrative Studies

The English faculty was deeply involved in the Integrative Studies Program Committee (ISPC) during its design phase, and we continue to make substantive contributions to its implementation. At one time or another more than half of the members of the department have served on the ISPC, and department members have been a part of the Thinking and Writing and Interdisciplinary subcommittees since their inception. Dr. Sandy has served for three years as the coordinator of one of the two foundational courses, Thinking and Writing. In this role she has been responsible for hiring, training, and supporting faculty; curriculum development; and chairing the ITW faculty subcommittee. Dr. Long will serve as coordinator of ITW for the 2008-2009 academic year and Dr. Tirabassi will assume responsibility for ITW beginning in the 2009-2010 academic year.

English faculty members teach approximately fifty percent of their courses in the Integrative Studies Program (ISP) and their numerous contributions to the ISP are instrumental to its success. We staff multiple sections of the ITW course both in the fall and spring semesters; a significant percentage of the lower-division courses in three of the core areas of the program: Integrative Humanities (IH), Integrative Arts (IA), and Integrative Interdisciplinary (II); and we remain responsive to the needs of the students in the new program. For example, Dr. Tirabassi offered II ENG 399 in spring 2009; we are offering new 100-level experimental courses in the fall 2009 semester; and upper-level experimental IH and II courses in the spring 2010 semester.

Moreover, Dr. Mallon, Dr. Schur and Dr. Long have taught courses in the College-wide Honors Program as well as served on the Honors Program Committee. And in the fall of 2009 Dr. Sandy will be teaching a section of Thinking and Writing for incoming students

in the Honors Program. Finally, Dr. Mallon has recently designed and taught a course for Honors students in South Africa.

8. Contribution to other Academic Programs

The English faculty contributes to other academic programs on campus in significant and lasting ways. We design and teach courses in American Studies, Women's Studies, Holocaust and Genocide Studies, and Environmental Studies, and Education; we serve as core and affiliate faculty in these interdisciplinary programs; and we members of the department have coordinated a number of these programs. The English department also maintains a longstanding affiliation with the American Studies Program. Five members of the English department are core faculty in the American Studies Program and one, Dr. Antonucci, has a joint appointment and thus teaches fifty percent of his courses in this interdisciplinary program. Three English faculty have served as the coordinator of the American Studies Program: Dr. Lebeaux (1997-2006), Dr. Joyce (2006-2009) and Dr. Antonucci (2009-). In addition, Dr. Long and Dr. Doreski are members of the core faculty in American Studies and regularly offer American Studies courses.

We also contribute to other academic programs by regularly sitting on Department Professional Evaluation Committees (DPEC) for faculty members in Women's Studies, American Studies, Biology, and Interdisciplinary Studies, Education, Chemistry, Dietetics, Computer Science, and Technology, Design and Safety; by serving on faculty hiring committees, most recently in Women's Studies, Film Studies, and Environmental Studies; and by designing and facilitating faculty development opportunities. Moreover, during the past eight years, Dr. Long and Dr. Sandy have worked intensively with over sixty members of the faculty in the Calderwood Institute on the Teaching of Writing. This faculty development institute has drawn faculty from disciplines including Physical Education, Health Science, Chemistry, Mathematics, Computer Science, Psychology, Sociology, Anthropology, History, and Modern Languages. The Calderwood Institute, comprised of a week-long summer seminar and then support across the academic year, has been a key component in changing the culture of writing at Keene State College.

9. Courses offered and Students Served

Course offerings and enrollment management: The English department maintains a standing curriculum committee that meets once a week to manage curriculum and enrollments. We closely monitor our program and enrollments using data provided by the college, and we work closely and collaboratively with Student Advising in the Elliot Center and the Dean of Arts and Humanities. During the 2008-2009 academic year we modified our formula for full-time faculty (4x200 level (or 1x101) and 2x300 or 400-level

courses per year) in response to the new major and fluctuations in demand for courses as we continue to implement the new Integrative Studies Program. Because we monitor our enrollments carefully, our classes remain virtually fully enrolled. The four-credit program distributed students more evenly across our courses and time blocks. And our 200-level courses remain full except in evening classes. Our classes for majors also enroll fully except for the courses we offer outside of "prime time" as many students steer clear of eight am classes, evening classes, and Friday classes,. The maximum enrollment of twenty students in the introductory sequence (English 200 and 300) and of fifteen in the advanced sequence (English 395 and 495), has improved our ability to maintain the expectations for reading and writing at all levels of the curriculum. And setting the enrollment in English 300 and English 395 at twenty students has more evenly distributed students across the other 300-level English courses and reduced open seats. Setting the cap of the 400-level course in the advanced sequence to twenty students has, moreover, helped with the inevitable attrition in a sequence course.

