

Comprehensive Program Review

Department of English Columbus State University

Fall 2010

“The value of an education in a liberal arts college is not learning of many facts but the training of the mind to think something that cannot be learned from textbooks.”

~ Albert Einstein

Self-Study Indicators

Executive Summary

Major findings of the Program's Quality and Productivity

As indicated in the detailed study of the B.A. in English, analysis of quality indicators finds the following strengths and weaknesses. Those indicators with a satisfactory assessment are not listed below.

Strengths

Program Description

Program Mission and Its Relation to CSU Mission

Stakeholder's Satisfaction with the Program

Relationship of Program to Needs of Students and Societal Demands

Faculty Credentials

Diversity of Faculty

Opportunities for Faculty Development

Indicators of Good Teaching

Departmental Reward System

Opportunity for Student Research Projects

Faculty Publications, Presentations, and Grants

Activities to Enhance Program, Department, College, Institution, Community, and /or
Region

Faculty Honors

Student Honors

Graduate Achievements

Relationship Between Program's Curriculum and its Outcomes

Incorporation of Technology

Utilization of Multidisciplinary Approaches

Utilization of Multicultural Perspectives

Enrollment in Program for Past 5 Years

Retention Rates

Student Learning Indicators

Cost Effectiveness of Instructional Delivery

Weaknesses

Use of Part Time Faculty

Opportunities for Faculty Development

Availability of Equipment

Quantity of Degrees Awarded Over Past 5 Years

List of Recommendations for Improving Program Quality

- Use fewer part-time faculty by having more full-time positions allocated.
- Strive for greater diversity, especially in the hiring of minorities.
- Monitor how the “C” requirement affects retention of majors.
- Assess whether changes in Area F improve student success in upper division coursework.
- Ramp up recruitment efforts.
- Create and institute an advising survey for annual evaluation of department advising.
- Encourage current majors to assist with recruitment.
- Acquire funding for equipment for film production and editing.
- Convert one of the smaller classrooms in Howard (105, 107, or 108) to a workshop-style classroom for creative writing classes.
- Propose a new minor in film studies.

List of Recommendations for Improving Program Productivity

- Receive funds for more tenure-track positions in all areas, but especially creative writing, professional writing, and linguistics.
- Receive more funds for faculty travel to conferences and for other research projects.
- Knock down the wall between 147 and 147A Woodall, increase the size of the Mac Lab, and add some tables and chairs for students to work in groups while revising their projects.
- Acquire all new Macs in 2013 so 147 has 24 stations instead of 18.
- Expand TESOL program to international students
- Receive funds for more tenure-track positions in all areas, but especially creative writing, professional writing, and linguistics.

Conclusion about the Program’s Viability at CSU

Our viability is linked to the fact that the skills we teach are vital and timeless; they are not tied to a volatile job market. Critical thinking, analytical reading, and well-drafted writing never outdate; their skillful use is, in fact, a trait of successful people in nearly every field. What do Clarence Thomas (U.S. Supreme Court Justice), Steven Spielberg (director), Mario Cuomo (Governor of New York), Stephen King (novelist), Michael Eisner (CEO of Walt Disney Corporation), Conan O’Brien (talk show host), Carol Browner (Head of the Environmental Protection Agency), Sally Ride (astronaut), Joe Paterno (football coach), Paul Simon (song writer), and Harold Varmus (Nobel Laureate in Medicine, Director of National Institute of Health) have in common? They were all English majors.

The English major at CSU continues to grow, not only in the number of majors but also in the number of tracks offered. The major has grown substantially, while other majors on

campus have lost majors. The new Creative Writing track began in summer 2010 and already has more than 20 majors, many of whom were not previously English majors. By adding more courses in film and film production, we will be able to attract even more majors to Columbus State. We can also expand our TESOL program by recruiting international students.

Program Improvement Plan

[Dean writes this part.]

Summary Recommendation and Supporting Rationale

The Department of English is as vital to the health of the university as the functionality of the heart is to a person. The Department does an amazing job in all areas, despite an overuse of part-time faculty, a low travel budget, and a history of extensive university and college service by its full-time faculty. Faculty continue to publish regularly and present papers at conferences, advise majors, sponsor student activities, and teach a heavy load (4/4 is a heavy load by CSU standards and by the standards of peer institutions), but our teaching load, our lack of funding, our class sizes, and the inattention of the administration are all keeping this department from flourishing.

English Department's Detailed Self-Study

Section One—Program Background and Overview

I. Brief Program Overview

Description of Program

Assessment of Indicator: Very Strong

The Department of English offers the following degrees and concentrations (or tracks) in English:

- BA in English, literature concentration
- BA in English, professional writing concentration
- BA in English, creative writing concentration
- BA in English and Secondary Education

All tracks offer courses of study designed to cultivate in students an appreciation for the power of language, while developing reading, research, writing, and analytical skills that are invaluable to any career. English majors study one foreign language through the 2002 level and take an Exit Survey to complete their degree.

Students in the BA in English-Literature track study British and American writers, and may follow their interests into literary criticism, linguistics, world literature, African-American literature, women writers, film, and creative writing. This track provides groundwork for students planning to go to graduate or professional school in the humanities, education, law, or any field that requires the skills and thoughtfulness that students of literature develop.

The BA in English-Professional Writing track prepares students for writing careers in business or industry. The track offers courses in technical writing, news writing, desktop publishing, and business writing. Internships with Columbus-area organizations provide students with valuable hands-on experience. Professional writing students develop strong skills in electronic research, writing, layout, web design, and editing.

With the BA in English-Creative Writing track, students explore various kinds of creative writing (poetry, fiction, nonfiction, screenwriting, playwriting) and then develop their talents to a higher level with advanced courses: advanced poetry writing, advanced fiction writing, advanced creative nonfiction writing, and scriptwriting, among others.

Students cap off their undergraduate studies by completing a creative thesis of publishable quality.

The BA in English and Secondary Education prepares students for teacher certification and a career in teaching. With a shortage of English teachers in Georgia and elsewhere around the nation, students in this track typically find jobs quickly. Complementing this track, the Department offers courses to satisfy Georgia requirements for an endorsement (to teacher certification) for English as a Second or Other Language (ESOL).

The Department offers minors in English (Literature), English (Professional Writing), English (Creative Writing), and Linguistics as well as a certificate program in Teaching English to Speakers of Other Languages (TESOL). The Department also offers a certificate in Professional Writing, open to all majors and all degree students as well as non-degree students.

In addition to offering majors, minors, certificates/endorsements, the Department provides a plethora of service courses in the core (ENGL 1101, ENGL 1102, ITDS 1145, ENGL 2111, ENGL 2112, ENGL 2136) as well service courses for a variety of majors (ENGL 3158—required of all business majors; ENGL 3159—required/recommended for majors in psychology, health sciences, criminal justice; several upper division professional writing courses for students majoring in the mass media and public relations tracks of Communications).

The Department of English is the largest department on campus with 22 full-time and 22 part-time faculty (number of part-time faculty varies from semester to semester).

Program Mission and Its Relation to CSU Mission

Assessment of Indicator: Above Average

The English major cultivates academic excellence through these goals: the ability to express ideas in writing, the ability to read and think critically, the awareness of the interrelations between literature and other disciplines, the ability to apply research skills, and the appreciation of the history and structure of language and its role in the human experience. These department goals link to CSU's Strategic Goals and Objectives #1, 3, and 5:

- To achieve academic excellence through teaching, research, creative inquiry and student engagement.
- To achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others.
- To achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

The Department's annual major field assessment report clarifies the links in detail. See Appendix I for a sample of the most recent Major Field Assessment Report for 2009-2010.

Stakeholder's Satisfaction with the Program

Assessment of Indicator: Very Strong

In the last semester of their senior year, English majors complete ENGL 4000, an Exit Survey designed to give feedback on the program. The results of this survey, summarized in Appendix VII, have helped the Department fine-tune its curriculum and reward faculty for excellence in teaching. In fact, the curriculum in the major underwent a considerable revision in Areas F, G, and H, effective fall 2010, due to feedback from the survey: more emphasis was allotted to American literature; more program electives were included in those tracks with elective hours; two upper division courses were re-envisioned and moved into Area F as lower division courses; and a new track in creative writing was added. All of these curriculum revisions resulted from feedback from students.

In summer 2010, the Department conducted an extensive survey of graduates. Of the 351 surveys sent out to alumni, 55 were returned. The high return rate (almost 16%) speaks for itself. (A typical rate of return for such a survey is 5%.) The survey results (raw data), shown in Appendix V, reveal an overwhelming satisfaction with the program. The comments gleaned from the survey are particularly helpful because they address the particular strengths of the Department and give us concrete evidence of what we mean to students long after they have graduated. For example, one student wrote of the English major, "I can do anything with it! My job tasks come in 'Plumber Speak.' I decipher it, analyze it, and then make it happen. I read & write all day and thanks to my English Major background I can talk & write in a language anyone would understand. I can tailor any writing." Another wrote, "I am sincerely glad that I had the opportunity to learn to appreciate literature from a critical perspective and open my eyes further to cultural studies. Professionally, the writing & critical thinking skills I developed have been invaluable." See Appendix V for more such comments.

Relationship of Program to Needs of Students and Societal Demands

Assessment of Indicator: Very Strong

As indicated in our Alumni Survey (Appendix V), many of our students become middle and high school English teachers, some of whom continue in higher education by earning graduate degrees to advance in their profession. Others are employed in careers in professional writing (advertising, journalism, PR), retail, corporate training, and insurance, among others. So long as society needs people who can read, write, and think, the English major will be in demand in the work force.

The newest track in the English major, Creative Writing, was added Summer 2010 in response to student inquiry and demand. The Department has also begun discussing the possibility of a master's program in English in response to anecdotal evidence as well as to the results of the Alumni Survey where a significant number indicated an interest in an M.A. in English (13/55=Interest; 20/55=Strong Interest).

Two English tracks (Professional Writing, and English and Secondary Education) have been designed with societal demands in mind; both tracks correspond to job openings in the workforce. English and Secondary Education requires student teaching as part of its certification process. The Professional Writing track requires students to prepare portfolios for employment and to participate in an internship program, both of which enhance their prospects in the job market. Here is a listing of internships since 2006:

Internships in English (ENGL 4698)--All Unpaid Internships

Semester	CRN	#	Names	Grade	Location	Instructor
F 2006	81697	2	Koch, Kelly	WP	Hughson Foundation	McCallus
			Raines, Tracy	S	Infantry Magazine, Ft. Benning	McCallus
Sp 2007	20570	3	Bostick, Danielle	S	North Columbus Ledger	McCallus
			Koch, Kelly	S	Hughston Foundation	McCallus
			Parker, Christopher	S	Hughston Foundation	McCallus
Sm 2007	50473	1	McElhaney, T.	S	Infantry Magazine, Ft. Benning	Hunt
F 2007	80369	7	Andrew, William	S	The Columbus Times	McCallus
			Debique, Brent	S	Infantry Magazine, Ft. Benning	McCallus
			Dunson, Anna	S	Humane Society, Harris County	McCallus
			Hanscomb, M.	S	Hughston Foundation	McCallus
			Trylch, Brenda	S	Columbus Ballet	McCallus
			Wilborn, Robyn	S	Hughston Foundation	McCallus
			Williams, Morgann	S	Infantry Magazine, Ft. Benning	McCallus
Sp 2008	20570	4	Florez, Grace	S	WHINSEC, Ft. Benning	McCallus
			Mailman, Eric	S	Infantry Magazine, Ft. Benning	McCallus
			McCallister, Jessica	S	Southern Views Magazine	McCallus
			Sanders, Kirsten	S	Infantry Magazine, Ft. Benning	McCallus
F 2008	80244	1	Harris, Wm. Z.	S	Port Columbus Museum	McCallus
Sp 2009	20604	4	Anderson, Natasha	S	Hughston Foundation	McCallus
			Hudgison, C.	S	Infantry Magazine, Ft. Benning	McCallus
			Law, Brianna	S	Infantry Magazine, Ft. Benning	McCallus
			Temmis, Bridgette	S	Infantry Magazine, Ft. Benning	McCallus
F 2009	80828	5	Allen, Shawonna	S	Hughston Foundation	McCallus
			Peterson, Janis	S	Hughston Foundation	McCallus

			Prange, Michael	U	None	McCallus
			Ramirez, Kevin	I	Southern Views Magazine	McCallus
			Senior, Jonai	S	Infantry Magazine, Ft. Benning	McCallus
Sp 2010	20866	5	Buster, Alicia	S	Hughston Foundation	McCallus
			Deen, Matthew	S	CSU Foundation	McCallus
			Golden, Amanda	S	Southern Views Magazine	McCallus
			Harris, Felicia	S	Public Relations, CSU	McCallus
			Trammell, Jerome	S	Hughston Foundation	McCallus

Another way in which the Department prepares students for societal demands is by offering them positions as Peer Tutors in the Writing Center. See Appendix IV for an excellent analysis of the benefits of being a writing consultant in the Writing Center. See also the positive responses to question #11 in the Exit Survey (Appendix VII). As shown on the Alumni Survey (Appendix V) a good number of our graduates go on to become teachers in the public school system; experience as peer tutors facilitates their later success.

Section Two—Indicators of Program Quality

Appropriateness of Faculty Credentials

Assessment of Indicator: Very Strong

Of the 22 full-time faculty, 19 have terminal degrees (17 PhDs; 1 MFA) and 4 have master's degrees. Of 22 part-time faculty, 6 have terminal degrees (Ph.D. or Ed.D) and 16 have master's degrees. All meet the degree and course requirements set forth by SACS to teach at the university level. See the **Diversity of Faculty** section below for details on degrees.

Use of Part Time Faculty

Assessment of Indicator: Very Weak

The Department employs an excessive number (22/44 faculty) of part-time faculty. Most part-time faculty teach first year composition courses, three of whom teach exclusively online. Two part-time faculty teach World Literature I and Writing in the Work Place online. Only one part-time faculty member, whose specialty is journalism, is regularly employed to teach upper-division courses for the Professional Writing track.

Diversity of Faculty

Assessment of Indicator: Above Average

While a majority of full and part-time faculty are white, one full-time faculty member is of Asian descent and two part-time faculty members are African-American. Of the 22 full-time faculty, 12 are male (55%) and 10 are female (45%). Of the 22 part-time faculty, 10 are male (45%) and 12 (55%) are female.

Diversity can also be seen in the variety of schools from which faculty have earned their degrees. These universities represent a geographical range that includes the Southeast, Northeast, Midwest and West. Below is a listing of the degrees and schools of full-time faculty:

Joshua Eyler
B.A. Gettysburg College
M.A., Ph.D. University of Connecticut

Patrick McHenry
B.A. St. Ambrose College
M.A. Middle Tennessee State University
Ph.D. Ohio University

Joseph Francavilla
B.A., M.A., Ph.D. State University
of New York

Nancy Moore
B.A., M. Ed. Columbus State University
Ph.D. Georgia State University

Cathy Fussell
B.A. Georgia State University
M. Ed. Columbus State University

Robert Norwood
B.A. University of Texas, Arlington
M.A. University of North Texas
Ph.D. Arizona State University

Courtney George
B.A. University of Georgia
Ph.D. Louisiana State University

William Owen
B.A., M.A. North Carolina State University
Ph.D. University of Virginia

Angela Green
B.A. University of Texas, Austin
M.A. University of Georgia

Eliot Rendleman
B.A., M.A. University of Michigan, Flint
Ph.D. University of Nevada, Reno

Susan Hrach
B.A. University of Notre Dame
M.A. University of Alabama
Ph. D. University of Washington

Noah Roderick
B.A., M.A. Western Illinois University
Ph.D. Illinois State University

Barbara Hunt
B.A. Case Western Reserve University
M.A. Indiana University
Ph.D. Vanderbilt University

Daniel Ross
B.A., M.A. University of Georgia
Ph.D. Purdue University

Patrick Jackson
B.A. Black Hills State University
M.A., Ph.D. University of Oregon

Joseph Sanders
B.A., M.F.A. University of Utah
M.A., Ph.D. University of Connecticut

Kyongseon Jeon
B.A. Chonnam National University
M.A. University of Texas, San Antonio
Ph.D. Georgetown University

Carmen Skaggs
B.A. Mercer University
M.T.S. Duke Divinity School
M.A., Ph.D. University of Georgia

Joseph McCallus
B.A. Pennsylvania State University
M.A., D.A. Catholic University

Carey Wilkerson
B.A., M.A. Auburn University
M.F.A. Queens University of Charlotte

Rachael Williams
B.A., M.A. University of Georgia

Crystal Woods
B.A., M.A. State University of W. Georgia

Opportunities for Faculty Development

Assessment of Indicator: Very Strong for opportunities, Below Average for funding

The opportunities for faculty development are great, but the funds are small. Department travel funds remained stagnant from 1990 to 2009 despite an increase in the number of tenured, tenure-track, and non-tenured faculty from 13 to 22. In 2010, the travel budget was decreased from \$5,700 per year to \$4,275 due to state cutbacks. From this year's travel budget of \$4,275, the chair can allocate only \$195 per faculty member for travel to conferences. The dean has supplemented this budget with faculty development funds, allowing a total of \$473.43 per faculty member. Despite these financial hard times, faculty frequently present conference papers but have to pay some of their costs. This puts additional strain on English faculty, who are already some of the lowest paid on campus. Coupled with the furlough days of last year and no pay raises for three years, English faculty have sought creative ways to manage costs by carpooling to conferences and applying only to conferences within the southeastern United States.