Special Topics Courses: The range of course topics offered by faculty members in English is impressive. Moreover, individual faculty members have team-taught courses. In the spring of 2005, Dr. Schur team taught a course with Dr. Darby from Music. The title was "Between the Pen and the Axe: Art and Cultural Politics in Soviet Russia." In 2006 Dr. Stroup and Dr. Long taught a section of English 270 with the title "The Literature of Mountains" and Dr. Long and Dr. Porter-Utley from Biology team-taught an Honors section of Thinking and Writing entitled "The Science and Literature of Plants."

Number of majors and minors: The total number of declared majors in English has grown from eighty-seven in 2003 to 147 in 2008. In 2008 there were 106 students declared as English, twenty students declared as English as a second major, and twenty-one students declared as English Teacher Certification. The growth in English majors to 147 students makes English the largest department (in terms of declared majors) in the School of Arts and Humanities (Film Studies is second with ninety-four students), and the department has the sixth largest number of declared majors at Keene State College (Education, Health Science, Safety Studies, Management, and Psychology have more declared majors.) The number of declared English Minors has fluctuated between 2003 and 2008: There were ten students minoring in English in 2003, five in 2004, twelve in 2005, nine in 2006, eight in 2007, and five in 2008. There were twenty-nine declared Writing Minors in 2003, thirty-two in 2004, forty in 2005, thirty-five in 2006, and thirty-four in 2007 and again in 2008.

Balance between upper- and lower-level courses: In the fall of 2008, the English department had 739 students enrolled for a total of 2956 credit hours. There were 456 students enrolled in lower-level English courses for a total of 1,824 credit hours, and 283 enrolled in upper-level English courses for a total of 1,132 credit hours. The ratio of students to credit hours changed following the move to four-credit courses in fall 2003.

The number of students enrolled and total credit hours has been reduced substantially now that we no longer offer the required first-year writing course or the required general education literature course. (By comparison, before 2006, our lowest enrollment number was 1,419 students for 5,673 hours in 2003, and our highest enrollment number was 1,813 students for 5,437 hours in 2000.)

Enrollment trends: According to the "Keene State College Fact Book 2008-2009," in 2003 there were thirty-seven first-time, first-year students who designated their intended program as English; and in 2008 there were fifty-four first-time, first-year students who designated their intended program as English. (During this period, the College first-year enrollments have increased from 1078 in 2004 to 1298 in 2008 and the total fall headcount of students has swelled from 5200 in 2004 to 5538 in 2008.)

10. Student Learning Outcomes

A comprehensive list of student learning outcomes is included in the appendices to this Self-Study. These outcomes were used in our four-credit proposal and were included in the 2006 revision of the program requirements. However, during the 2008-2009 academic year the department engaged in intensive discussions around these outcomes and resolved to clarify our program and core course objectives as a preliminary step in identifying new learning outcomes that will be more consistent with the objectives of our current program.

The English Program Objectives listed above in section four of this Self-Study, "Program Goals," help to organize the list of objectives in terms of the nine core courses in the major: the introductory sequence (English 200 and English 300), the advanced sequence (English 395 and English 495), the pre-1800 course, and the Differing Cultural Perspectives course:

Production and Reception

- At least one course will require the ability to consider how historical, social, and cultural contexts may help shape a literary work

- At least one course will require an understanding of the historical foundations of literature by reading texts produced before 1800

- At least one course will require an understanding of literary and expressive traditions produced by cultures whose collective humanity and aesthetic identity have been historically devalued, denied, or dismissed

Language and Poetics

- The core courses will require an understanding of at least two genres of literature

- At least one course requires an understanding of how individual works of literature relate to each other intertextually

- At least one course will require an understanding that the English language itself has a history

Criticism and Theory

- At least once course will require an understanding of the history of criticism and critical theory

- At least one course will introduce current scholarly debates in the field of English studies

- At least one course will require an understanding of how individual works of literature relate to each other intertextually

Reading and Writing

- At least one course will focus on the acquisition/understanding of the conventions of literary analysis, including literary vocabulary and an orderly critical approach to textuality

- At least one course at each level (200, 300, 400) will require the ability to analyze a particular work of literature using an orderly critical approach

- At least one course requires a seminar experience, including the conventions of student-centered class discussion and oral presentations

- At least two courses will require study and practice of the conventions of the discipline (MLA) for citation and documentation

This list of program objectives and program outcomes will be the baseline for discussions during the fall semester about the questions we now have now that we have implemented the new major. The summary and timeline in section eleven below elaborate the ongoing assessment activities in English as well as core principles that will guide future assessment activities in the Department.

11. Student Learning Outcomes Assessment

The English department has determined that the quantitative data collection accrediting agencies now expect from academic programs has little to do with sustaining a meaningful conversation about teaching and learning. In the fall of the 2008-2009 the department therefore formed the Committee on Learning and Teaching (COLT) to incorporate our assessment activities as part of the department's more ambitious attempt to sustain an ongoing conversation about learning and teaching.

However, we are at a crossroads in our assessment work. We are committed to creating an effective learning environment for all of our students and, consistent with the guidelines of Keene State College Academic Plan, we continue to use "multiple continuous forms of assessment from various sources" to improve the quality of our academic program according to the most current professional practices in our discipline. Our next task is to agree on the methods of assessment we will use—drawing on our experiences with direct and indirect assessment activities during the past ten years—and complete an assessment plan to direct our future work.

Motivations, Definitions and Guiding Principles for Assessment in English: The department acknowledges and values *external* motivations for assessment. Routine formative assessment contributed to our recent curriculum revisions and continues to inform our ongoing program improvements; we provide annual reports on the previous year's work to the school dean in September of each academic year; when appropriate, faculty include program and core course outcomes on syllabi; program objectives and outcomes are included in the core course archives as well as the department's web site; and we work with our colleagues across the College to articulate English courses in the Integrative Studies Program in terms of IA, IH, and II outcomes.

Our *internal* motivations for assessment, however, emerge from questions that arise in our shared work educating students. We recognize that members of the department value different learning outcomes and therefore we will very likely be, in the long term, gathering multiple sets of data. To situate assessment in the more ambitious project of nurturing a culture of learning and teaching in the department we have a set of principles to guide our work:

- assessment activities in the department of English will be based on what matters to us and will be designed to reflect our professional judgment about how to improve student learning in our program;

- assessment of the English program will continue to be a part of our ongoing work as members of the department;

- assessment of the English program will involve multiple measures and sets of data.

Summary of Past Activities and Timeline: The Department has been conducting assessment since the 2001-02 academic year; and our assessment activities have led to significant curricular change. In 2002 the department completed English Program Objectives, NEASC Educational Outcomes, Student Learning Outcomes for Literature Courses by level, and Student Learning Outcomes for Writing Courses by level. These comprehensive program and course-level outcomes were included in the department's Four-Credit Course Curriculum Proposal that was passed by the College Senate in 2002-2003. In the spring and summer of 2003, the department also completed a pilot assessment of our introduction to the major course, English 209: Literary Analysis. A team of department members developed a rubric and another team read and scored the essays. The results were then forwarded to the office of institutional research for analysis. The Spring assessment taught us how to gather information, and to explore the relative merits of different categories of information; it helped is to see that some questions worked as planned but that others gave readers problems (as measured by poor inter-reader consistency); and it affirmed for participating members of the department the potential usefulness of direct assessments of student writing. While we may have learned something about assessment in this process, these direct measures of student learning did not lead us anywhere.

In 2003-2004 the Department implemented its new four-credit curriculum, we drafted an assessment plan with three guiding principles and, at the request of colleagues in other programs and the administration, we conducted surveys of faculty and students to generate anecdotal evidence of teaching and learning in four-credit courses. We also established a standing assessment committee to generate ideas about where were going with our assessment activities. This committee met each week of the semester. This conversation overlapped with weekly English department meetings in which we conducted in-depth discussions about the theory and practice of assessment. The department made progress—with progress here defined as *meaningful discussion of how to move forward with assessment in a practical and potentially fulfilling way*. We agreed to focus attention on the critical essay; we established a general agreement that it makes sense to assess our program based on the categories in a new rubric produced by the assessment committee; and we reached a consensus that an ideal rubric would be used at many levels—to compare performances at different stages in our program and to accumulate data through the years.

The assessment committee established two assessment goals for the 2004–2005 academic year: a direct assessment of student writing in our 200-level courses and an indirect assessment using a database to track student enrollment in our courses. We

collected artifacts for a direct assessment of student writing in 200-level literature courses. Instructors in fall 200-level literature classes had their students submit electronic essays; a random sample of thirty papers was selected from the file; a designated team of readers practiced reading and scoring essays using a rubric, read essays using the rubrics, submitted the results to the office of institutional research to compile the data. Our indirect assessment of the program used Registrar data to analyze the academic records for thirty English majors who graduated within a one-year period ending May 2003 to glimpse patterns in what courses students take to complete the degree, and when they take them.

In 2005-2006 we brought five years of assessment activities to bear on a major revision of the English major. The new major included program outcomes for the introductory and advanced sequence courses: English 200 & 300, English 395 &495. In 2006-2007 and 2007-2008 we implemented the new major. William Doreski also initiated a yearly assessment of student work in the Writing Minor that has been completed in 2007, 2008 and 2009.

Current and Prospective Work: In the fall of the 2008-2009, the members of the new Committee on Learning and Teaching (COLT) reviewed our past and recent assessment activities. It then facilitated discussions that led to program outcomes for our six core courses: English 200 (Literary Analysis), English 300 (Literary Form and History), English 395 (Advanced Sequence, part one), English 495 (Advanced Sequence, part two), the Differing Cultural Perspectives requirement (DCP), and the pre-1800 literature requirement. In the spring of 2009 COLT circulated a questionnaire to fourteen tenure-track faculty members and conducted follow up face-to-face interviews to gather faculty opinions about the English program. Based on our interview sessions with tenure-track department members, and readings of their written responses to the questionnaire, the COLT worked with the department to refine our program objectives and clarify what we found to be a tangle of core-course outcomes and program outcomes that did not mesh especially well with the actual structure of the program.