Program Improvement Plans

Many factors in this area are beyond the Department's control, but here are ways in which we can improve:

- The Department needs to use fewer part-time faculty by having more full-time positions allocated. The Department would like to grow, particularly in TESOL offerings, screenwriting and film production courses, professional writing and creative writing courses, and multicultural perspectives. To grow, we need more full-time faculty.
- More funds need to be allocated for faculty travel to conferences and for other research projects. The average cost of travel per faculty member per year is \$825.

this amount does not include special projects funded through grants from the Provost's office.

- The Department should continue to strive for greater diversity, especially in the hiring of minorities; this is particularly important since CSU has the highest proportion of minority students of schools that are traditionally "white."

II B. Quality of the Teaching

Indicators of Good Teaching

Assessment of Indicator: Very Strong

Although the new online teaching evaluation system has had an abysmal return rate and has generated very little usable data, we have other methods of evaluating our teaching. The annual reviews conducted by the chair, of course, are the first step in ensuring quality teaching, but many faculty members also use peer observations as evaluative measures. Dr. Ross, Dr. Eyler, Dr. Skaggs, Dr. Owen, Dr. Roderick, and others have all participated in such peer observations in recent years. Judging by the number of our faculty who have been nominated or have won teaching awards since our last program review (see Faculty Honors section in IIE), the evidence suggests that teaching is very strong in the Department of English.

We have excellent teachers in the English Department, and graduating students frequently comment on the strength of our teaching in the English 4000 survey (Appendix VII). In response to question #3 concerning the quality of the faculty, 58% rated the faculty as superb, 39% as above average, and 1.5% as average.

We have contributed more courses (and teachers) to the Freshman Learning Community (FRLC) initiative than any department on campus. As with the FRLCs, English offers more core Honors courses than any department at CSU. At minimum, we offer ENGL 2111/2112 every fall, and ENGL 1102 every spring with the Honors (H) designator, but we also offer others less regularly.

One of the major ways the Department contributes to teaching and learning on this campus is through its offerings in and support of all things Writing. The FYC Director and committee actively reassess the composition program and offer faculty development activities for composition instructors four to six times per semester. Our involvement with the QEP and with Writing Across the Curriculum also helps retention at the university level; Drs. Green and Rendleman work together to help faculty members create effective writing assignments and teach them how to respond to students' writing. Finally, the Writing Center has saved many a student from failing a paper or course due to its generous hours of operation and well trained staff of writing consultants. See Appendix IV for usage, satisfaction results, and comparison of grades and GPAs of students who attended the Center.

Another major contribution to teaching and learning is the plagiarism tutorials designed by Prof. Woods for all sections of ENGL 1102 (MLA Style). These tutorials were so successful that the Nursing Department asked her to design one for Nursing students using APA Style. Both tutorials teach students about what intellectual property rights are, what constitutes plagiarism, and how to document. These tutorials help students avoid plagiarism, thus preventing some of them from failing classes.

The faculty in the Department of English are more involved in study abroad than the faculty of any other department. Faculty have served as site directors at Oxford (year-long, semester, and partial summer) and London (summer). Faculty have taught in Italy, Korea, Germany, and England (London and Oxford). When faculty participate, students participate. English sends proportionally more students abroad than any other major at CSU. For example, 4 out of 5 students studying at Oxford in the 2010-2011 regular school year are English majors. Dr. Jeon took students abroad this summer for their practicum in Korea, a major development in both study abroad and the TESOL certificate program.

In addition, Prof. Fussell started the NYC May-June course(s) in 2003 and has offered the program almost every summer since, often combining an ITDS 1145 class with other courses such as ARTH 1100, Travel Writing or Creative Writing. Earning 3 or 6 credits, students are exposed to the wonders of the arts in the most wondrous city on earth.

English faculty members are innovative and thoughtful in their approach to teaching. That the growth in the number of English majors has increased faster than the growth of the university (see Appendix II) attests to the good teaching and dedication of the English faculty.

Indicators of Good Advising

Assessment of Indicator: Average

Tenure-track faculty become advisors after the first year of employment. All tenured or tenure-track faculty are assigned approximately 25-30 advisees with four faculty advising Literature majors, two advising Creative Writing majors, two advising Professional Writing majors, and three advising English and Secondary Education majors:

Literature	Last Name Initial (Student)
Francavilla	A-E
Jackson	F-L
Eyler	M-R
Skaggs	S-Z
Creative Writing	
Norwood	A-L
Sanders	M-Z

Professional Writing

McCallus	A-L
Rendleman	M-Z

English and Secondary Education

Roderick	A-F
Hrach	G-N
Jeon	O-Z

The department chair advises whenever the assigned advisor is unavailable. In addition, Dr. McCallus supervises the Professional Writing Certificate Program and most Professional Writing internships; Dr. Jeon supervises both the ESOL Endorsement Program and the TESOL Certificate Program.

Because Degree Evaluation Adjustments must be approved by the chair, errant advising is usually discovered early. Advisors are readily available in their offices during advising week. Since all faculty must be in their offices at least one hour per week per course (Department Bylaws) even when advising week is not in session, students typically have little difficulty finding their advisors.

On the Exit Survey, students rated advising as follows: 22% superb, 43% helpful, 29% satisfactory, 7% not helpful, 1% debilitating. Although this last figure is unfortunate, it is probably much lower than most departments on campus, if anecdotal stories are to be believed. The Department goes out of its way to communicate with our majors by offering a group advising session/party in the fall in which we have a general session for all majors, followed by break-out sessions for each track. We believe these group-advising get-togethers to be unique for CSU. We also keep extra office hours during the advising week every term, post sign-up sheets for advising appointments, offer once-a-year advising workshops (held within the Department) for faculty, and place important literature regarding students' program requirements and the course rotations near 143 Woodall and in the main office, 104 Woodall.

While not academic advising in the usual sense, a grad school preparation course is taught by Dr. Eyler (among others) to assist students in applying for graduate school and in taking the GRE. To us, this is an important consequence of good advising, for as our students near graduation, we want them to know we care about what happens to them after they graduate.

Recruitment falls into the advising area as well. The assistant chair, Dr. Eyler, visits area high schools every fall to recruit English majors. We also revised our brochures last fall and will do so again in 2011. Finally, every fall and spring stellar students in ENGL 1101 and 1102 are invited to a "So you might want to be an English major" workshop/party.

Departmental Reward System

Assessment of Indicator: Above Average

The quality of teaching and advising is noted during the annual performance review. Of the 22 full-time faculty, 19 received positive evaluations in teaching (average or higher). One received a neutral evaluation but one that noted improvement in performance; two received below average evaluations.

If there is enough evidence to warrant a meeting at other times in the year, the chair meets with individual faculty to discuss student complaints or comments. During the 2009-2010 school year, the chair met with two faculty to discuss complaints concerning teaching effectiveness.

So faculty can maximize their research, attend committees, and keep regular office hours, the chair uses a block schedule method (most of the time) as a way to reward faculty for their fine teaching and advising. Teaching abroad is another way of rewarding the best teachers in the Department. Frequently faculty request to teach Maymester in order to teach abroad or to conduct research; if at all possible, these requests are honored.

Good teaching is also rewarded by allowing faculty to be creative with topics in Freshmen Learning Communities and with topics in ITDS 1145.

However, the financial reward for teaching at CSU is poor. Compared to other faculty on campus, faculty in English are vastly underpaid. Most of the junior faculty (Skaggs, Sanders, Jackson, Roderick, Rendleman, Green, George, Wilkerson) have seen a single raise in their time here. Small merit incentives/raises for exceptional teaching and advising would definitely help with the low morale on campus due to the economic hard times.

Program Improvement Plans

Two years ago, the Department changed the requirement for English majors to make “C” or better in all ENGL courses required in the major. Doing so has motivated majors to work harder in classes and necessitated that teachers have a clear rubric for grading.

Area F of the English core has undergone revamping in Fall 2010 in order to prepare students better for upper division coursework; by impressing critical skills and methods on them at this most critical junction of their academic careers, we hope to improve retention in the major by making courses more sequential.

In the future we hope to improve advising by instituting a method for directly assessing advising by surveying students and by strongly encouraging advisors to attend the annual advising workshops.

II C. Quality of Research and Scholarship

Opportunity for Student Research Projects

Assessment of Indicator: Above Average

The study of literature and rhetoric involves research, criticism, and theory so English majors excel in the area of research, for research is essentially what they do in all classes. While some disciplines involve a lot of memorization or learning of facts, English by its very nature stresses research development and skills.

Although the Bylaws of the Department discourage independent studies when the coursework duplicates courses taught within the Department, faculty occasionally direct independent studies because students are truly interested in something interdisciplinary or esoteric or something beyond what is typically taught in the classroom. Since 2003, faculty members have taught four independent studies.

Every year since 2001 when the Student Colloquium began at CSU, English majors have participated by presenting conference papers or original creative works. Since 1998 when the Honors Program began, there has never been an entering class of Honors students that has not included an English major. Each Honors student is required to complete a senior thesis under the auspices of a thesis director. Faculty in English who have served as Honors thesis directors include Drs. Dan Ross, Susan Hrach, Josh Eyler, Jim Owen and Barbara Hunt.

Funding of individual student research is accomplished through the Provost's office. Students can individually apply for up to \$300 in funds for travel. Student academic travel funds is allocated to departments to support group activities, such as taking a Shakespeare class to attend a play in Atlanta or Montgomery (which we do twice a year) or paying travel costs for students attending the Southern Literary Festival.

More commonly, student research projects grow out of a regular course. Faculty members work with and encourage these students to publish, as in the case of Kristin Taylor; present at conferences, as in the case of Matthew Deen (and many others); or enter competitions, as in the case of students representing CSU at the Southern Literary Festival. In the past four years of participating in that conference, CSU has won the award for best literary journal (*Arden*) and approximately eight students have been honored with 1st place, 2nd place or honorary mentions in the essay, poetry, fiction, and play categories.

The Department's involvement with these kinds of projects does not stop here, though. Dr. Carmen Skaggs is currently the advisor for CSU's chapter of the National Society of Collegiate Scholars—an organization devoted to undergraduate research. Other faculty members have led undergraduate research groups or directed students who have been the recipients of experiential learning grants from the provost's office. Dr. Hrach directed one such project in the Spring of 2010.

Faculty Publications, Presentations, and Grants

Assessment of Indicator: Very Strong

Faculty members in the Department of English are so well published that the publications listing is over 15 pages long. Since the body of this report is limited to 25 pages, it stands to reason that the list of publications has been moved to Appendix VI.

Although travel funds for the Department are limited, the typical faculty member presents a conference paper once a year. In 2008-2009 and in 2009-2010 every faculty member presented at least one conference paper with most presenting two or more times in those two academic years. Faculty have presented more than 105 conference papers (unlisted due to space limitations) since the last CPR in 2003.

For many disciplines, grants from external sources are common place, but they are rare in English. However, Cathy Fussell, the director of the Carson McCullers Center, regularly applies for and receives grants for support for the Center and for the arts. In 2010, she has received over \$40,000 in external grants from three sources.

Both Professors Woods and Wilkerson have received grant funding in recent years to attend writers' workshops at the Hambidge Center for the Arts and at the Lillian E. Smith Center for Creative Arts, respectively. In addition, faculty frequently apply for faculty development grants in order to help fund their costs for conference presentations abroad or for special research projects or equipment.

For example, Dr. Joseph Francavilla received a sabbatical grant for fall 2010 to research the influence of Poe on Dostoyevsky. Faculty in the Department regularly apply for and receive internal grants for research. For example, in 2010, Dr. McCallus received an equipment grant for purchase of hardware (scanner with specialized software) to assist him in writing his fourth book. Dr. Eyler received a grant to travel to England to view unpublished manuscripts in the Bodleian Library at Oxford.

Program Improvement Plans

The Department is so large and is so active in research that we need more funding for travel to accommodate all of the projects that are currently in progress. Although we have accomplished a lot with a little, we could do even more if we had more funding, both for faculty and for students.

II D. Quality of Service

Activities to Enhance Program, Department, College, Institution, Community and/or Region

Assessment of Indicator: Very Strong

No other department on campus contributes as much to the culture of the university as does the faculty in the Department of English. For the last ten years, two and sometimes three English faculty have been elected to serve on the Faculty Senate. Two faculty in English restarted the CSU chapter of AAUP in 2004. Faculty in English run the McCullers Center and the NYC arts program in May and June. More English faculty participate in study abroad programs than in any other department. For the last two years, someone from English has chaired the Academic Standards Committee; the chair of this committee has time demands second only to that of the Executive Officer of the Faculty Senate, a position held by both Susan Hrach and Jim Owen in recent years.

Members of the Department are extremely active in advising campus and department clubs and organizations. Advisors for the Film Club (Hunt), *The Saber* (Jackson), and *Arden* (Woods and Sanders) are in the Department of English. The majority of students involved are typically English majors, though these organizations are open to all majors. *Arden* won a regional award in 2009. Another organization open to all majors is the National Society of Collegiate Scholars, advised by Carmen Skaggs. The Department also offers an array of clubs for students to join, including Sigma Tau Delta (Eyler and Sanders), the Creative Writing Club (Norwood and Sanders), and the Professional Writing Club (McCallus). As with these and other service activities, faculty are not compensated by reassignment time; they participate because they care about the students, the department, and the institution.

Joshua Eyler (among others) offers a series of workshops on everything related to graduate schools: writing the personal essay, deciding on which schools to apply to, and preparing for the GRE subject test. The Department also hosts recruitment workshops in fall and in spring to discuss with potential majors the various English tracks and the benefits of majoring in English.

One of the main ways we serve those majoring in English and Secondary Education is through our Early Mentoring Program. During their junior year, students in this track prepare a portfolio and meet with a panel to discuss their academic strengths and weaknesses. While the panel has sometimes recommended to the College of Education that students may not be well suited for a career in teaching, most of the time the panel guides students with positive feedback and encouragement. Dr. Francavilla oversees the Early Mentoring Program.

The Department offers many extracurricular opportunities for students, often in the form of guest artists presenting or faculty/students reading at the McCullers house. The

Department regularly features writers from the Georgia Poetry Circuit and the Writing Center hosts poetry club workshops and readings.

A complete listing of faculty service activities—and a huge list it is—appears in Appendix III.

Program Improvement Plans

Certainly one way in which we can improve is to encourage current majors to assist with recruiting in high schools and to assist with the new major recruiting workshops in spring and fall.

Unfortunately, service is no longer valued on this campus as it once was. As a result, within the Department, there has been talk of cutting back in this area and moving to more scholarly pursuits. It is a difficult balance to maintain since many of us feel tremendous loyalty to the university and care greatly about shared governance and CSU's direction of growth.

II E. Quality of Faculty and Student Achievements

Faculty Honors

Assessment of Indicator: Very Strong

Our faculty members have accrued many honors in the years since our last CPR. For example, Dr. Owen (2006), Dr. Ross (2007), and Dr. Hrach (2010) have all won CSU's Faculty Service Award. Dr. Skaggs recently won the new award for an Individual Contribution to Field in Research/Scholarly Activity, and many of our faculty members have been finalists for the Educator of the Year Award, including Drs. Hunt, McCallus, Eyler, and Norwood. Additionally, Dr. Eyler has twice been named CSU's nominee for the University System of Georgia's Regents' Teaching Excellence Award (2008 and 2010). The Literary Sage award, a department award, has been won by Drs. Lape, McHenry, Owen, Ross, Norwood, and Skaggs. In 2008, Prof. Woods won the Disability Services Excellence in Access Education of the Year Award. Finally, in May of 2010, Dr. Courtney George was awarded one of ten QEP Outstanding Teacher of Writing awards.

Student Honors

Assessment of Indicator: Very Strong

Not to be outdone, our students have also won numerous awards. In 2010, Kristin Taylor won both the Faculty Cup and the Academic Recognition Award, the two highest honors for student achievement given at CSU. Our creative writers have also been successful. Examples of students who have won honors at the Southern Literary Arts Festival include Chris Beyer, Kristin Taylor, and Molly Mitchell. Additionally, in 2009 the *Arden*, CSU's student-run literary journal, won first place in the Literary Magazine category at the

Southern Literary Arts Festival. Due to faculty encouragement, English majors regularly give conference presentations not only at CSU's Student Colloquium but at regional and national conferences.

Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

Assessment of Indicator: Above Average

A sampling of our graduates (see Appendix V) indicates that about a third of our graduates continue their education by going to graduate school. Many of these students teach or work right after graduation, but eventually get master's degrees or higher.

According to our Alumni Survey (Appendix V), the majority of our graduates earn \$40,000 to \$70,000 per year.