In addition, the 2008-2009 academic year included work on the following projects:

- *Core Course Archive*: The course archive establishes a history for each of our core courses. The archives includes a course (or course requirement) description and rationale, syllabi, assignments as well as assessment activities pertaining to the course. (Documents are converted to pdf files for ease of archiving, organizing and retrieving.) Moreover, faculty members are able to post reflections and questions about the course or course requirement. These discussions are archived by month and year, and are tagged to create a secondary level of organization around particular themes or questions or problems. Finally, each

archive is linked to the other archives, our English home page, as well as other relevant sites if we choose;

- *The English Web Site*: Since 2003 the English department's web site has helped to make our program more visible. We use the site to showcase faculty work and student learning in the program and to communicate our activities, goals, and expectations to current and prospective students, parents, members of the campus community, and others interested in the work of English at Keene State College. The new site has been redesigned using Word Press. We have retained student profiles, alumni reports, and profiles of students, and are working on supplementing this material with new faculty scholarship and publications, student work and projects, as well as planning documents and projected course offerings;

- *Survey Results: Questions for the Department to Consider:* One of the outcomes of the faculty survey was a set of questions that emerged from the interviews conducted by COLT. (A more comprehensive list of the observations made by faculty in the interview process is included as an appendix to this Self Study.) The questions focus our attention on the new major and will likely prove useful once we have fully implemented the major. The COLT will continue to evaluate the interview data to focus questions about the structure of the program, create an assessment plan as well as promote conversation about future changes in program requirements and departmental staffing needs;

- *Portfolio Assessment*: the English department has discussed and conducted preliminary research on portfolio assessment. Discussions around portfolio assessment will continue, as will our research into portfolio assessment at other institutions. We will also monitor the software and support for portfolio-based assessment currently under development in the education program.

With a clearly defined set of program objectives in place, as well as a set of guiding principles for future assessment work, the members of the COLT will facilitate a department discussion about what we want to find out about our new major now that it is fully implemented. From this discussion we will move from our broad principles about nurturing the culture of learning and teaching in the department to a concrete long-range plan for this ongoing work.

12. Advising

Advising students in the major is shared by tenure-track faculty, with the chair periodically assigning students to faculty whose advising rolls are low. The department

also provides a group advising session in the fall and the spring as students prepare for registration.

The department curriculum committee provides students with program planning sheets. (Please see appendices to this Self Study.) At a minimum, most advisees meet with their advisors each semester to plan their course schedule in the coming semester and to discuss long-range plans. Faculty also provide advising and mentoring as students complete their degrees, writing letters of recommendation and offering support as students seek employment. All students seeking certification in Secondary Education are advised by Dr. Jan Youga. In addition, Dr. Doreski, Dr. Charry, Dr. Sandy and Dr. Tirabassi advise writing minors, although the popularity and growth of the writing minor has placed a burden on the tenure-track faculty advising these students—especially in the portfolio course. And Dr. Lebeaux, Dr. Antonucci, Dr. Doreski, Dr. Joyce, and Dr. Long all advise students as part of their responsibilities as core members of the American Studies Program.

13. Full-time Faculty

Tenure-Track Faculty: As of the fall of 2009 there are fourteen tenured and tenure-track faculty in the English Department. (In addition, Dr. Nona Fienberg, who has served as dean of Arts and Humanities since 2004, retains her appointment as Professor of English.) The most recent additions to the faculty took place during the 2006-2007 academic year when we were fortunate to hire a specialist in nonfiction and expository writing, Dr. Kate Tirabassi, and a specialist in African American literature in a joint appointment in English and American Studies, Dr. Michael Antonucci. Dr. Tim Antrim has announced that he will be retiring after forty years of service to Keene State College at the end of the 2009-2010 academic year, and we anticipate hiring a new faculty member to begin in the fall of 2010-2011 to replace him.

Qualifications and Faculty Workload: All fourteen tenure-track faculty (six men and seven women) have PhDs, and their regular course load is three courses per semester. In addition, faculty members teach required courses and electives, at their discretion, during the summer sessions, as well as occasional Independent Study courses during the regular academic year and the summer sessions. Dr. Antonucci has a joint appointment in American Studies and teaches fifty percent of his courses as a core faculty member in that interdisciplinary program.

English faculty members regularly receive release time for administrative contributions to the College. Currently, Dr. Stroup receives two courses per semester release from teaching as chair of English; in 2009-2010 Dr. Antonucci will receive one course release each year as coordinator of the American Studies Program; Dr. Long will receive one-

course release each semester as coordinator of the Thinking and Writing program; Dr. Mallon will receive a one-course release each semester to coordinate the Travelli-Ayling Scholarship Fund, and Jan Youga is receiving a two-course release as primary author of the College's NEASC report.

Research interests and Scholarship: The depth and breadth of the intellectual work of the English faculty is among the department's greatest strengths. The research and related professional activities of English faculty offer Keene State College students a challenging environment in which to study literature and to develop as readers and writers. Individual faculty have received research and travel grants, including Dr. Schur's participation in the National Endowment for the Humanities Summer Seminar on "Punishment, Politics, and Culture" (2002), her Whiting Grant (2005) and her National Endowment for the Humanities Summer Stipend (2007); they have organized, chaired sessions, and participated in local, regional, and national academic conferences; they have published articles, book chapters, reviews, and encyclopedia entries, as well as creative writing, especially poetry and creative nonfiction; and they have undertaken editorial responsibilities for regional and national journals.

Recent Publications: recent print publications include three articles by Dr. Schur, "From Turgenev to Bitov: The Superfluous Men and Postmodern Selves" in *Russian Literature,* "The Poetics of 'Pattern Penitence': 'Pet Prisoners' and Plagiarized Selves" In *Stones of Law—Bricks of Shame: Narrating Imprisonment in the Victorian Age* and "Beyond Moral Evangelism: On the Rejection of Punishment in Late Tolstoy" in *Tolstoy Studies*; a co-edited collection of essays by Dr. Long, *Teaching North American Environmental Literature; and* the second edition of Dr. Sandy's *Think, Write Learn*, co-edited with Dr. Phyllis Benay.

Forthcoming writing from English faculty includes Kate Tirabassi's "Teaching Writing for the Real World: Community and Workplace Writing" with Michelle Cox and Christina Ortmeier-Hooper in the *English Journal;* "From Innocence to Experience to Organized Innocence: Graduate Student Administrators Negotiate Positions of Power," with Cinthia Gannett and Amy Zenger, in *Emerging Identities: Graduate Students in the Writing Center*; "Playing with Revision," with Michelle Cox, in *Embracing Writing: The First-Year Writing Program at Bridgewater State College,* and "Journeying into the Archives: Pragmatics in Archival Research," in *Working in the Archives*. In addition, Dr. Charry's articles "Turkish Futures—Prophecy and the Other" is forthcoming in *Uses of the future In early modern England* and "'Beauteous Scarf'—Shakespeare and the 'Veil Question'" will appear in *Shakespeare*, her co-edited collection of essays with Gitanjali Shahani, *Emissaries in Early Modern Literature and Culture—Mediation, Transmission, Traffic, 1500-1700* is forthcoming, and her volume of short stories under contract with Harper-Collins India. Dr. William Doreski's essay

"Wallace Stevens' Odious Chords" is forthcoming in the *Wallace Stevens Journal*, and he has reviews scheduled to appear in the *Harvard Review* and a number of his poems are forthcoming. Dr. Antonucci's review of Michael S. Harper's collection of poems, *Use Trouble*, will appear in Raintaxi *Review of Books* and his review of *Red Chicago: American Communism and its Roots 1928-35* will appear in *American Studies Journal*. Dr. Antonucci will also publish two interviews, with Ed Pavlic in the *Harvard Review* and John Edgar Wideman in *Valley Voices*. And his "Afterword" will appear in *Perspectives on the Future of the Italian American Literature*. And Dr. Mark C. Long is guest editor of a forthcoming special issue of the journal *Pedagogy* dedicated to faculty work in small college departments. A complete list of the individual scholarly activity of our faculty is included in the appendices to this Self Study

Additional Faculty Accomplishments and Achievements: In addition to their scholarly work and dedication to teaching, the members of the English department are committed to enriching the curriculum and the intellectual life of the College through 1) the first year experience (participating in orientation activities, coordinating and teaching in the first-year writing program and in Integrative Studies, developing and promoting Keene State College's signature Keene Reads program); 2) Integrative Studies (teaching courses at all levels and actively participating in the general education revision process and on the Integrative Studies Program Committee, providing faculty development opportunities in the Calderwood Summer Institute on the Teaching of Writing); 3) course and curriculum development both in the major and in the College's interdisciplinary programs (American Studies, Holocaust and Genocide Studies, Women's Studies, Environmental Studies); 5) promoting diversity and multiculturalism through the development of new courses (lesbian and gay writers, literature of the Pacific rim, women's writing, Native American writers, Indian writers) and innovative scholarly projects and collaborations; 6) contributing to the School of Arts and Humanities and the College (scholarly presentations, including the English department's monthly Third Tuesday series and the annual Janet Grayson Lecture in Literary Studies; serving on the Senate, FEAC, and other campus-wide committees). In addition, the English faculty is dedicated to contributing to the community by participating in the New Hampshire Humanities Council programs as well as serving as members of Task Forces, Committees, and Executive Councils in community and regional organizations.

Since the 2000-2001 English Self-Study, four members of the English faculty have been recognized with campus-wide awards for excellence in teaching and scholarship. Dr. Jan Youga received the Keene State College Distinguished Teacher Award in 2003. Dr. William Doreski was the recipient of the KSC Award for Faculty Distinction in Research and Scholarship in 2004. Dr. Mark C. Long received the KSC Award for Faculty Distinction in Research and Scholarship in 2008. And Dr. Anne-Marie Mallon received the Keene State College Distinguished Teacher Award in 2009.