Students have also expressed a strong desire to see English add master's degrees (see Appendix V, question 16). While faculty have discussed doing so, we do not consider our 4/4 load conducive to teaching a proper graduate program. Faculty in other college (business, education) teach a 3/3 load, as do faculty at our peer institutions. When such a load is awarded us, we will gladly consider adding a master's program.

II F. Quality of Curriculum

Relationship Between Program's Curriculum and Its Outcomes

Assessment of Indicator: Above Average

Student satisfaction on both the Exit Survey and the Alumni Survey indicates that students believe they have received a thorough grounding in literature, writing, teaching, etc.—depending on their particular track. For example, in the Exit Survey (Appendix VII), to the question of whether the program met their needs and expectations, 53% of the students said very well, 37% well, 10% satisfactory. In response to a question about the quality of course work, 99% of the respondents rated it as satisfactory or better.

In the Alumni Survey, students who have been out in the world of work have had the chance to respond to similar questions regarding the curriculum and outcomes. In the Alumni Survey, an overwhelming number of former students responded positively to the eight questions in #10 concerning the quality of the program's curriculum. To the three questions in #11, which concern applications of outcomes to life, only one person responded negatively. In question # 12, students were asked whether they were glad they majored in English. Only one out of 55 responded negatively.

Incorporation of Technology

Assessment of Indicator: Very Strong

From 1998 until 2009, CSU developed few online courses because we had become dependent on eCore courses. Canceling CSU's participation in eCore and encouraging faculty to develop their own online courses, including upper division courses, was one of the best things Dr. Mescon has done for the university since his arrival.

Since 2009, several faculty have received instructional grants from the Provost's office to create online versions of ENGL 2111 (World Literature 1), ITDS 1145 (Comparative Arts), and ENGL 2136 (Language and Culture). Since then we have also offered several sections each semester of ENGL 1101, ENGL 1102, and ENGL 3158 (Writing in the Workplace). Dr. Hrach is currently developing an online Shakespeare course. Numerous courses required in the Professional Writing certificate will also soon be offered online.

Incorporation of technology also means the infusion of technology in the traditional classroom. While professors use a variety of instructional methodology from lecture, to discussion, to group work within the regular classroom, every classroom at CSU is now wireless for laptop users and wired for instructors who want to use films, the Internet, or PowerPoint in their classrooms. All of the faculty in the Department of English are well versed in the use of technology in the classroom.

Utilization of Multidisciplinary Approaches

Assessment of Indicator: Above Average

By its very nature, the study of all things English involves an array of disciplines.

Dr. Skaggs' knowledge of music has not only resulted in a recently published book on opera in literature, but also affects how she teaches and what she teaches. For example, she teaches an ITDS 1145 course on opera as a literary and dramatic form, combining the study of literature, drama, and music. Dr. Joseph Francavilla teaches many courses on film, including technical aspects of filmmaking and directing, but also the literary aspect of the art of film.

Northrop Frye said in *Anatomy of Criticism* that, when we teach, we do not teach literature but literary criticism. Interdisciplinary approaches in the discipline are thus the norm, not the exception. For example, Dr. Ross is trained in using the psychological approach to literature while Dr. Hrach's expertise is in new historicism. Dr. Francavilla uses an archetypal approach when he teaches literature or film, which is balanced off by Dr. Roderick's and Dr. McCallus' rhetorical approach. The English Department strives for this kind of diversity and we have achieved it.

Utilization of Multicultural Perspectives

Assessment of Indicator: Very Strong

The Department excels in using multicultural perspectives in the teaching of its courses. In 2006, the African-American literature course was split into two courses in order to give greater coverage to this volume of literature and to heed our students' area of interest. CSU has the largest population of African-American students (around 28%) of any traditionally white university in the Georgia system. Feedback in our Exit Survey indicated they wanted more African-American literature courses and we responded by creating two courses where one had been.

The Department also teaches a course specifically on Multicultural Literature (ENGL 2135), highlighting a variety of American voices: Hispanic, Jewish, Asian, and Native American, among others. This course has been taught in the department for more than 10 years.

In addition to minority voices within America, multicultural perspectives can also include international perspectives. The Department recently voted to internationalize its major and is reshaping some courses to make sure they include international perspectives, no matter who teaches them. Because Department faculty have taught in a variety of countries—Italy, Germany, Thailand, Korea—they bring first-hand knowledge of other cultures to the classroom and to the study of the subject at hand. Numerous faculty—Drs. Ross, Jackson, Hrach, Norwood, and Owen to name a few—have served as instructors for our study abroad programs in Oxford and London. They bring to the courses they teach their knowledge of English history, museums, culture, and rare manuscripts. Their enthusiasm for all things English has been infectious, for, proportionally, more English majors study abroad than any other major at CSU.

Program Improvement Plans

To increase retention and make it more likely for students to succeed, the Department recently revised Area F to prepare students better for their upper division coursework. In so doing, faculty hope to improve course sequencing and raise the level of performance in upper division courses. Our improvement plan is to assess the success of this change between now and our next CPR.

II G. Quality of Facilities and Equipment

Availability of Classroom and Laboratory Space

Assessment of Indicator: Satisfactory

The availability of classrooms is generally good, in part because the Department schedules courses from 8:00 am through 8:45 pm and even offers Saturday classes. We teach primarily on main campus, but frequently teach freshmen learning communities at RiverPark. Faculty are sometimes put in a University Hall classroom which has a post in it that makes teaching there difficult. Typically, faculty are assigned to classrooms in Howard Hall, Arnold Hall, or Woodall Hall. Problem areas are the erratic temperatures in Howard Hall and the lack of a dedicated classroom at Fort Benning. Whoever teaches at

Fort Benning (usually a part-time instructor) has to contend with the classroom being moved several times a semester. Saturday instructors have complained of being locked out of classrooms and labs.

In the Exit Survey, students did not rate the classrooms and labs at CSU as positively as they rated the coursework and faculty. Only 12% said the classrooms and labs were superb; 43% responded with good, and 32% checked satisfactory. 13% rated facilities as poor or terrible.

For its Professional Writing majors, the English Department has the only Mac Lab on campus with specialized equipment for print design, website design, and Skype capabilities. The lab should be expanding (combining 147 and 147A) so that the lab can expand from 18 stations to 24 stations.

Availability of Equipment

Assessment of Indicator: Varies from Very Weak to Satisfactory

Equipment is generally available but is not always well functioning on main campus, for we have had rather frequent problems with computers not working, extremely slow log-on times, lack of software updates, freezing up of computers, and server problems. Distortion due to faulty projectors has been a problem for our film classes, so we are careful to schedule film classes only in certain classrooms on campus. Some faculty computers run very slowly, but we are on a waiting list for upgrades when new computers become available.

Last year, the Department wanted to expand the Mac Lab by adding 6 computers but were denied the grant because we would have computers of different ages in the same lab. (18 computers would be one year older than the other six.) We lack film editing facilities to expand our screenwriting course to what it could be.

There are no computer labs at RiverPark and Fort Benning. The computer lab (five or six stations) at West Point is too small to accommodate an entire class, so courses at these three locations suffer. What is taught and how it is taught is affected by the lack of proper equipment, especially in ENGL 1102 classes taught off site since part of the course covers how to use GIL and Galileo and how to assess online sources, as well as taking the plagiarism quiz.

But there is some positive news here. Our requests for special classrooms (due to equipment needs or due to accommodations for disabilities) are typically respected. On the Exit Survey, students responded generally favorably when rating the library and technology on campus, with only 5% checking “poor” or “terrible.”

Program Improvement Plans

Another way in which the Department plans to improve curriculum is by knocking down the wall between 147 and 147A Woodall, increasing the size of the Mac Lab (from 18 to 24 stations), and adding some tables and chairs for students to work in groups while revising their projects.

With the addition of the new Creative Writing track, which includes courses in screenwriting and scriptwriting, the Department would like to acquire equipment for film production and editing. This development would nicely complement our interest in creating a minor in film studies, for which we already offer several classes.

As the Creative Writing track grows, we will need another workshop room and suggest that one of the smaller classrooms in Howard (such as 105, 107, or 108) be converted to a seminar room.

Section Three—Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

Assessment of Indicator: Above Average

Since 2005, while fourteen programs at CSU have experienced declines in the number of majors—even while the number of students overall has increased—English has increased the number of its majors. Below is a portion of the baccalaureate table showing how English compares to a few other majors on campus. The complete table is in Appendix II.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	4-Year # Change	4-Year % Change
Baccalaureate							
Accounting	218	214	235	221	161	-57	-26.1%
Art	111	132	122	120	121	10	9.0%
Art Education	35	31	30	37	49	14	40.0%
Biology	416	401	375	391	403	-13	-3.1%
Chemistry	67	83	90	118	100	33	49.3%
Communication	158	187	172	178	156	-2	-1.3%
Computer Science	196	190	210	240	223	27	13.8%
Criminal Justice	288	292	285	287	305	17	5.9%
Early Childhood Educ	480	429	442	424	422	-58	-12.1%
Earth & Space Sci/Geology	13	18	19	20	33	20	153.8%
English Language	134	129	135	145	151	17	12.7%

English & Sec Ed	39	59	50	54	67	28	71.8%
Exercise Science	137	145	136	149	158	21	15.3%
Finance	126	139	140	140	94	-32	-25.4%
French	9	12	12	10	14	5	55.6%
General Business	307	319	320	320	196	-111	-36.2%

Despite pressures to increase class size, English has held steadfast to the belief that what we do in both core courses and upper division courses is best accomplished through moderately sized classes of 24 students, on average. (The recommended number of students should be 18 or fewer, according to standards set by the Modern Language Association and the College English Association.) To increase class size would be detrimental to retention and detrimental to achieving stated learning outcomes. According to Sridhar Sitharaman of CSU's Office of Institutional Research, in the category of class size CSU ranked 84/118 in Regional Universities in the South (based on the most recent annual report on colleges compiled by *U.S. News and World Report*). Our moderate class size of 24 for most writing classes allows teachers to work one-on-one with students, mentoring them in their research, writing, and intellectual development. We could do an even better job of teaching and of retaining students if we could lower class size from 24 to 18, especially in the core composition courses.

III B. Degrees Awarded Over Past 5 Years

Assessment of Indicator: Satisfactory

The number of degrees conferred has also increased in the past five years:

Number of Degrees Conferred	2005/06	2006/07	2007/08	2008/09	2009/10	5-Year Avg
BA English Language & Literature	18	20	26	26	25	23
BA English & Secondary Education	NA	NA	2	4	6	4
Combined Undergraduate Programs	18	20	28	30	31	25

The growth in the number of degrees corresponds to the growth in program enrollment.

III C. Comparison with CSU and University System of Georgia Programs

Assessment of Indicator: Satisfactory

Compared to other programs in the USG system, we graduate as many as, if not more than, some of our sister institutions.

Baccalaureate Degrees Awarded in English Programs at USG State Universities

USG Institution	2004-05	2005-06	2006-07	2007-08	2008-09	5-Year Avg
Albany State University	15	15	2	5	8	9
Armstrong Atlantic State University	28	25	26	31	30	28
Augusta State University	24	17	21	20	15	19
Clayton College & State University	0	0	0	7	14	4
Columbus State University	15	18	20	28	30	22
Fort Valley State University	7	6	6	8	5	6
Georgia College & State University	20	27	33	29	51	32
Georgia Southwestern State University	2	5	4	4	9	5
Kennesaw State University	35	62	60	93	78	66
North Georgia College & State University	26	20	21	33	25	25
Savannah State University	7	14	11	11	12	11
Southern Polytechnic State University	0	0	0	0	0	0
State University of West Georgia	30	45	31	35	27	34
Total	209	254	235	304	304	261

III D. Retention Rates

Assessment of Indicator: Above Average

The retention rates for English are extremely high, especially in comparison to the 33% retention rate of students overall at CSU. The statistics for English and for English and Secondary Education are noted by shading and by “Engl” and by “E & SE” in the left column. A portion of the table in Appendix II is duplicated below.

Number in Fall 2006 Cohort	Fall 2006 Cohort		Number in Fall 2007 Cohort	Fall 2007 Cohort		Number in Fall 2008 Cohort	Fall 2008 Cohort	
	Returning Number	Fall 2007 Rate		Returning Number	Fall 2008 Rate		Returning Number	Fall 2009 Rate
23	15	65.2%	20	11	55.0%	19	15	78.9%
18	11	61.1%	18	14	77.8%	22	15	68.2%
1	1	100.0%	2	1	50.0%	2	1	50.0%
83	58	69.9%	85	62	72.9%	99	71	71.7%
23	18	78.3%	13	12	92.3%	31	26	83.9%
23	14	60.9%	13	8	61.5%	20	16	80.0%
24	16	66.7%	40	30	75.0%	52	30	57.7%
20	14	70.0%	20	15	75.0%	19	11	57.9%
51	34	66.7%	42	34	81.0%	40	32	80.0%
2	2	100.0%	2	1	50.0%	0		
Engl 14	13	92.9%	11	8	72.7%	15	12	80.0%
E & SE 8	6	75.0%	4	4	100.0%	3	2	66.7%
10	8	80.0%	12	8	66.7%	11	8	72.7%
11	6	54.5%	9	5	55.6%	13	7	53.8%
4	3	75.0%	1	1	100.0%	0		
32	23	71.9%	40	26	65.0%	40	33	82.5%

In addition, the number of non-productive grades given by English faculty has decreased in the past five years, probably due in part to the Department's many efforts in improve RPG (retention, progression, graduation).

Percent of Non-Productive Grades (i.e., W, WF, F, and U)	2005/06	2006/07	2007/08	2008/09	2009/10	5-Year Avg
Remedial Courses	52.6%	43.2%	41.6%	44.4%	45.6%	45.5%
Lower Division Courses	22.0%	20.4%	22.1%	20.3%	16.1%	20.2%
Upper Division Courses	17.0%	14.0%	11.3%	11.6%	12.7%	13.3%
Graduate Courses	9.1%	8.7%	4.8%	2.6%	8.3%	6.7%

III E. Student Learning Indicators

Assessment of Indicator: Above Average

Using a variety of data sources, the Department knows its majors are learning well what we teach. We conclude this primarily from two data sources, but also from anecdotal evidence of the students being accepted to graduate programs in English, being offered

positions in public school as English teachers, being offered TESOL positions abroad, being accepted into law school, finding employment as professional writers in local businesses and industry, and so on. The data collected in the Exit Survey and the Alumni Survey corroborates this anecdotal evidence. This data was previously mentioned and is shown in Appendices V and VII.

III F. Graduation Rate of Program

Assessment of Indicator: Satisfactory

Regardless of the major, the graduation rate of a given program can vary a lot from year to year, not just for English but for most majors listed (see Appendix II). For example, one year there might be a 50% 6-year graduation rate and the next year the rate is 0%. Thus, the meaningfulness of the data itself is questionable.

The information for English is as follows:

- 20% of those starting in 2001 graduated in 2007 (with 4 majors reporting a lower graduation rate)
- 50% of those starting in 2002 graduated in 2008 (with 25 majors reporting a lower graduation rate)
- 46.7% of those starting in 2003 graduated in 2009 (with 24 majors reporting a lower graduation rate)

The information for English and Secondary Education is as follows:

- 46.2% of those starting in 2001 graduated in 2007 (with 23 majors reporting a lower graduation rate)
- 57.1% of those starting in 2002 graduated in 2008 (with 29 majors reporting a lower graduation rate)
- 20% of those starting in 2003 graduated in 2009 (with 3 majors reporting a lower graduation rate)

If a graduation rate can change 20-30% in one year, it's not due to the program itself but to the particular draw of students involved. Particularly in a major where 12 students might from the onset declare English their major, one student represents more than an 8% shift. Thus graduation rate statistics are probably more meaningful for majors with more students, but even there 10-20% shifts are common.

III G. Cost Effectiveness of Instructional Delivery

Assessment of Indicator: Very Strong

For English, the five-year average for the cost per credit hour is \$102 (or \$306 for a typical course).

Measure	2005/06	2006/07	2007/08	2008-09	2009-10	5-Year Avg
Departmental Budget - Fiscal Year						
Pro-Rated State Funds	\$1,258,506	\$1,472,253	\$1,513,407	\$1,524,265	\$1,654,314	\$1,484,549
Grant Funds	\$0	\$0	\$0	\$0	\$0	\$0
<i>Total</i>	<i>\$1,258,506</i>	<i>\$1,472,253</i>	<i>\$1,513,407</i>	<i>\$1,524,265</i>	<i>\$1,654,314</i>	<i>\$1,484,549</i>
Cost per Major – Fiscal Year (Total Expenditures/ Number of Declared Majors)	\$7,275	\$7,831	\$8,181	\$7,660	\$7,589	\$7,707
(State Funds/ Number of Declared Majors)	\$7,275	\$7,831	\$8,181	\$7,660	\$7,589	\$7,707
Credit Hours Taught Fall and Spring Semesters	15,130	15,584	13,750	14,168	14,193	14,565
Cost per Credit Hour – Total Expenditures	\$83	\$94	\$110	\$108	\$117	\$102
Cost per Credit Hour - State Funds	\$83	\$94	\$110	\$108	\$117	\$102

Compare the \$102 cost per credit hour of instruction in English to the \$194 cost per credit hour of instruction for CSU as a whole.

Total Instructional Costs per Credit Hour and Headcount at CSU					
Fiscal Year	Instructional Costs	Total Credit Hours Generated	Total Headcount	Cost per Credit Hour	Cost per Headcount
2006	\$27,447,173	161,899	7,475	\$170	\$3,672
2007	\$29,820,122	166,008	7,597	\$180	\$3,925
2008	\$31,868,466	164,732	7,590	\$193	\$4,199
2009	\$31,193,232	171,280	7,953	\$182	\$3,922
2010	\$34,596,532	178,470	8,179	\$194	\$4,230

While English does have almost 200 majors, its primary function is service to the institution in the form of core courses (ENGL 1101, ENGL 1102, ENGL 2111, ENGL 2112, ENGL 2136, ITDS 1145) and service courses (ENGL 3158, ENGL 3159). The cost

per credit hour is low because of the service component, thereby making English as a major very inexpensive to operate compared to others on campus, especially those majors in business, education, the sciences, and the arts.

Section Four—Program Viability

IV A. Summary of Program’s Viability

Reference supporting information previously presented in this report

English majors continue to win many awards, engage in under graduate research projects with faculty, and represent us well in competitions on campus and off. For the faculty of English, to educate is to inspire:

“Education is not the filling of a pail, but the lighting of a fire.”
~William Butler Yeats

The English major continues to grow, not only in the number of majors but also in the number of tracks offered. The new Creative Writing track began in summer 2010 and already has more than 20 majors, many of whom were not previously English majors. By adding more courses in film and film production, we will be able to attract even more majors to Columbus State. We can also expand our TESOL program by recruiting international students.

Summarize recommendation for the future of the program

To assist in this expansion, the assistant chair is now engaged in recruitment. The Technology and Public Relations Committee will be revising all brochures in 2011. In our efforts to recruit we will continue to invite freshmen to attend a workshop about the benefits of being an English major.

Include timetable for program changes

2010-2011	Grow the new Creative Writing track and the Professional Writing track through hiring of additional faculty
2011-2013	Expand TESOL program to international students
2010-2013	Hire an additional linguist to teach ESOL courses
2011-2013	Grow the new Creative Writing track in English by expanding into film production (to enrich screenwriting and scriptwriting courses)
2012-2013	Propose a new minor in film studies

IV B. Summary of Program Improvement Plan

Reference recommendations previously made in this report

- Use fewer part-time faculty by having more full-time positions allocated.
- Justify for more tenure-track positions in all areas, but especially creative writing, professional writing, and linguistics.
- Garner more funds for faculty travel to conferences and for other research projects.
- Strive for greater diversity, especially in the hiring of minorities.
- Monitor how the “C” requirement affects retention of majors.
- Assess whether changes in Area F improve student success in upper division coursework.
- Ramp up recruitment efforts.
- Expand TESOL program to international students
- Create and institute an advising survey for annual evaluation of department advising.
- Encourage current majors to assist with recruitment.
- Knock down the wall between 147 and 147A Woodall, increase the size of the Mac Lab, and add some tables and chairs for students to work in groups while revising their projects.
- Acquire all new Macs in 2013 so 147 has 24 stations instead of 18.
- Acquire funding for equipment for film production and editing.
- Convert one of the smaller classrooms in Howard (105, 107, or 108) to a workshop-style classroom for creative writing classes.
- Propose a new minor in film studies.

We plan to continue to expand by advertising our TESOL program to international students, by encouraging students to enrich their English major by studying abroad, by growing the new Creative Writing track in English through new courses in writing and film production, by increasingly offering a multicultural and global approach to our courses, by offering a minor in film studies, and by improving advising, among others.

Specify initiatives/actions to be implemented

Here are the initiatives/actions that depend primarily on the administration of CSU:

- Use fewer part-time faculty by having more full-time positions allocated.
- Justify for more tenure-track positions in all areas, but especially creative writing, professional writing, and linguistics.
- Garner more funds for faculty travel to conferences and for other research projects.
- Knock down the wall between 147 and 147A Woodall, increase the size of the Mac Lab, and add some tables and chairs for students to work in groups while revising their projects.

- Acquire all new Macs in 2013 so 147 has 24 stations instead of 18.
- Acquire funding for equipment for film production and editing.
- Convert one of the smaller classrooms in Howard (105, 107, or 108) to a workshop-style classroom for creative writing classes.

Here are the initiatives/action we have primary control over:

- Strive for greater diversity, especially in the hiring of minorities.
- Monitor how the “C” requirement of major courses affects retention of majors.
- Assess whether changes in Area F improve student success in upper division coursework.
- Ramp up recruitment efforts.
- Expand TESOL program to international students.
- Create and institute an advising survey for annual evaluation of department advising.
- Encourage current majors to assist with recruitment.
- Propose a new minor in film studies.

In order to grow, we need the recognition and respect we deserve. We are THE workhorse department of CSU, teaching more credit hours than any other. As a faculty, we are underpaid; as a department, we are underfunded. We need more full-time faculty, less dependence on part-time faculty, more funding for faculty development, and more opportunities for funding for special projects, such as expanding the Mac Lab and purchasing film production and editing equipment. Thus, many of the changes we propose require the financial support of the administration at CSU. See last item, below.

Include timetable for program changes

- | | |
|---|----------------------|
| • Use fewer part-time faculty by having more full-time positions allocated. | 2010-2012 |
| • Receive funds for more tenure-track positions in all areas, but especially creative writing, professional writing, and linguistics. | 2010-2012 |
| • Receive more funds for faculty travel to conferences and for other research projects. | Immediately, ongoing |
| • Strive for greater diversity, especially in the hiring of minorities. | 2010 and ongoing |
| • Monitor how the “C” requirement affects retention of majors. | 2010 and ongoing |
| • Assess whether changes in Area F improve student success in upper division coursework. | 2010 and ongoing |
| • Ramp up recruitment efforts. | 2009 and ongoing |
| • Expand TESOL program to international students | 2011-2013 |
| • Create and institute an advising survey for annual evaluation of department advising. | 2011 and ongoing |

- Encourage current majors to assist with recruitment. 2010 and ongoing
- Knock down the wall between 147 and 147A Woodall, increase the size of the Mac Lab, and add some tables and chairs for students to work in groups while revising their projects. 2012-2013
- Acquire all new Macs in 2013 so 147 has 24 stations instead of 18. 2013
- Acquire funding for equipment for film production and editing. 2011-2013
- Convert one of the smaller classrooms in Howard (105, 107, or 108) to a workshop-style classroom for creative writing classes. 2012-2013
- Propose a new minor in film studies. 2012-2013

Address any new or reallocated resources required to implement improvement plan

English is a productive department with faculty who are creative, hardworking, dedicated, and caring. For years we have been hampered by little administrative or financial support. Perhaps this CPR can reverse that trend.

These are the items from the above listing that will require additional funding:

- Receive funds for more tenure-track positions in all areas, but especially creative writing, professional writing, and linguistics.
- Receive more funds for faculty travel to conferences and for other research projects.
- Knock down the wall between 147 and 147A Woodall, increase the size of the Mac Lab, and add some tables and chairs for students to work in groups while revising their projects.
- Acquire all new Macs in 2013 so 147/147A has 24 stations instead of 18.
- Acquire funding for equipment for film production and editing.
- Convert one of the smaller classrooms in Howard (105, 107, or 108) to a workshop-style classroom for creative writing classes.

Twenty years ago, this Department had no part-time faculty. Today half of the faculty are part time. For us to succeed we need the freedom and finances to create a vibrant program.

Appendix I: Major Field Assessment Report

Program: B.A. English (All Tracks)

Academic Year 2009-2010

Expanded Statement of Institutional Purpose	Program Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>CSU Mission Statement:</u></p> <ul style="list-style-type: none"> • To achieve academic excellence through teaching, research, creative inquiry and student engagement. • To achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. • To achieve recognition as a leader in community development, regional economic development, and public-private partnerships. <p><u>Department Goals Statement:</u></p> <p>The English major cultivates academic excellence by use of these goals: the ability to express ideas in writing, the ability to read and think critically, the awareness of the interrelations between</p>	<p>1. Ability to express ideas in writing</p>	<p>1a. Papers part of course grade</p> <p>1b. Majors encouraged to become Peer Tutors</p> <p>1c. Professional writing track majors use portfolio review and internship</p> <p>1d. Exit Survey used to evaluate program</p>	<p>1a. Increase incidence of plagiarism noted</p> <p>1b. Peer tutoring makes student tutors even better writers themselves</p> <p>1c. Portfolio and internship used as aids for employment</p> <p>1d. Exit Survey helps department evaluate teaching and requirements</p>	<p>1a. Emphasis on property of ideas in all ENGL classes; campus-wide use of Turnitin.com; use of plagiarism quiz in 1101/2</p> <p>1b. Encourage more majors to become Peer Tutors</p> <p>1c. Increased marketability of majors</p> <p>1d. Exit Survey used in annual evaluation of professors and in revising the curriculum. Underwent huge revision, effective fall 2010.</p>
	<p>2. Ability to read and think critically</p>	<p>2a. Frequent reading quizzes in classes</p>	<p>2a. Teacher evaluates reading skills by giving quizzes</p>	<p>2a. Teacher can adjust quantity or difficulty of reading based on quiz scores</p>

<p>literature and other disciplines, the ability to apply research skills, and the appreciation of the history and structure of language and its role in the human experience.</p> <p>Department Goals emphasize CSU's Strategic Goals and Objectives #1, 3, and 5.</p>	<p>3. An awareness of the interrelations between literature and other disciplines</p>	<p>2b. Discussion and/or in-class participation are graded activities in most courses. Discussions are about class readings.</p> <p>2c. Frequent tests based on reading</p> <p>3a. Annual trip to see plays in Atlanta or Montgomery</p> <p>3b. Majors produce <i>Arden</i>, a literary and art journal</p> <p>3c. Many do study abroad</p> <p>3d. Majors encouraged to minor in another areas</p>	<p>2b. Teacher evaluates discussion by giving grade</p> <p>2c. Teacher evaluates understanding of reading by giving tests.</p> <p>3a. Seeing plays helps students understand visual aspects of plays</p> <p>3b. Co-curricular and extra-curricular activities enable students to see the interrelations among the disciplines</p> <p>3c. Students have greater sense of culture, history, and language awareness</p> <p>3d. Minors encourage students to think outside of the parameters of a discipline</p>	<p>2b. Teacher can adjust quantity or difficulty of reading based on class discussion grades</p> <p>2c. Teacher can adjust quantity or difficulty of reading based on test grades.</p> <p>3a. Faculty encouraged to expand opportunities to students outside classroom</p> <p>3b. Improved visibility of English majors</p> <p>3c. Improves quality of class when students return to CSU with transformative perspective</p> <p>3d. Improves quality of class because students approach thinking in a multidisciplinary fashion</p>
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	4. Ability to apply research skills	<p>3e. Majors encouraged to participate in Sigma Tau Delta, English honorary</p> <p>3f. PW track majors do internship and portfolio</p> <p>4a. Students write research papers and other papers in almost all ENGL classes</p> <p>4b. Students are encouraged to submit papers to academic conferences and competitions (creative work)</p> <p>4c. Students sometimes do primary-source and archival research</p> <p>4d. Students have access to state-of-the-art computers and software in the Mac Lab (147 Woodall)</p>	<p>3e. STD encourages and rewards excellence in literary skills</p> <p>3f. Prepares them for the world of work</p> <p>4a. Students gain the skills of finding and interpreting source material and writing reflective papers</p> <p>4b. Several students presented at conferences this year, including the Student Colloquium (Tower Day), the Southern Literary Festival, the Writing Center Conference, and a conference in New Orleans</p> <p>4c. Other faculty are considering using similar approach to foster better research skills</p> <p>4d. Students gain cutting-edge knowledge of technology</p>	<p>3e. Improves caliber of English major</p> <p>3f. Continuation of this feature of the PW track</p> <p>4a. Greater emphasis in classes on research and discovering one's own voice in writing</p> <p>4b. Prepare students for graduate school and for submitting professional quality work in classes</p> <p>4c. Greater emphasis in classes on original research and publishable work</p> <p>4d. Increases marketability of majors in all tracks but especially Professional Writing and in Creative</p>
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	<p>5. An understanding of the history and structure of language and its role in the human experience</p>	<p>5a. Majors required to take at least one linguistics course</p> <p>5b. Historical perspective and chronological ordering usual mode for arranging course material</p> <p>5c. English and Secondary Education majors are required to demonstrate knowledge of literature, rhetorical theory, and grammar in Early Mentoring portfolio and conference as well as student teaching</p>	<p>5a. Students are aware of either the history of English or features of English</p> <p>5b. Students know major movements and themes of American and British literature</p> <p>5c. Recommend to COEHP whether student is a good candidate for student teaching and advise student on weakness and strengths</p>	<p>Writing</p> <p>5a. Program will continue this requirement</p> <p>5b. Improves knowledge and awareness of the English language and of literary periods</p> <p>5c. Improves pass rate of student teachers in English</p>
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Appendix II: CPR Quantitative Measures, English						
Programs: BA in English Language & Literature and BA in English & Secondary Education						
Measure	2005/06	2006/07	2007/08	2008-09	2009-10	5-Year Avg.
Number of Declared Majors - Fall Semester						
BA English Language & Literature						
Full-Time	92	85	106	104	117	101
Part-Time	42	44	29	41	34	38
<i>Total</i>	<i>134</i>	<i>129</i>	<i>135</i>	<i>145</i>	<i>151</i>	<i>139</i>
BA English & Secondary Education						
Full-Time	31	43	39	44	53	42
Part-Time	8	16	11	10	14	12
<i>Total</i>	<i>39</i>	<i>59</i>	<i>50</i>	<i>54</i>	<i>67</i>	<i>54</i>
Combined Undergraduate Programs						
Full-Time	123	128	145	148	170	143
Part-Time	50	60	40	51	48	50
<i>Total</i>	<i>173</i>	<i>188</i>	<i>185</i>	<i>199</i>	<i>218</i>	<i>193</i>
Number of Degrees Conferred - Fiscal Year						
BA English Language & Literature	18	20	26	26	25	23
BA English & Secondary Education	NA	NA	2	4	6	4
Combined Undergraduate Programs	<i>18</i>	<i>20</i>	<i>28</i>	<i>30</i>	<i>31</i>	<i>25</i>
Credit Hour Production - Fall Semester						
Remedial Courses	290	342	206	150	216	241
1000 Level Courses	4,479	4,890	3,672	3,921	4,059	4,204
2000 Level Courses	1,374	1,839	1,683	1,548	1,320	1,553
3000 Level Courses	1,026	1,095	1,308	1,191	1,059	1,136
4000 Level Courses	209	224	249	247	239	234
5000 Level Courses	231	132	273	237	234	221
<i>Total</i>	<i>7,609</i>	<i>8,522</i>	<i>7,391</i>	<i>7,294</i>	<i>7,127</i>	<i>7,348</i>
Average Course Enrollment - Fall Semester						
Remedial Courses	48	34	26	15	27	30
1000 Level Courses	22	22	21	20	22	21
2000 Level Courses	22	20	21	20	26	22
3000 Level Courses	17	18	17	19	19	18
4000 Level Courses	5	12	11	8	14	10

5000 Level Courses	6	3	6	4	6	5
<i>Overall Average</i>	<i>18</i>	<i>19</i>	<i>18</i>	<i>17</i>	<i>20</i>	18
Number of Faculty						
Full-Time Faculty	15	18	16	18	21	18
Part-Time Faculty	21	23	16	17	17	19
Departmental Budget - Fiscal Year						
Pro-Rated State Funds	\$1,258,506	\$1,472,253	\$1,513,407	\$1,524,265	\$1,654,314	\$1,484,549
Grant Funds	\$0	\$0	\$0	\$0	\$0	\$0
<i>Total</i>	<i>\$1,258,506</i>	<i>\$1,472,253</i>	<i>\$1,513,407</i>	<i>\$1,524,265</i>	<i>\$1,654,314</i>	\$1,484,549
Cost per Major - Fiscal Year						
(Total Expenditures/Number of Declared Majors)	\$7,275	\$7,831	\$8,181	\$7,660	\$7,589	\$7,707
(State Funds/Number of Declared Majors)	\$7,275	\$7,831	\$8,181	\$7,660	\$7,589	\$7,707
Credit Hours Taught Fall and Spring Semesters	15,130	15,584	13,750	14,168	14,193	14,565
Cost per Credit Hour - Total Expenditures	\$83	\$94	\$110	\$108	\$117	\$102
Cost per Credit Hour - State Funds	\$83	\$94	\$110	\$108	\$117	\$102
Percent of Non-Productive Grades (i.e., W, WF, F, and U)						
Remedial Courses	52.6%	43.2%	41.6%	44.4%	45.6%	45.5%
Lower Division Courses	22.0%	20.4%	22.1%	20.3%	16.1%	20.2%
Upper Division Courses	17.0%	14.0%	11.3%	11.6%	12.7%	13.3%
Graduate Courses	9.1%	8.7%	4.8%	2.6%	8.3%	6.7%
SAT and GPA Averages - Fall Semester						
BA English Language & Literature						
Average SAT Reading Score	559	559	566	565	562	562
Average SAT Math Score	497	501	505	510	510	505
Average Undergraduate GPA	2.73	2.74	2.87	2.82	2.87	2.81
BA English & Secondary Education						
Average SAT Reading Score	527	549	558	555	546	547
Average SAT Math Score	507	511	518	493	484	503
Average Undergraduate GPA	2.78	3.00	2.95	2.79	2.82	2.87
Combined Undergraduate Programs						
Average SAT Reading Score	552	555	563	562	558	558