Affiliate Faculty: Dr. David White, Professor of Education, teaches two sections of English 286: Children's Literature each semester; Dr. Helen Frink, Professor of Modern Languages, periodically teaches a 200-level course, Literature of the Holocaust.

Visiting Faculty: In 2009-2010 we welcomed Dr. Ana Estrella in a one-year visiting appointment in Latin American Literature and Cultural Studies. Dr. Estrella's position is made possible by the Dean of Arts and Humanities Nona Fienberg's efforts to deepen the commitment to international studies at Keene State College. Dr. Estrella will teach three classes per semester and participate in co-curricular activities that will promote Latin American studies and international understanding on our campus. The fall schedule for Dr. Estrella is comprised of a 200-level course, "Introduction to Latin American Short Fiction," and two 300-level offerings, "Music and Cultural Identity in Latin America" and "Beyond Magic Realism." Dr. Estrella's courses and presence will offer much both to English majors seeking electives as well as to students seeking IH and II courses in the Integrative Studies program.

14. Adjunct and Other Non-Tenure-Track-Faculty

The English department is fortunate to count among its strengths a talented and dedicated adjunct faculty who meet the needs of our majors and who make substantive contributions to the Integrative Studies Program. Indeed without the work of adjunct faculty, the College would be unable to staff the two foundational courses in the Integrative Studies Program.

The department has five full-time adjuncts and a total of twenty non-tenure track faculty teaching English or Thinking and Writing courses. The majority of our adjunct faculty members have advanced degrees—in English and Writing, American Studies, Law, and Divinity. Our adjuncts bring a diverse range of educational backgrounds and experience to their classrooms; and many of them draw on extensive classroom and administrative experience from careers in elementary and secondary schools, as well as adult and distance education. We also have two faculty emeriti who continue to teach for us, Dr. Janet Grayson and Dr. Richard Cunningham.

Our adjunct faculty teach ITW, lower-division courses in writing and literature for students in the IS program, and lower- and upper-division writing courses. They take advantage of the College's grant money to take part in professional development workshops and conferences associated with the IS program. And we are fortunate that many of our adjunct faculty choose to be actively engaged in the life of the College beyond the classroom: from organizing campus events and readings and serving as members of program and curriculum committees.

15. Students

English majors participate actively in the intellectual life of the campus: in Sigma Tau Delta, the English Honor Society, where English majors organize campus events and share their love of language, literature, and writing; in The Center for Writing, where English majors work as tutors; in The Academic Excellence Conference, where English majors present their scholarship in literature, writing, or rhetoric; in The Feminist Collective, where English majors raise awareness about feminist issues on campus and beyond; and in The Keene State College Summer Writer's Conference, where English majors and writing minors take part in intensive writing workshops led by established writers. Our students work collaboratively with English faculty outside the classroom as well. For example, each year we showcase the work of writing minors on Creative Writing day; and department faculty sponsor student work at the Academic Excellence Conference. English majors, moreover, have been recognized, in the past two years, with The Michael Haines Award for Excellence in the Humanities, The David Battenfeld Award, and the Fred Fosher Excellence in Writing Award. Profiles of selected students are available at http://keeneweb.org/english/profiles/. And our students continue to excel beyond Keene State College in their professional endeavors, including graduate school in English and writing. Brief narratives of over twenty English alumni are available at http://academics.keene.edu/english/alumni.htm.

The Academic Excellence Conference: Each academic year English faculty sponsor student presentations in The Keene State College Academic Excellence Conference. Faculty offer our best students the opportunity to develop work generated in a class setting, present share work with a broad audience and to prepare for submitting work for presentation at professional conferences or publication. Indeed, Thea Anderson's 2005 presentation, "The Role of the Trickster in Yevgeny Zamyatin's We and Richard Wright's The Man Who Lived Underground," sponsored by Dr Schur, was published in the fall 2006 issue of Columbia University's undergraduate research journal *The Birch*.

The 2009 Academic Excellence Conference featured the following presentations sponsored by English faculty:

- Larissa Miller, "Testimony of a Mother-Witness: Anna Akhmatova's *Requiem" (*Faculty Sponsor, Anna Schur);
- Samantha Bardell, "Minstrelsy and Mimicry: The Black Female Factor in the Policed Pursuit of Black Masculinity in the Jim Crow South" (Faculty Sponsor, Michael Antonucci);
- Caitlin Spencer, "Resisting the Written Word: Oral Tradition in American Indian Literature" (Faculty Sponsor, Sally Joyce);