Average SAT Math Score	499	504	508	506	503	504
Average Undergraduate GPA	2.74	2.82	2.89	2.81	2.85	2.82
Enrollment by Gender - Fall Semester						
BA English Language & Literature						
Female	84	84	92	98	98	91
Male	50	45	43	47	53	48
<i>Total</i>	<i>134</i>	<i>129</i>	<i>135</i>	<i>145</i>	<i>151</i>	<i>139</i>
BA English & Secondary Education						
Female	29	44	40	38	47	40
Male	10	15	10	16	20	14
<i>Total</i>	<i>39</i>	<i>59</i>	<i>50</i>	<i>54</i>	<i>67</i>	<i>54</i>
Combined Undergraduate Programs						
Female	113	128	132	136	145	131
Male	60	60	53	63	73	62
<i>Total</i>	<i>173</i>	<i>188</i>	<i>185</i>	<i>199</i>	<i>218</i>	<i>193</i>
Enrollment by Race/Ethnicity - Fall Semester						
BA English Language & Literature						
American Indian or Alaska Native	1	1	0	0	2	1
Asian	0	0	1	3	4	2
Black or African American	36	38	29	34	30	33
Hispanic or Latino	4	4	5	5	10	6
International Student	0	0	3	1	0	1
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	0	
Two or More Races	4	4	6	10	9	7
White	89	82	91	92	96	90
Race and Ethnicity Unknown	0	0	0	0	0	0
<i>Total</i>	<i>134</i>	<i>129</i>	<i>135</i>	<i>145</i>	<i>151</i>	<i>139</i>
BA English & Secondary Education						
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	1	1	1	1
Black or African American	10	12	10	15	21	14
Hispanic or Latino	0	2	1	3	1	1
International Student	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	0	
Two or More Races	2	2	2	1	2	2
White	27	42	36	34	42	36

Race and Ethnicity Unknown	0	0	0	0	0	0
<i>Total</i>	<i>39</i>	<i>59</i>	<i>50</i>	<i>54</i>	<i>67</i>	<i>54</i>
Combined Undergraduate Programs						
American Indian or Alaska Native	1	1	0	0	2	1
Asian	0	1	2	4	5	2
Black or African American	46	50	39	49	51	47
Hispanic or Latino	4	6	6	8	11	7
International Student	0	0	3	1	0	1
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	0	
Two or More Races	6	6	8	11	11	8
White	116	124	127	126	138	126
Race and Ethnicity Unknown	0	0	0	0	0	0
<i>Total</i>	<i>173</i>	<i>188</i>	<i>185</i>	<i>199</i>	<i>218</i>	<i>193</i>
Enrollment by Age - Fall Semester						
BA English Language & Literature						
Under 21	37	37	41	47	49	42
21 - 25	60	52	59	63	76	62
26 - 30	19	19	15	18	7	16
31 - 40	8	8	9	7	10	8
41 - 50	5	5	2	2	2	3
51 - 60	3	4	4	4	4	4
Over 60	2	4	5	4	3	4
<i>Total</i>	<i>134</i>	<i>129</i>	<i>135</i>	<i>145</i>	<i>151</i>	<i>139</i>
<i>Average Age</i>	<i>25</i>	<i>26</i>	<i>26</i>	<i>25</i>	<i>24</i>	<i>25</i>
BA English & Secondary Education						
Under 21	24	25	21	18	25	23
21 - 25	11	21	20	27	26	21
26 - 30	1	7	4	5	6	5
31 - 40	1	3	2	3	6	3
41 - 50	0	3	1	1	4	2
51 - 60	1	0	2	0	0	1
Over 60	1	0	0	0	0	0
<i>Total</i>	<i>39</i>	<i>59</i>	<i>50</i>	<i>54</i>	<i>67</i>	<i>54</i>
<i>Average Age</i>	<i>23</i>	<i>24</i>	<i>24</i>	<i>23</i>	<i>24</i>	<i>24</i>

Combined Undergraduate Programs						
Under 21	61	62	62	65	74	65
21 - 25	71	73	79	90	102	83
26 - 30	20	26	19	23	13	20
31 - 40	9	11	11	10	16	11
41 - 50	5	8	3	3	6	5
51 - 60	4	4	6	4	4	4
Over 60	3	4	5	4	3	4
<i>Total</i>	<i>173</i>	<i>188</i>	<i>185</i>	<i>199</i>	<i>218</i>	<i>193</i>
<i>Average Age</i>	<i>25</i>	<i>26</i>	<i>25</i>	<i>24</i>	<i>24</i>	<i>25</i>

Undergraduate Enrollment by Baccalaureate Program of Study

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	4-Year # Change	4-Year % Change
Baccalaureate							
Accounting	218	214	235	221	161	-57	-26.1%
Art	111	132	122	120	121	10	9.0%
Art Education	35	31	30	37	49	14	40.0%
Biology	416	401	375	391	403	-13	-3.1%
Chemistry	67	83	90	118	100	33	49.3%
Communication	158	187	172	178	156	-2	-1.3%
Computer Science	196	190	210	240	223	27	13.8%
Criminal Justice	288	292	285	287	305	17	5.9%
Early Childhood Educ.	480	429	442	424	422	-58	-12.1%
Earth & Space Sci/Geology	13	18	19	20	33	20	153.8%
English Language	134	129	135	145	151	17	12.7%
English & Sec Ed	39	59	50	54	67	28	71.8%
Exercise Science	137	145	136	149	158	21	15.3%
Finance	126	139	140	140	94	-32	-25.4%
French	9	12	12	10	14	5	55.6%
General Business	307	319	320	320	196	-111	-36.2%
Health & Physical Educ.	88	79	82	77	92	4	4.5%
Health Science	118	135	159	153	189	71	60.2%
History	74	78	79	90	87	13	17.6%
History & Sec Ed	91	91	86	76	98	7	7.7%
Information Technology	NA	NA	NA	7	30		
Management	248	292	278	290	199	-49	-19.8%
Management Info Sys.	144	129	97	93	69	-75	-52.1%
Marketing	216	212	196	173	123	-93	-43.1%
Mathematics	83	91	78	87	89	6	7.2%
Middle Grades Educ.	78	77	95	77	93	15	19.2%
Music Performance	75	91	84	91	91	16	21.3%
Music Education	88	86	99	90	100	12	13.6%
Music, General	30	25	27	32	29	-1	-3.3%
Nursing	542	547	464	483	521	-21	-3.9%
Political Science	133	124	109	92	108	-25	-18.8%
Pre-Business	NA	NA	NA	NA	271		
Psychology	222	194	202	215	254	32	14.4%
Sociology	100	105	103	83	77	-23	-23.0%
Spanish	25	28	28	29	33	8	32.0%
Spec Ed - General Curr.	51	49	56	65	66	15	29.4%
Theatre Arts	73	97	111	112	129	56	76.7%
Theatre Education	41	50	39	46	35	-6	-14.6%
Total Baccalaureate	5,254	5,360	5,245	5,315	5,436	182	3.5%

Retention Rates by Baccalaureate Program (*)

*The cohorts below are first-time full-time undergraduate students enrolled fall semester who entered CSU in the fall or the preceding summer term.

Major Program	Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort		
	Number in	Returning		Number in	Returning		Number in	Returning	
	Fall 2006 Cohort	Fall 2007 Cohort	Rate	Fall 2007 Cohort	Fall 2008 Cohort	Rate	Fall 2008 Cohort	Fall 2009 Cohort	Rate
Baccalaureate									
Accounting	23	15	65.2%	20	11	55.0%	19	15	78.9%
Art	18	11	61.1%	18	14	77.8%	22	15	68.2%
Art Education	1	1	100.0%	2	1	50.0%	2	1	50.0%
Biology	83	58	69.9%	85	62	72.9%	99	71	71.7%
Chemistry	23	18	78.3%	13	12	92.3%	31	26	83.9%
Communication	23	14	60.9%	13	8	61.5%	20	16	80.0%
Computer Science	24	16	66.7%	40	30	75.0%	52	30	57.7%
Criminal Justice	20	14	70.0%	20	15	75.0%	19	11	57.9%
Early Childhood Education	51	34	66.7%	42	34	81.0%	40	32	80.0%
Earth & Space Science/Geology	2	2	100.0%	2	1	50.0%	0		
English Language	14	13	92.9%	11	8	72.7%	15	12	80.0%
English & Secondary Educ.	8	6	75.0%	4	4	100.0%	3	2	66.7%
Exercise Science	10	8	80.0%	12	8	66.7%	11	8	72.7%
Finance	11	6	54.5%	9	5	55.6%	13	7	53.8%
French	4	3	75.0%	1	1	100.0%	0		
General Business	32	23	71.9%	40	26	65.0%	40	33	82.5%
Health & Physical Education	3	2	66.7%	4	3	75.0%	3	1	33.3%
Health Science	8	8	100.0%	2	1	50.0%	9	7	77.8%
History	10	8	80.0%	10	5	50.0%	9	4	44.4%
History & Secondary Educ.	8	7	87.5%	7	6	85.7%	10	4	40.0%
Management	34	24	70.6%	21	15	71.4%	24	11	45.8%
Management Information Sys.	13	8	61.5%	6	4	66.7%	3	1	33.3%
Marketing	16	13	81.3%	18	12	66.7%	14	9	64.3%
Mathematics	15	12	80.0%	9	5	55.6%	16	9	56.3%
Middle Grades Education	2	2	100.0%	5	2	40.0%	3	2	66.7%
Music Performance	19	13	68.4%	14	12	85.7%	22	16	72.7%
Music Education	22	22	100.0%	28	22	78.6%	30	24	80.0%
Music, General	3	2	66.7%	9	6	66.7%	8	5	62.5%
Nursing	75	62	82.7%	53	41	77.4%	73	46	63.0%
Political Science	17	10	58.8%	9	4	44.4%	12	8	66.7%
Psychology	42	34	81.0%	34	24	70.6%	39	24	61.5%
Sociology	3	3	100.0%	10	6	60.0%	7	5	71.4%
Spanish	3	2	66.7%	1	1	100.0%	0		
Spec Ed - General Curriculum/MR	1	0	0.0%	2	2	100.0%	3	2	66.7%
Theatre Arts	38	33	86.8%	27	23	85.2%	26	19	73.1%
Theatre Education	11	8	72.7%	9	8	88.9%	17	13	76.5%
<i>Total Baccalaureate</i>	<i>690</i>	<i>515</i>	<i>74.6%</i>	<i>610</i>	<i>442</i>	<i>72.5%</i>	<i>714</i>	<i>489</i>	<i>68.5%</i>

Six-Year Graduation Rates by Undergraduate Major Program (*)

*The cohorts below are first-time full-time undergraduate students enrolled in a baccalaureate program fall semester who entered CSU in the fall or the preceding summer term.

Major Program	Fall 2001 Cohort			Fall 2002 Cohort			Fall 2003 Cohort		
	Number in	Graduating by 2007		Number in	Graduating by 2008		Number in	Graduating by 2009	
	Fall 2001 Cohort	Number	Rate	Fall 2002 Cohort	Number	Rate	Fall 2003 Cohort	Number	Rate
Baccalaureate									
Accounting	16	7	43.8%	21	13	61.9%	29	8	27.6%
Art	15	4	26.7%	15	3	20.0%	13	5	38.5%
Art Education	1	0	0.0%	2	1	50.0%	2	0	0.0%
Biology	34	12	35.3%	55	15	27.3%	98	36	36.7%
Chemistry	5	2	40.0%	9	2	22.2%	13	4	30.8%
Communication	18	10	55.6%	8	3	37.5%	26	8	30.8%
Computer Science	53	15	28.3%	42	7	16.7%	37	11	29.7%
Criminal Justice	9	4	44.4%	20	8	40.0%	23	7	30.4%
Early Childhood Education	27	13	48.1%	33	14	42.4%	57	29	50.9%
Earth & Space Science/Geology	2	1	50.0%	0			2	2	100.0%
English Language	10	2	20.0%	12	6	50.0%	15	7	46.7%
English & Secondary Educ.	13	6	46.2%	7	4	57.1%	10	2	20.0%
Exercise Science	1	0	0.0%	5	2	40.0%	8	2	25.0%
Finance	4	1	25.0%	6	2	33.3%	6	4	66.7%
French	NA			NA			0		
General Business	65	29	44.6%	58	15	25.9%	74	26	35.1%
Health & Physical Education	7	5	71.4%	1	1	100.0%	12	2	16.7%
Health Science	12	3	25.0%	5	1	20.0%	10	1	10.0%
History	6	2	33.3%	5	2	40.0%	6	3	50.0%
History & Secondary Educ.	12	2	16.7%	9	3	33.3%	11	3	27.3%
Management	8	4	50.0%	16	3	18.8%	15	3	20.0%
Management Information Sys.	4	0	0.0%	9	4	44.4%	19	8	42.1%
Marketing	11	5	45.5%	17	1	5.9%	21	7	33.3%
Mathematics	11	2	18.2%	10	5	50.0%	11	7	63.6%
Middle Grades Education	3	0	0.0%	10	4	40.0%	6	2	33.3%
Music Performance	14	9	64.3%	16	7	43.8%	25	14	56.0%
Music Education	25	13	52.0%	26	9	34.6%	34	19	55.9%
Music, General	8	3	37.5%	15	7	46.7%	4	2	50.0%
Nursing	45	20	44.4%	66	31	47.0%	57	27	47.4%
Political Science	9	5	55.6%	15	7	46.7%	26	7	26.9%
Psychology	18	7	38.9%	29	6	20.7%	50	16	32.0%
Sociology	4	2	50.0%	2	1	50.0%	1	0	0.0%
Spanish	NA			NA			0		
Spec Ed - General Curriculum/MR	3	1	33.3%	3	2	66.7%	4	2	50.0%
Theatre	16	7	43.8%	14	6	42.9%	16	4	25.0%
Theatre Education	5	3	60.0%	5	1	20.0%	9	3	33.3%
<i>Total Baccalaureate</i>	<i>494</i>	<i>199</i>	<i>40.3%</i>	<i>566</i>	<i>196</i>	<i>34.6%</i>	<i>750</i>	<i>281</i>	<i>37.5%</i>

Baccalaureate Degrees Awarded in English Programs at USG State Universities

USG Institution	2004-05	2005-06	2006-07	2007-08	2008-09	5-Year Avg
Albany State University	15	15	2	5	8	9
Armstrong Atlantic State University	28	25	26	31	30	28
Augusta State University	24	17	21	20	15	19
Clayton College & State University	0	0	0	7	14	4
Columbus State University	15	18	20	28	30	22
Fort Valley State university	7	6	6	8	5	6
Georgia College & State University	20	27	33	29	51	32
Georgia Southwestern State University	2	5	4	4	9	5
Kennesaw State University	35	62	60	93	78	66
North Georgia College & State University	26	20	21	33	25	25
Savannah State University	7	14	11	11	12	11
Southern Polytechnic State University	0	0	0	0	0	0
State University of West Georgia	30	45	31	35	27	34
Total	209	254	235	304	304	261

Total Instructional Costs per Credit Hour and Headcount at CSU

Fiscal Year	Instructional Costs	Total Credit Hours Generated	Total Headcount	Cost per Credit Hour	Cost per Headcount
2006	\$27,447,173	161,899	7,475	\$170	\$3,672
2007	\$29,820,122	166,008	7,597	\$180	\$3,925
2008	\$31,868,466	164,732	7,590	\$193	\$4,199
2009	\$31,193,232	171,280	7,953	\$182	\$3,922
2010	\$34,596,532	178,470	8,179	\$194	\$4,230

Appendix III: Faculty Service

Joshua Eyler

Service to University

Faculty Senator—Three-Year Term, 2009-2012.

University Faculty Development Committee, 2009-present.

Chair, Task Force on Faculty Recognition, 2009-2010.

Athletics Committee, 2009-2010.

University Strategic Planning Committee, 2008-2009.

Chair, College of Arts and Letters Awards Committee, 2008-2009.

Outside Member, Search Committee for Assistant Professor of Ceramics, 2008-2009.

Early College Task Force, 2007-present.

Elected Representative for the College of Arts and Letters, Academic Standards Committee, 2007-2008.

Disability Services Advisory Council, 2007-present.

Faculty Advisor, National Society of Collegiate Scholars, 2007-2009.

Women's Issues Advisory Council, 2007-2009.

Grader, Quality Enhancement Program (QEP) Essays for Institutional Research, 2007.

Regents' Exam Reader, 2006.

Service to Department

Strategic Planning Committee, 2009-2010.

Coordinator, Undergraduate Research Group on Children's Literature, 2009-2010.

Co-advisor, Sigma Tau Delta, 2008-present.

Undergraduate Advisor (fifteen students), 2007-present.

Coordinator, Graduate School and GRE Workshop Series, 2007-present.

Chair, Search Committee for Tenure-Track Position in Twentieth-Century Literature, 2007-2008.

First-Year Composition Rubric Subcommittee, 2007.

English Majors Committee, 2006-2009.

First-Year Composition Committee, 2006-2009.

Coordinator, Undergraduate Research Group on Disability Studies, 2006-2008.

Chair, English 1102 Best Practices Committee, 2006-2007.

Early Mentoring Panels for English Education majors.

Service to Profession

Reader, *PMLA*, 2008.

Reader, *Disability Studies Quarterly*, 2006.

Service to Community

Presenter, Continuing Education's "Medieval Times" Summer Camp for Children, 2007.

Judge, Muscogee County School District Academic Decathlon, 2007.

Joseph Francavilla

Campus Service

EDSE 3000 English Education Liason for future teachers, Fall 2006 – present.

In Feb. 2009 wrote justification for the course for the Education department. Determined the students to be registered, improved registration for course, organized student portfolios and panel sessions concerning teaching literature, coordinated schedules, participated in panels, administered or collated evaluations, informed students, chair and Education liaison of evaluation results, determined student grades

Served on Departmental Technology and Public Relations Committee, 2002-9, Chair, 2004-6, helped complete departmental brochure and sample schedule for advising literature track, Spring 2009; organized workshops on Vista WebCt, Oct., Nov. 2005

Judged English Majors student research essay competition, Spring 2009

Served on Departmental English Majors subcommittee; wrote sample syllabus for American Modernism course, Spring 2008

Scholarship Committee, 2008

Served on Departmental Search Committee for composition position, 2007-8

Served on Departmental Search Committee for Americanist position, 2006

Served on Departmental Search Committees for Spanish positions, 2006

Served on Departmental Search Committee for Writing Director, 2005-6

Proposed new film course: ENGL 2148 Film Genres and Themes

Served on Planning Committee, 2005, 2006

Served on Early Mentoring English Education panels, Fall 2005 - present

Directed Molly Wright's honors thesis, summer 2005

Served on faculty graduate school panel, March 2005

Served on Departmental Search Committee for Writing Position, 2004-5

Presented demonstrations to department on WebCt and on using photographs for teaching composition, April 2003

Served on Departmental Search Committee for Creative Writing position, 2002

Served on College Post-Tenure Review Committee, 2009, 2000-2001, 2004-6

Served on Departmental Pre-Tenure Review Committee, 2004-5

Served on College Tenure and Promotion Committee, 2000-2003, 2004-6, 2008

Served on College Curriculum Committee, 2000-2005

Community Service

Read original poems and stories at Carson McCullars House, March, 2010

Judged English Majors student research essay competition, Spring 2009

Read in English department's "Kurt Vonnegut Festival," *Slaughterhouse-Five*, Oct. 2009

Read in Library's "Banned Books Festival," Joseph Heller's *Catch-22*, Sept. 2009

Read in Library's "African American Read-In," S. Delany's "Driftglass," Feb. 2009

Read in Library's "African American Read-In," S. Delany's *The Jewel-Hinged Jaw*, Feb. 2008

Read in Library's "Banned Books Festival," Margaret Atwood's *The Handmaid's Tale*, Sept. 2008

Read in Library's "Favorite Children's Book Read-Out," Milne's *Winnie the Pooh*, Nov. 2007

Read in Library's "Banned Books Festival," Aldous Huxley's *Brave New World*, Oct. 2007

Read in Library's "Banned Books Festival," Daniel Keyes' *Flowers for Algernon*, Sept. 2006

Read in Library's "Banned Books Festival," Aldous Huxley's *Brave New World*, Sept. 2005

Read in Library's "Banned Books Festival," Kurt Vonnegut's *Slaughterhouse-Five*, Sept. 2004

Cathy Fussell

Community Service

2010 – Became involved in Columbus Cultural Arts Alliance.

2010 – Member, Program Planning Committee, Riverway South Summit.

2009-2010 – Member, Board of Directors, Riverway South.

January, 2010 – Named to Board of Directors of Chattahoochee Writers Conference.

December, 2009 – Named to committee to develop Southern Literature collection at Columbus Public Library.

December, 2009 – Named to Board of Directors of Southern Literary Trail, one of two board members from State of Georgia.

2009 – Participant, CSU Banned Books Read-Out.

September 11, 2009 – Spoke to Aaron Sanders' literature class about my experience with *The Heart Is a Lonely Hunter* and the Oprah Book Club.

October 1, 2009 – Participant, CSU Simon Schwob Library's Banned Books Read-Out.

March 16, 2009 – Spoke to seventh grade students at Marion County Middle School in Buena Vista, Georgia, about my memories of having attended school in Marion County.

February 12, 2009 – Spoke to tenth grade students at Spencer High School, Columbus, GA about the life and work of Carson McCullers.

December 4, 2008 – “The History and Work of the Carson McCullers Center,” Muscogee Chapter of Delta Kappa Gamma teacher sorority, Northside High School, Columbus, GA.

November 1, 2008 – Volunteer at Artists for Pasaquan Day.

October 2008 – Volunteer, “When Cultures Collide: Dialogues with Native American History and Culture.”

July 4 and 5, 2008 – Volunteer, St. EOM's 100th Birthday Celebration, Pasaquan.

November 3, 2007 – Volunteer, Artists for Pasaquan Day.

October 6, 2007 – Volunteer, “Red Clay, White Water and Blues” Program at Fort Mitchell, Alabama.

October 10-12, 2007 – Entertainment chair, Riverway South's annual Riverway Summit, Bagby State Park, Fort Gaines, Georgia.

September 2007 – Planning Committee, Chattahoochee Writers Conference.

June 2007 – Member, *Neighborworks* Thinktank, Columbus Bank and Trust Company

Community Development initiative.

2007 – Membership and Volunteer Chair, Pasaquan Preservation Society.

2007 – present – Board Member, Riverway South.

2006 – Participant, CSU Banned Books Read-Out.

2004 – Program Chair and Master of Ceremonies, The Georgia Literary Festival.

2004-2006 – Board Member and Communications Chair, The Film Society of the Columbus Museum.

Campus Service

Fall 2009 – Member, English Department “Creative Writing Cartel,” Freshman Composition Committee, Technology Committee

Fall 2008 – Member, English Department Freshman Year Composition Committee, Technology Committee, Creative Writing Committee and Southern Literature Course Revision Committee.

Fall 2007 – Member, English Department Planning Committee; Chair, English Department Technology Committee; Member, Search for Dean of College of Arts and Letters; Member, English Department search for creative writing specialist.

Spring 2007 – Gallery Director Search Committee, Department of Art.

2006-2007 – Member, Departmental Technology Committee.

2007 – Member of committee to select Hunter Lecturer.

2006 – Chair, Hunter Lecture Implementation Committee.

2006 – Member, Assessment Committee, Department of Language and Literature.

2005 – Freshman Composition Committee, Department of Language and Literature.

2004 – Member of Departmental Technology Committee, Departmental Best Practices Committee, and Program Advisory Committee for Secondary English Education.

2002 - 2004 – Maintained website for Department of Language and Literature.

Courtney George

McCullers Conference Committee, 2009-. Assisted with set-up, call-for-papers and mailing list for the February 2011 Carson McCullers interdisciplinary conference.

English Department Technology and Public Relations Committee, 2009-. Assisted with revisions to department website.

Angela Green

Member, Search Committee for Director of the Faculty Center for the Enhancement of Teaching and Learning, Summer 2010

Ex-officio member, QEP Advisory Committee, Columbus State University, Fall 2009 - present

Member, First-Year Composition Committee, Columbus State University, Fall 2009 - present

Editorial Assistant, *Composition Forum*, Summer 2008 - present

Member, Textbook Selection Committee for First-Year Composition, UGA Spring 2009

Volunteer, Computers & Writing Conference, University of Georgia May 2008

Co-chair, 10th Annual Elizabeth Madox Roberts Society Conference April 2008

President, English Graduate Organization, University of Georgia 2006-2007

Susan Hrach

Non-Credit Instruction

Guest Lecture, Readings in American Literature, English Department, 24 participants. (October 15, 2007).

Guest Lecture, Columbus Public Library, 50 participants. (January 16, 2007).

Guest Lecture, Center for International Education, 20 participants. (December 7, 2006).

Guest Lecture, Center for International Education, 15 participants. (March 21, 2006).

Guest Lecture, Adult Re-Entry Program, 12 participants. (April 5, 2005).

Guest Lecture, Schwob Library, 35 participants. (February 4, 2003).

Department Service

Committee Member, Strategic Planning. (August 2009 - September 2009).

Committee Member, First Year Composition. (August 2007 - May 2009).

Committee Member, English Majors. (August 2006 - May 2009).

Faculty Advisor, Sigma Tau Delta English Honor Society. (January 2004 - May 2009).

Committee Chair, Third-Year Review Committee for Carmen Skaggs. (February 1, 2009 - April 20, 2009).

Faculty Mentor, Student recommender. (January 2005 - December 2008).

Faculty Mentor, Steve Levin. (August 2006 - May 2007).

Committee Member, Search for Writing Program Administrator. (January 2006 - April 2006).

Committee Chair, Search for medievalist. (September 2005 - February 2006).

College Service

Committee Member, College of Letters and Sciences Dean Search Committee. (September 2009 - February 2010).

Committee Member, Search for Medieval European Historian. (January 6, 2009 - March 30, 2009).

Committee Chair, COAL Dean Search and Screening Committee. (October 2007 - February 2008).

Committee Member, Orion Wertz Pre-tenure Review. (January 2006 - March 2006).

Committee Member, David Gentry Pre-tenure Review. (January 2005 - March 2005).

University Service

Committee Member, Academic Advising Committee. (August 2008 - Present).

University Senate Service, Faculty Senate. (August 2007 - July 2010).

Member and past Chapter President, Phi Beta Delta International Honor Society. (January 2008 - April 2009).

Task Force Member, Faculty Evaluations Task Force. (January 6, 2009 - March 30, 2009).

Committee Member, Search Committee for Study Abroad Coordinator. (January 6, 2009 - February 15, 2009).

Committee Member, QEP Director Search Committee. (January 2008 - April 2008).

Committee Member, Women's Advisory Council. (August 2006 - May 2007).

Committee Member, Assistant Professor of Learning Support Writing Search Committee. (November 2006 - February 2007).

Task Force Chair, Retention, Progression, Graduation. (August 2005 - December 2006).

Committee Member, Hunter Lecture. (January 2006 - November 2006).

Committee Member, Freshman Convocation. (January 2005 - August 2005).

P-12 Service

Judge, Columbus High School Senior Project Night. (April 23, 2009).

Faculty Judge, Poetry Out Loud. (December 11, 2008).

Professional Service

Board Member, CSU Foundation Board of Trustees, Columbus, Georgia. (August 2009 - July 2010).

Program Coordinator, Board of Directors, Columbus Ballet, Columbus, Georgia. (August 2006 - December 2007).

Public Service

Research Judge, FIRST Lego Robotics Competition, Columbus, Georgia. (November 2009 - December 2009).

Volunteer worker, Sara Spano PTA Clothing Bank, Columbus, Georgia. (September 2009 - December 2009).

Barbara Hunt

Community Service

2009 Project/Research Judge, First Lego League competition, December

2005- Member, One Columbus, a civic organization focused on unifying Columbus through 2006 discussion and understanding. Participating in “E Pluribus Unum,” a speaker series on the Constitution and Bill of Rights. Topics: Police Power and Civil Liberties; Church and State; Citizenship and Immigration. Series dates: Jan. 30, Feb. 28 and March 28, 2006 at the Columbus Public Library

2005 Spoke on “The CSU Honors Program” at the CSU Library’s 2005 Faculty Research Forum Series.

2005 Guest Speaker, “How to Read a Person Like a Book: The Body Interpreted,” Unitarian-Universalist Fellowship, January 9

2004 Guest Speaker, “Truth and Lies in *The Da Vinci Code*,” Unitarian-Universalist Fellowship, August 8

2003 Judge, Page One Awards, English, March 29

Campus Service

2009- Member of the following committees:

2010 Academic Standards (chair)
General Education
Chairs Assembly
Early College Task Force
Scholarships and Awards (dept.)
English Major (dept.)
State Advisory Committee on English
Academic Grievance (co-chair)

2009 Taught Reading and Writing sections of CSUS 1105 for Adult Re-Entry, Spring, Summer and Fall

2008 Panelist, New Advisor Workshop, Nov. 21

2008- Member of the following committees:

2009 General Education
Writing Center Advisory
Chairs Assembly

Academic Leadership
Academic Standards
Early College Task Force
English Major
First-Year Composition
University College Promotion and Tenure Committee

- 2008 Participated in Banned Books Read-Outs by reading from *Lolita* by Valdimir Nabakov, Simon Schwob Library, Sept. 30
- 2008 Participated in Early Mentoring Panel
- 2008 Speaker, "The Language of War," a Teach-In on War and the Occupation in Iraq, Students for Social Democracy, March 18.
- 2007- Member of the following committees:
2008 Presidential Search
 Search for Lectureship in English (Chair)
 English Major
 Writing Center Advisory
 General Education
 50th Anniversary
 International Education
 Planning (Chair)
 African Studies
 Academic Advisory (State)
- 2007- Advisor, Film Club
date
- 2007 Participated in two Early Mentoring Panels for English and Secondary Education majors
- 2007 Read poetry of Gwendolyn Brooks at Eighteenth National African American Read-In event, CSU's Second Annual Celebration, Feb. 5
- 2006 Participated in two early mentoring panels for English Education majors, Nov.
- 2006- Member of the following Committees:
2007 General Education Assessment
 50th Anniversary Committee
 Curriculum Program Review of Geology
 International Education and Exchange Committee
 English Major
 First Year Composition
 Academic Advisory Committee on English (State)
 African Studies
 Planning (Chair)
 Americanist Search Committee (Chair)
- 2006 Taught Reading and Writing sections of CSUS 1105 for Adult Re-Entry, Summer and Fall

- 2006 Read poetry of Gwendolyn Brooks at Seventennth National African American Read-In event, Feb.
- 2005- Member of the following Committees:
- 2006 Chairs Assembly (Chair)
 Publications (Chair)
 Academic Advisory Committee on English (State)
 International Education
 African Studies
 Foreign Language
 Planning (Chair)
 PAC for English
 PAC for Foreign Languages
 General Education Assessment
 Four search committees, including chair of the search committee for the
 Dean of the College of Education and member of the search committee for the Director
 of the Servant Leadership Program
- 2005 Participated in two early mentoring panels for English Education majors, Jan. and Nov.
- 2004- Member of the following Committees:
- 2005 Publications (Chair)
 International Education
 Academic Advisory Committee on English (State)
 African Studies
 Foreign Language
 Planning (Chair)
 PAC for English
 PAC for Foreign Languages
 General Education Assessment
- 2004 Participated in Banned Books ReadOuts, Sept 28. Read from J.D. Salinger's *Catcher in the Rye*, Simon Schwob Library, Columbus State University.
- 2004 Participated in one early mentoring panel for an English Education major, Sept.
- 2004 Attended BOR State Advisory Committee on English, Fort Valley State University, January 29-30.
- 2004 Participated in three early mentoring panels for English Education majors, Jan.
- 2003- Member of the following Committees:
- 2004 Publications (Chair)
 Grievance
 General Education Assessment
 Comprehensive Program Review
 Academic Advisory Committee on English (State)
 Honors Scholarship
 International Education and Exchange
 International Education and Exchange Scholarship
 Hearing Panel
 Communication Search
 Planning (Dept.)

- 2003 Instructor, Adult Re-Entry Program, reading and writing. Two sessions, January-February, March –April
- 2003 Attended BOR State Advisory Committee on English, Jekyll Island, January 30-31
- 2003 Served on Early Mentoring Committee for English Education Majors.

Patrick Jackson

Department Service

Committee Member, Carson McCullers Conference Committee. (September 15, 2009 - Present).

Committee Chair, Scholarship and Awards Committee. (August 15, 2008 - Present).

University Service

Faculty Advisor, Saber Newspaper. (August 1, 2009 - Present).

Committee Member, Admissions Appeals Committee. (July 15, 2009 - Present).

Professional Service

Reviewer, Journal Article, ANQ. (February 19, 2009 - Present).