- Kelly Wass, “The Glorious Corruption: An Examination of Andrei Sinyavsky’s *The Trial Begins* and Yuri Olesha’s *Envy” (*Faculty Sponsor, Anna Schur);
- Thomas Simmons, “Where the Romantic Meets the Modern” (Faculty Sponsor, Anna Schur);
- Trisha Simons, “Harry Potter and the Holocaust” (Faculty Sponsor, Meriem Pages);
- Steven Gonzalez, “Redefining Gender: Fe/male Characterization in Science Fiction” (Faculty Sponsor, Ali Lichtenstein);
- Kristen Loonie, “*Abeunt Studia in Mores*: Evolution of Education in the Essay” Faculty Sponsor, Kirsti Sandy);
- Chelsea Delnero and Melissa Dickie, “Other Feminisms” (Faculty Sponsor, Brinda Charry);
- Stephanie Allen and Sarah Bernatas, “Postsructuralist Gender Dynamics in Le Guin’s Novel *The Lathe of Heaven”* (Faculty Sponsor, Ali Lichtenstein);
- Gary Beisaw, Caitlin Bramucci, Amanda Izzo, Lauren Ochs, “Paradox of Abundance” (Faculty Sponsor, Ali Lichtenstein);

These titles from the 2008 AEC together suggest the wide range of student interest and expertise among our English majors. A comprehensive list of student presentations between 2000 and 2008 is listed on the Department’s web site.

The English Honor Society: The Upsilon Pi chapter of Sigma Tau Delta, established in 1986, recognizes student achievement in English and fosters the study of language and literature outside of the classroom. Every year, active members of the Honor Society organize campus events, promote student engagement and excellence, and take advantage of opportunities such as study abroad. Sigma Tau Delta members have had the opportunity to welcome such guests as world-renown Shakespeare scholar Stephen Greenblatt and the leading scholar in early British literature Dympna Callaghan, the political writer Thomas Oliphant, and Partners in Health worker Dr. Henry Walton; members have sponsored events such as a graduate school panel, where students were given the opportunity to meet with a former Keene State English major who now works in graduate admissions at Simmons College; and members have traveled to Cambridge, Massachusetts, to visit museums and bookstores. Members of Sigma Tau Delta have continued their intellectual activities in a range of careers, including matriculation in graduate and professional schools.

Student Awards: The Battenfeld Award is given each year in memory of David H. Battenfeld, a former professor of English and American Studies who was especially supportive of students who displayed a strong interest in the humanities and the creative arts. The award recipient receives 500 dollars and is recognized at the Spring Honors Convocation. The Fred Fosher Excellence in Writing Award was established in

2005 to acknowledge the inspired work of a student in any discipline who rises to the intellectual challenge of writing clear and purposeful expository prose. The award, made possible by the generous support of Bruce Levine Mellion and Linda Zucker Mellion, honors the work of Professor Emeritus Fred Fosher, who taught English at Keene State College from 1967 until 1992. The recipient receives 1000 dollars and is personally recognized at the Spring Honors Convocation. And the Eder Creative Writing Scholarship was established by Doris L. and Donald Gray Eder out of respect for creative writing and for Keene State College. The endowment provides financial assistance and recognition to one English major/Writing minor each year who has organized her/his undergraduate studies around a passion for writing. The scholarship is for use during the student's senior year at the College. The amount of the award can equal but shall not exceed the equivalent of in-state tuition

16. Facilities and Resources

Physical Facilities: English faculty offices are located in Parker Hall. The building was renovated in 2001, and subsequent renovations to the ground floor as Film Studies relocated to the new Media Arts Center have expanded and improved office space for tenure-track and adjunct faculty. However a number of problems remain for faculty and students who use the building. First, the building is not air conditioned and both faculty workspaces and classrooms are compromised as a result—for students enrolled in classes and institutes during the summer months and for faculty working in their offices. Second, adjunct faculty offices remain crowded and it is very difficult for them to conduct professional conferences with students as a result.

Support Staff: The English department has been blessed by the exemplary administrative assistants Joan Norcross and Jean Whitcomb whose dedication and professionalism makes our work possible. Both Joan Norcross and Jean Whitcomb guide new and experienced faculty in their day-to-day work, respond to student queries and needs, and help faculty and students navigate the ever-changing curricular and administrative landscape of the College. The fall 2009 semester will be Joan Norcross's final semester at the College, however.

Department Archives and Curriculum Development: The chair maintains an archive of minutes and other relevant documents on the Q-Drive that are available to all members of the department. Core course archives offer faculty a history for each of our core courses.

Library: The library faculty liaison is responsible for working with faculty to acquire new items for the collections and to advise English faculty of changes in its holdings and is responsible for relevant books and special collections, journals and reference and non-

print media. Associate professor Patrick O'Brien has been the librarian liaison with English and other disciplines in the humanities for many years. In that time, he has worked with nearly all the English faculty in one capacity or another, as well as working with their students at the Reference Desk and in library instruction classes. Dr. O'Brien also develops electronic resources in the subject area and keeps faculty abreast of changes in the collections—such as the increasing migration of journals and reference sources from print to electronic databases.