Seon Jeon

Service to Community

Taught English as Second Language to Korean immigrants at Rock Presbyterian Church of Columbus (Spring 2005)

Advised English education majors for Early Mentoring Program (Spring 2005- Fall 2006)

Held workshops for CSU Writing Center consultants on how to help ESL writers (2005, 2006, 2007)

Presented at the workshop “Preparing Latino Youth for the Future” at CSU (Spring 2006)

Presented at the World Without Borders Faculty Workshop at CSU’s Center for

International Education (Spring 2008)

Held a workshop on cross-cultural communication for CED (Consolidated Electrical Distributors), Inc. employees working with Kia Motors (Spring 2008)

Major Committees

Held a workshop for Korean teachers at Korean School of Columbus (Spring 2010)

Human Subjects Review Committee (Fall 2009-Spring 2010), Columbus State University

Post-Tenure Review Committee for Colleges of Arts and Sciences (Spring 2010)

Search Committee for Spanish Linguistics Professor-Department of Classical and Modern Languages (Fall 2009-Spring 2010)

International Students Committee Chair-the Center for International Education (Fall 2009-Spring 2010)

Search Committee for Spanish Linguistics Professor- Department of Classical and Modern Languages (Fall 2007-Spring 2008)

Search Committee for Spanish Assistant Professor- Department of Language and Literature, Columbus State University (Fall 2005-Spring 2006)

Representative of Department of Language and Literature for Curriculum Committee, College of Arts and Letters, Columbus State University (Fall 2005- Spring 2006)

Faculty Development Committee, Columbus State University (Fall 2005-Spring 2007)

International Education Committee, Columbus State University (Fall 2004- present)

International Students Committee, Columbus State University (Fall 2004- present)

Study Abroad Committee, Columbus State University (Fall 2005- Spring 2006)

Scholarship Committee- Department of Language and Literature, Columbus State University (2004-2005)

Foreign Language Committee- Department of Language and Literature, Columbus State University (2004-2005)

Technology Committee- Department of Language and Literature, Columbus State University (2004-2005)

Search Committee for Spanish Assistant Professor - Department of Language and Literature, Columbus State University (2004-2005)

Search Committee for French Assistant Professor - Department of Language and Literature, Columbus State University (2004-2005)

Joe McCallus

Community Service

Interviewed for The John Batchelor Radio Show (regarding my recent book) (August 18, 2010).

Spoke at the Youth Leadership Columbus day conference, Muscogee Public Library (February 18, 2010).

Presented lecture and discussion on my book in progress, *Relics of American Empire in the Philippines*, to Dr. Florence Wokoko's Race and Ethnicity class (February 27, 2008).

Presented lecture and discussion on my book in progress, *Relics of American Empire in the Philippines*, for the Simon Schwob Memorial Library's authors series (February 7, 2008).

Presented my research at the Rites of Passage Convocation at Columbus State University (February 21, 2006).

Presented my research and writing for *Gentleman Soldier: John Clifford Brown and the Philippine-American War* to the Georgia Writer's Association prior to a book-signing of *Gentleman Soldier* at Barnes & Noble, Columbus (April 29, 2004).

Committees

English Majors Committee (1995-2002, present)

Publishing Committee (present)

Chair, Search Committee for Journalism position (2008-present)

Chair, Search Committee for Rhetoric, Professional Writing position (2007)

Search Committee for full-time nontenure track writing positions (2007)

Tenure and Promotion Committee (2007)

Development and Improvement Committee (2006-2007)

Post-tenure Review Committee (2002-2004, 2006 chair, 2009)

Editing Committee for SACS Report (2005)

Research Award Committee (2005)

Chair, Pre-Tenure Review Committee for Professor Nick Norwood (2004)

Web Development Committee (appointed representative for Arts and Letters, 2002-2004)

Chair, Search Committee for Writing Specialist position (2004-5)

Chair, Technology Committee (2003-2004, present)

Patrick McHenry

Service to University

Currently serving as Associate Dean of the College of Letters and Sciences (August 2009 – present)

Served as Acting Dean of the College of Arts and Letters (July 2008 – August 2009)

Served as Interim Dean of the College of Arts and Letters (January 2007 – June 2007, September 2007- July 2008)

Served as COAL Assistant Dean (July 2000 - August 2004), Associate Dean (August 2004-January 2007; July 2007 - September 2007).

Served as Interim Chair, Department of Art (May 2004-September 2005)

Edited COAL section of university catalog (annually, Fall 2000-2009, except 2004)

Created and edited Part-Time Faculty Handbook, on-line and in print (2005)

Organized annual trip to Alabama Shakespeare Festival or Shakespeare Tavern, open to students, staff, and faculty of CSU. Attended *Love's Labors Lost* (April 1997), *Measure for Measure* (April 1998), *As You Like It* (April 1999), *Midsummer Night's Dream* (March 2001), *The Tempest* (February 2002), *Julius Caesar* (February 2003), *Two Gentlemen of Verona* (October 2005), *Twelfth Night* (March 2006), *Love's Labors Lost* (March 2007), *Twelfth Night* (January 2008), *Dr. Faustus* (January 2009), *King Lear* (March 2010).

Service to Columbus Community

Serving on Regional Council of the River Valley Regional Commission (formerly the Lower Chattahoochee Regional Development Center), representing post-secondary institutions in the 16 county region (September 2009 – present)

Serving as member of Citizen's Advisory Committee for Columbus/PC Metropolitan Planning Organization (February 2007-present)

Contributed to Film Society of the Columbus Museum

- Served as Board Member (October 1997-December 2006)
- Chaired the Second and Third Chattahoochee Film and Video Competitions (screenings September 2003, October 2004)
- Developed a Foreign and Independent Film Series with Carmike and Film Society (Began January 2001; currently running year around)

Contributed to general environmental and bicycle advocacy

- Serving on Clean Air advisory group for City of Columbus (Fall 2007 - present)
- Served on panel to develop regional bike/ped plan for the Lower Chattahoochee Regional Development Commission (Spring 2004-Spring 2005)
- Served as charter board member of Georgia Bikes!, a statewide bicycle advocacy organization (Fall 2003)
- Maintain blog on bicycling, general transportation, and urban planning issues: bicyclecolumbus.blogspot.com (December 2009-present)

Contributed to Columbus Cycling Club

- Serving on board and chairing committee to gain Bicycle Friendly Community designation for Columbus from the League of American Bicyclists (since 2005)
- Edited *Columbus Cycling Club presents Safe Cycling*, a tri-fold designed to be widely distributed in Columbus (2004)

Delivered various public addresses, including *Bicycle Friendly Community and why the downtown mile of the proposed bike path is a bad idea* (Citizen Advisory Committee of the Metropolitan Planning Organization, November 2007), *Is It Still Shakespeare?* (Shakespeare As You Like It lecture series, Columbus Public Library, March 2007), NSCS Keynote Address (September 2006)

Served on Page One Awards Literature Panel (1997, 2000, 2001, 2002, 2004, 2005, 2006)

Major Committees

University Curriculum Committee (Fall 2003-present, except Fall 2004; Chair elect for 2012)

- UCC Task Force (Fall 2008-Spring 2009)

Core Revision Committee (Fall 2009-present)

Provost Grant Committee (Spring 2010-present)

College of Letters and Sciences Curriculum Committee (Chair, Fall 2009-present)

Academic Standards Committee (2007-2009, and, currently, as needed to represent the COLS)

College of Arts and Letters Curriculum Committee (Member, Fall 1997-Spring 1999; Chair, Fall 2003-present, except Fall 2004)

Graduate Council and Task Force (Fall 2006-Spring 2009)

- Subcommittee chair: Policy and Curriculum

Task Force for Part-Time Faculty Development (Chair, Fall 2005-Spring 2006)

Faculty Senate Part-Time Faculty Use Committee (Chair, Fall 2003-Fall 2005)

Task Force for Core Curriculum Offerings (Fall 2005)

University Strategic Planning Commission (Fall 2004-Fall 2008)

- Subcommittee chair: Evaluation of 2000-05 Strategic Plan

College of Arts and Letters Faculty Development Committee (Chair, Fall 2005-Spring 2006)

College of Arts and Letters Personnel Committee (AY 2003-04, AY 2005-06)

Promotion, Tenure, and Evaluation policy Committee, Language and Literature (Chair, Spring 2003)

Ad hoc facilities committee for Howard Hall (Chair, Spring-Fall 2004)

English Majors Committee, Language and Literature (Chair, 1998-2002; Member 1996-present)

Composition Committee, Language and Literature (August 1998-May 2003)

Pre-Tenure Review Committees for Dr. Efrain Garza (Spring 2002), Prof. Earl Coleman (Spring 2003), Dr. Ann Rosenthal (Spring 2003), Dr. Bradley Palmer (Spring 2004), Dr. Andree Martin (Spring 2004), Dr. Seon Jeon (Spring 2006), Professor Orion Wertz (Spring 2006)

Post-Tenure Review Committee for Dr. Neal McCrillis (Chair, Spring 2006)

English Education Curriculum Committee, ex officio (Fall 2001-May 2003)

Election Committee of the Faculty Senate (Chair, Spring 2003-May 2004)

Executive Committee of the Faculty Senate (September 2001-May 2003)

Graduation and Special Events Committee (September 1996-May 2005)

Publications Committee (ex officio as Saber advisor, August 1997-December 2001, member 2001 - 2005)

Hunter Lecture Series

- James Burke visit committee
- Robert Pinsky visit committee

Hunter Lecture Series, selection committee (September 2001-2006)

Search Committees

- Library Dean Search (starting Fall 2010)
- Creative Writing position; English Department, Professor Aaron Sanders hired (Chair, Fall 2007)
- Director of the Schwob School of Music; Professor Fred Cohen hired (Chair, Fall 2006-Spring 2007)
- Rothschild Chair of the Department of Art; Professor Mara Scrupe hired (Chair, Fall 2004-May 2005; member Fall 2005-Summer 2006)
- Generalist literature position; Language and Literature Department; Professor Steve Levin hired (Spring 2006)
- Medieval literature position; Language and Literature Department; Professor Josh Eyler hired (Fall 2005)
- Art historian position; Professor Scott Brown hired (Spring 2003)

Nancy Moore

Service to Community

Five year volunteer with Harris County Literacy

Past elected Board Member for Harris County School System

Monthly team-volunteer for Hospice

Lay Leader with Waverly Hall United Methodist Church

University Committees

Women's Issues Auxilary, Committee Chair, approximately 40 hours spent for the year, Yes, elected, Pro Bono. We've sponsored a week long seminar on credit called "Fiscal Fitness," a 4 day seminar on women leaders in male dominated occupations, and a one night film and discussion about eating disorders entitled "Dying to be Thin." Each October we have multiple activities involving faculty and students since October is Domestic Abuse Awareness month. Currently, we have joined forces with the AAUW to promote pay equality. (August 2004 – Present)

Graduation Committee, active member. (2006 – Present).

Library Committee, member of Selections sub-committee (2005 -2009).

Faculty Advisor to the student newspaper, THE SABER.(2005 - until Fall, 2009)

Helping prepare for the 2011 Carson McCullers Conference at CSU.

Department Committees

Freshman Assessment Committee, member. (2007)

Best Practices Committee, member (2006-2009)

Scholarship Committee, member. (2008-2009).

Technical/Publications Committee, Attendee, Meeting, approximately 2 hours spent for the year, Yes, appointed, Pro Bono. The above work was completed on February 13. 2009.

Nick Norwood

Conferences--Service

Session Chair, Western and Southwestern Literature, Rocky Mountain Modern Language Association. Albuquerque, NM, 26 October 1996.

Secretary, Western and Southwestern Literature, Rocky Mountain Modern Language Association. Spokane, WA, 21 October 1995.

University Committees

Human Subjects Review Committee (2006-2009)

Publications Review Committee (2006-2008)

Oxford Visiting Student Program Review Committee (2006, 2007, 2008)

Faculty Senate, Columbus State University (2004-2007) (2009-2010)

Faculty Scholarship Award, Columbus State University (2002-2003) (2004-2005) (2008-2009)

Hunter Lecture Committee, Columbus State University (2002-2003)

College Committees

Curriculum Committee (2003-2009)

Promotion and Tenure (Fall 2008) (Spring 2009) (Chair, Summer 2009)

Department Committees

Department Fundraising (2008-present)

Carson McCullers Center Writing Fellow Search Committee (2005-2007, 2009)

English Majors (2002-present), (Chair, 2003-present)

Student Scholarship (2003-2008) (Chair, 2003-2007)

Freshman Composition Assessment (2003-present)

Carson McCullers Center Reading Series (2002-present)

Freshman Composition (2002-2003)

Promotion and Tenure Committee (Fall 2006, Fall 2008)

New Faculty Search Committee—Professional Writing and Rhetoric (2003-2004)

New Faculty Search Committee (Chair)—Americanist (2005-2006)

New Faculty Search Committee—Full-time non-tenure (2006-2007)

New Faculty Search Committee—Creative Writing (2007-2008)

Jim Owen

Department Service

Committee Member, Majors. (August 15, 1995 - August 15, 2010).

Committee Member, English Department Planning Committee. (2007 - 2009).

Committee Member, English Department Creative Writing Search Committee. (2007 - 2008).

Committee Member, English Department Americanist Search Committee. (2006 - 2007).

Committee Member, First-Year Composition Search Committee. (May 15, 2007 - May 22, 2007).

Committee Chair, Department of Language and Literature Personnel Committee. (2006).

Committee Member, English Department Medievalist Search Committee. (2005 - 2006).

College Service

Committee Member, Pre-tenure Review Committee, Becky Becker. (2008).

Committee Member, Pre-tenure Review Committee. (2008).

Committee Member, Post-tenure Review Committee. (March 2007).

Committee Member, COAL Personnel Committee. (2006).

University Service

Committee Chair, Task Force on Mentoring Undergraduate Research. (September 2009 - Present).

Committee Member, Undergraduate Research and Experiential Learning Committee. (September 2009 - Present).

Committee Member, Distance Learning Committee. (August 2008 - Present).

Committee Member, QEP Advisory Committee. (August 2007 - Present).

Committee Chair, QEP Oversight Committee. (August 2007 - Present).

Program Coordinator, The Joy of Teaching Book Study Group. (September 2009 - December 2009).

Committee Member, Associate Provost for Undergraduate Education Search Committee. (November 1, 2009 - November 20, 2009).

Committee Member, Honors Director Search Committee. (September 2009 - October 2009).

Program Coordinator, Our Underperforming Colleges and Universities Book Study Group. (January 2009 - May 2009).

Committee Member, Regents' Test Taskforce. (August 2007 - May 2009).

Committee Chair, QEP Writing Specialist Search Committee. (May 1, 2009 - May 30, 2009).

Committee Chair, Student Evaluation Taskforce. (September 2008 - March 2009).

Program Coordinator, Advice for New Faculty Members Book Study Group. (September 2008 - December 2008).

Committee Member, Freshman Convocation Committee. (August 2006 - August 2008).

Program Coordinator, Declining by Degrees Book Study Group. (January 2008 - May 2008).

Committee Chair, Faculty Activities Committee, 50th Anniversary. (August 2007 - May 2008).

Committee Member, Fiftieth Anniversary Committee. (August 2007 - May 2008).

Book Group Co-Chair, Ken Bain Study Group. (September 2007 - December 2007).

Committee Member, AAUP Shared Governance Committee. (August 2006 - May 2007).

Site Director/Instructor, Center for International Education. (June 2006).

Special Institutional Assignment, Board of Trustees. (June 2005 - June 2006).

Committee Member, QEP Taskforce. (August 2005 - May 2006).

Committee Chair, Faculty Senate. (June 2004 - May 2005).

P-12 Service

Judge for Speeches or Interviews, Academic Decathlon. (1996 - 2009).

Faculty Mentor, Columbus High School Honors Program. (2005 - 2006).

Eliot Rendleman

Campus Service

First-Year Composition Committee

Quality Enhancement Program (QEP) Advisory Committee (ex officio)

SACS QEP Oversight Committee

Undergraduate Research Journal Committee

University Tutorial Services Committee

Writing Assessment, SACS QEP, freshman and sophomore writing

Judge for Student Awards

Community Service

Habitat for Humanity. Annual CSU Day of Service. Russell County, AL. 25 Sept. 2010

Coordinator and Host, A Celebration of the National Day on Writing at Columbus State University, "A Reading of Fiction and a Presentation on Research," by James Iredell and Man Martin, 20 Oct. 2009.

Literacy project of video podcasts for the Muscogee County School District

Noah Roderick

Department Service

Composition Committee, Chair

Program Fees Committee, Chair

Curriculum Committee

Composition Theory Reading Group, Chair

Faculty Publication Archivist

University Service

Quality Enhancement Program Accreditation Advisory Committee

Early Mentoring for Education Majors

The Young Scholars Review Group

Daniel Ross

Campus Service

Co-Director, European Council Study Abroad Program in London, 2006-present.

Chair, International Learning Community Subcommittee, Columbus State University, 2005-present.

Faculty Senate, Columbus State University, 2006-present.

President, CSU Chapter of AAUP, 2005-present.

Chair, College of Arts and Letters Personnel Committee, 2004, 2005.

Advisor, Sigma Tau Delta, Columbus State University, 2002-present.

Public Lectures

"Wordsworth's Influence on Seamus Heaney: Cultural Trauma and the Search for Enabling Light. Durham University, Durham, UK. November 19, 2008.

"Borders, Boundaries, and Checkpoints: Seamus Heaney's Liminal Poetry." Southern Illinois University. Carbondale, IL. February 28, 2004.

"Seamus Heaney's Poetry." Royal Holloway College. London. November 20, 2003.