As a result of the faculty's active interest in the materials in the collection, and especially materials supporting courses they teach each semester, the library's collection in English and American Literature, as well as in English translations of other works, has grown. The library of 330,000 volumes contains over 10,000 items in Library of Congress Classification PR (English literature), and over 14,000 items in PS (American literature). The library maintains a web page devoted to English on its "Subject eSources" site. On this page, links to many online resources appropriate for English language and literature research are provided. These include the *Oxford English Dictionary*, *JSTOR* (Arts & Sciences I, II, III, IV, and VII), *Project Muse*, Gale's *Literature Criticism Online* and *Dictionary of Literary Biography*, *MLA International Bibliography*, the *Iter Bibliography* for Medieval and Renaissance Studies, *Theatre in Video* including the BBC Shakespeare collection, and many more. Dr. O'Brien also assists with library instruction. He works with English faculty teaching the required Integrative Thinking & Writing course taken by first-year students to help students incorporate information literacy. Librarians visit each section two or three times a semester to provide the basics to find, locate, evaluate, and use information resources. Dr. O'Brien also teaches advanced level skills to English majors and others taking the upper-level classes. For example, Dr. Pages includes library instruction in each of her courses.

Budget: The Operating Budget for the English Department in the 2010 fiscal year is 22,607. The budget for 2009 was 22,607 and the budget for 2008 was 18,763. This money is dedicated to copying, telephone use, mail correspondence and supplies. The English department maintains high copying costs as we are dedicated to working with student writing and the study of print texts.

17. Summary of Strengths of Program

- *We work closely with students* as mentors and advisors as they define and develop interests in the field of literary studies, writing, and English education;

- *We challenge and support students* as they reach audiences beyond the classroom—as presenters in the Academic Excellence Conference, our annual

Creative Writing Day, and in class symposia (such as those offered by Dr. Pages' 300-level students);

- *We care about teaching* and work hard individually to reach our students and together to improve conditions for student learning;

- *We teach courses at all levels of the curriculum* and have the opportunity to work with students across their years in the program;

- *We have a coherent program of study* with clear program objectives to guide us in developing courses and in working with students;

- *We have a Differing Cultural Perspectives Requirement* that is grounded in principles that distinguish the course requirement from those courses that *include* diverse cultural perspectives or what is often called multicultural literature;

- *We offer a sequence of core classes* with an enrollment cap of twenty that allows students to work closely with individual faculty members across their years in the Program;

- *We have a well-designed and effective minor in Writing* that culminates in a portfolio-based evaluation;

- *We care about the curriculum* and are engaged in on-going work of revision and improvement— in weekly department meetings, the curriculum committee, and in the department's committee on learning and teaching;

- *We offer faculty considerable freedom to design and teach new courses* in a curriculum that is at once rigorous as well as flexible, to allow for generative relations between scholarly work and the classroom;

- *We strive to enhance the creative and scholarly work of faculty* by recognizing ongoing scholarship as an essential component of being an effective teacher;

- *We are a diverse international community of teachers and scholars* committed to a range of literary and cultural traditions;

- *We maintain a web site* that makes visible the intellectual work of faculty and students to internal and external audiences;

- *We contribute to other academic programs*, interdisciplinary programs and at all levels of the Integrative Studies Program;

- *Our activities and organizing of events enhance the mission of the College* as well as the intellectual life of Keene and the greater Monadnock region.

18. Summary of Challenges Facing Program

- *Scheduling*: effective scheduling has become nearly impossible for students completing a dual major with Education because of year-long Methods courses that meet for twenty hours each week. Our good faith efforts to resolve this problem has not been successful and many students have found themselves in an untenable situation as they seek required courses in the English major;

- *Writing curriculum*: We need to figure out how best to meet the demonstrated interest in writing courses at all levels;

- *Course development for the Integrative Studies Program*: we need to determine how best to offer our exciting and challenging IS courses to students outside the program now that we no longer offer the first-year writing course or the 200-level literature requirement;

- *Integrating Assessment Activities*: We are at a crossroads in our department's conversation about program assessment; we need to address these ongoing challenges (and questions) as we consider methods of assessing our new Program and its effectiveness;

- *Diversity of Student Preparation, Ability and Interests*: Students in the English program have a range of needs and interests and we are consistently faced with the challenge of not having a typical student.

19. Programmatic Action Plan

- *Hire a tenure-track replacement position for Dr. Antrim*. We have had extensive discussions about the position and the current needs of the department, and we are in the process of drafting the language for a job advertisement that will strengthen the department and contribute to the Integrative Studies Program;

- *Explore the possibility of creating a writing option in the major*. This conversation is already underway, and we have explored the idea of a writing option as one

among a set of options or tracks to help students cluster required courses and electives as they move through the major;

- *Create a yearly schedule* to guide our individual commitments to the English program, the Integrative Studies Program, and the interdisciplinary programs in which many of us teach; and we will continue to monitor, refine and balance our course offerings as we learn more about the needs of our major and, in particular, the evolving needs of the ISP;

- *Return to and revise our long-range assessment plan* and focus our work around shared principles to guide future work;

- *Restart discussions of establishing an Honors Program in English*.