Aaron Sanders

Host/Founder/Producer, Arden Student Reading Series, 2008-present (now called Carson McCullers Faculty-Student Reading Series).

Faculty Advisor, Sigma Tau Delta.

Reader, *ANQ*.

English Department Strategic Objective Committee, 2009.

Instructor Search Committee, 2009.

Majors Committee, 2008.

Scholarship and Awards Committee, 2008.

Creative Writing Committee, 2008.

Carmen Skaggs

Service to the Community

Taught five week course, "Listening for God: Contemporary Fiction and the Life of Faith," for the Center for Christian Studies, Columbus, Georgia, April 11-May 9, 2010

Taught five week course, "Faith and Fiction: Exploring the Work of C. S. Lewis," for Center for Christian Studies, Columbus, Georgia, January 11-February 8, 2009

Taught two week course, "Reconciling Doubt and Reaffirming Faith: A Walk with C. S. Lewis through the Shadows of Grief," for First Baptist Church, Columbus, Georgia, January 25 and February 1, 2009

Facilitated the Lavinia Barron Book Club's discussion of C. S. Lewis's *The Problem of Pain* and *A Grief Observed*, Newnan, Georgia, September 9, 2009

Panelist for University of Georgia's English Graduate Organization's Panel on the Academic Job Market, Athens, Georgia, September 9, 2009

Board Member, Mercer University College of Liberal Arts Alumni Board, Macon, Georgia, August 2008-current

Service to Columbus State University

College of Arts and Letters Awards Committee, Fall 2008-Spring 2009

English Major Committee, Fall 2007-Current

Intro to Literary Studies: Critical Approaches sub-committee, Spring 2008

American Realism and Naturalism course proposal, Fall 2008

First-Year Composition Committee, Fall 2007-Spring 2008

Grading Rubric sub-committee, Fall 2007

2007 FYC Pedagogy Development Seminar Facilitator: "Teaching Students to Identify Major Editing Errors"

Scholarship Committee, Fall 2007-Spring 2009

Early Mentoring Panel for English Education Majors, Fall 2007, Spring 2010

Academic Technology Utilization Committee, Fall 2009-Spring 2010

Twentieth-century Transatlantic Search Committee, Spring 2008

Writing Center Director Search Committee, Spring 2009

Carson McCullers Conference Planning Committee, Fall 2009-current

Advisor, Columbus State University Chapter of National Society of Collegiate Scholars, 2008-current

Crystal Woods

Major Committees

Comprehensive Program Review Committee (Fall 2010)

Distance Learning Committee (Fall 2008- Spring 2009): Met with others from CSU to set standards for the creation of/evaluation of online classes. I am first-level Six Sigma certified.

First-year Composition Hiring Committee (Fall 2008): We hired Scott Wilkerson and Jon Lewis as full-time temporary instructors for Spring 09.

Technology Committee (Fall 2007-Spring 2009): This committee, chaired by Joe McCallus, explores possibilities and realities of technology as it affects and impacts our department. *Renamed Technology and Public Relations Committee in Fall 2008.*

First-Year Composition Committee Rubric Sub-Committee (Fall 2007-present): In Fall 2007 a few of us from FYC began discussing what a departmental rubric might look like, moved toward a “departmental ethos.”

Search Committee (Fall 2007): Chaired by Joe McCallus, this committee was seeking to fill the journalism position, but the position was converted to a non-tenure track position after the search failed.

Generalist Search Committee (Spring 2006): Hired Stephen Levin.

Best Practices Committee (2003-2006): Served on a committee seeking to promote sound teaching practices in the department. We worked on Mission statements, common syllabi, and recommendations for best teaching practices for English 1101 in 2005. Planning Committee (2003-2005)

Freshman Assessment Committee (2005-2006): I am currently chairing this committee. Its purpose is to give me assistance and feedback as I complete the plagiarism quiz. We met once in the fall to view the plagiarism quiz prototype and have done other business over e-mail.

Writing Center Advisory Committee (Spring 2006-present): I serve in an advisory capacity when Writing Center director asks for input. I am the chair of this committee this year, 2010-2011.

First-Year Composition Committee (Fall 2006-present): Chaired by Noah Roderick, this committee examines issues dealing with freshman learning, from textbooks, to assessment, to instruction.

English Education Panel Review (Spring 2006-present): I participate in 2-3 panels a year. I review students’ work and help prepare them for life in the classroom.

Technology Committee (2003-2004): Served as chair. Tech committee co-sponsored two WebCT demonstrations during Spring Semester 2004 and met to discuss matters relating to technology and multimedia that impact our department.

Scholarship Committee (2003-2004): This committee decided how to allocate the available scholarship money to students in the department. We also established clearer guidelines for the scholarships we offer.

Grants Committee (2002-2003): Served on a committee that sought funding for departmental projects and events.

Linguistics Search Committee (2002-2003): Served on a committee that sought to attract, evaluate, interview, and ultimately hire a candidate to teach Linguistics classes at CSU. We were successful in hiring a candidate.

Freshman English Committee (2002-2003): Served on a committee that addressed the needs and issues relating to teaching freshman composition.

Community

Judge, Poetry Competition, Chattahoochee Valley Writer's Conference (2008-present). Judged both the youth (2008, 2009) and adult competitions (2010).

Other

Plagiarism Quiz Program Coordinator (Fall 2006-present): In 2006 I built a plagiarism education tutorial in WebCT Vista for our faculty to use as a supplement to their existing instruction. Students score 100% on three quizzes that test knowledge learned in the tutorial. This score satisfies the Information Literacy requirement for graduation. As coordinator, I make sure faculty can log on to CougarView, locate the tutorial in the repository, see scores, and troubleshoot problems in CougarView (ex: reset passwords). I also work with the Testing Center to remediate transfer students who cannot pass the Testing Center version of the plagiarism test.

Arden Faculty Co-Sponsor (2002-present): Along with Dr. Sanders—and Dr. Nick Norwood before him, I advise the staff of the *Arden*. Attended staff meetings and provided guidance and encouragement.

QEP / CLAQWA Scorer (Fall 2006-present): I have been consistently participating in grading sessions since the inception of the QEP.

Turnitin.com Campus Administrator (Fall 2004-present): In this campus-level position I contact faculty to offer training, instruct faculty in how to use the site, trouble shoot problems related to the site, and make a recommendation to the administration each spring as to whether we should renew the service.

Appendix IV: Writing Center Report 2009-2010

Usage, Satisfaction Results, and Comparison of Grades and GPAs

Introduction

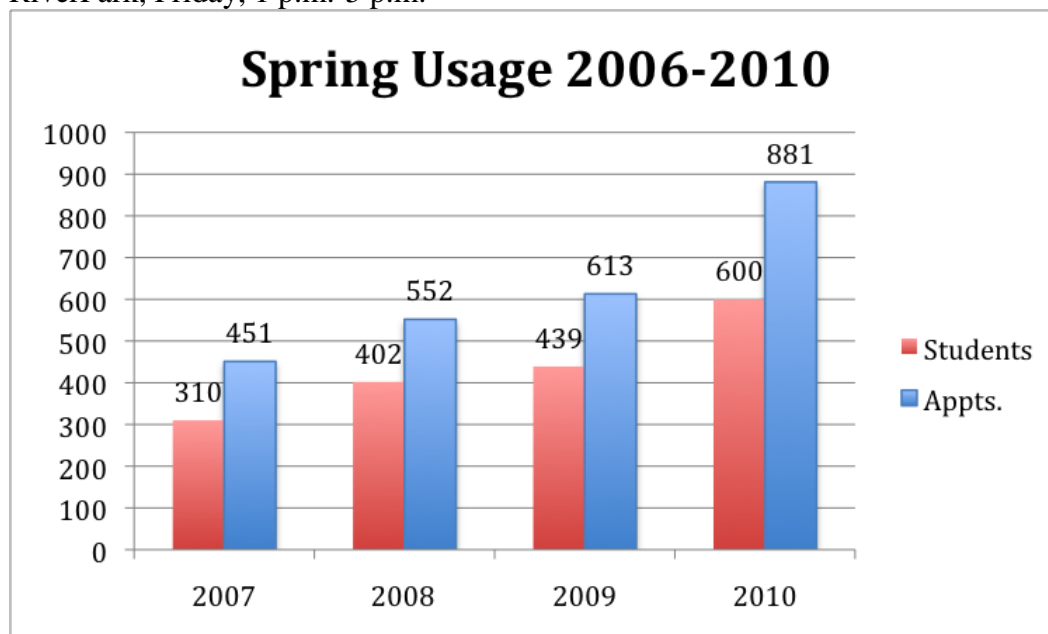
The Writing Center's (WC) primary mission is to help students succeed at writing in their core English courses and courses across the curriculum.

Formally trained peer consultants contribute to this mission by providing free assistance to writers of all levels, abilities, and disciplines. The consultants strive to empower student writers by helping them understand assignments; generate ideas; compose focused and organized final drafts; document sources to avoid plagiarism; and edit for usage and punctuation errors.

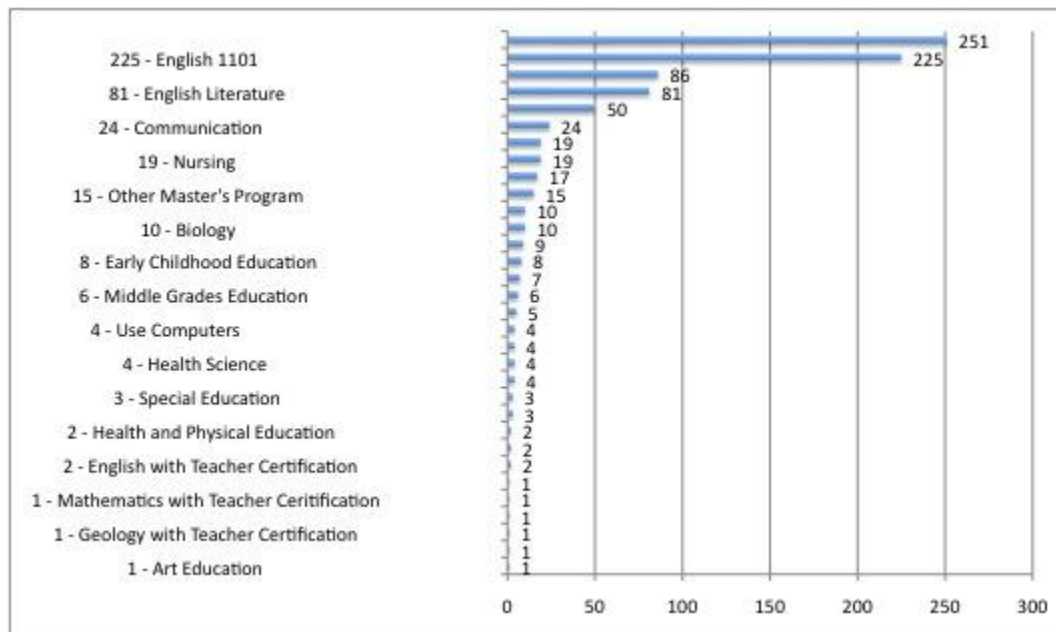
This report presents data that suggest the WC is meeting its primary mission of helping students succeed at writing. Specifically, the report presents usage data that shows increased student demand of WC services. The report presents student satisfaction responses to the consulting the WC tutors perform. And finally, the report presents a comparison of ENGL 1102 average course grades of those students who used the WC consulting service with those who did not; and it presents a comparison of average GPA of those students who used the WC consulting service with those who did not. This method of triangulation is common in the field of writing center theory and practice to assess writing center effectiveness.

Usage

The following chart presents the number of individual students who sought writing consultation (in red) and the number of overall appointments (in blue) for each spring semester since 2006. The dramatic increase during spring 2010 is due to an increase in the WC days and hours of operation and an additional consultant stationed at the RiverPark campus. The previous days and hours of operation were Monday-Thursday, 10 a.m.-6 p.m., and Friday 10 a.m.-2 p.m. The new hours are Monday-Thursday, 9 a.m.-6 p.m.; Friday, 9 a.m.-4 p.m.; Saturday 10 a.m.-1 p.m.; and RiverPark, Friday, 1 p.m.-5 p.m.

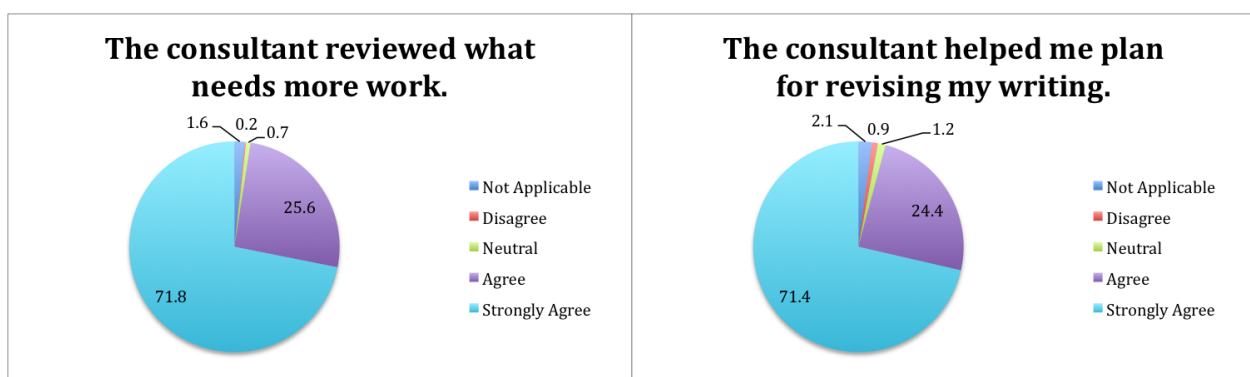


The following chart presents the courses for which students sought help on their writing and shows the number of appointments per course. The data shows that the WC is striving to meet the second part of its primary mission, that is, “to help students succeed at writing in [...] courses across the curriculum.”

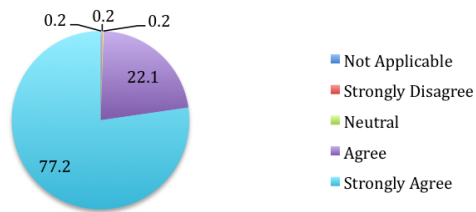


Student Satisfaction

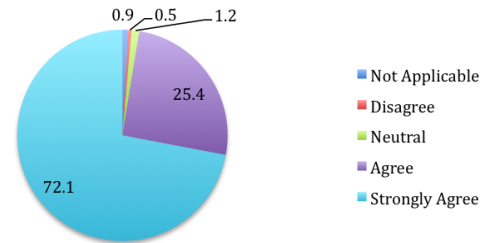
The following seven charts present various aspects of student satisfaction. The majority of students feel they are working with respectful consultants, consultants who empower students through question asking, consultants who meet students’ expectations for the help they should receive, consultants who prepare students to work independently, and consultants who help at the local level of a single assignment and at the global level of the writing process. The last chart shows that the majority of students would recommend the WC services to other students, traditionally thought of as one of the best forms of advertisement.



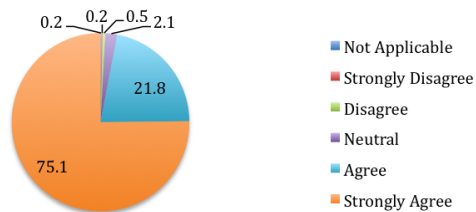
The consultant was courteous, attentive, and treated me with respect.



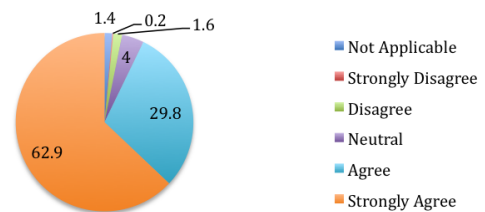
The consultant asked questions to help me work through my writing.



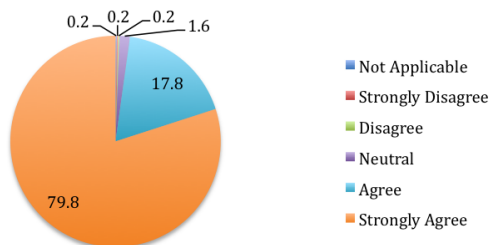
This visit was helpful in improving my CURRENT WRITING ASSIGNMENT.



This visit was helpful in improving my GENERAL WRITING ABILITY.



I would recommend the Writing Center to others.



Comparison of Spring Semester English 1102 Grades and Overall GPAs

The following three tables list for each spring semester since 2008 the average course grade for English 1102 of students who did and did not visit the WC. The tables also list the average GPA of students who did and did not visit the WC since 2008. The third column on each table presents the statistical significance of the difference in average ENGL 1102 grades and average GPAs for students who did and did not visit the center.

The raw data suggest a positive effect on the ENGL 1102 course grade and GPA for students who visit the WC compared with students who do not visit the WC. A test of statistical significance partly supports this from spring 2008 data and spring 2010 data.

Students who visited the WC in spring 2008 had a significantly higher overall GPA as of spring 2010 than students who did not visit the WC in spring 2008.

Students who visited the WC in spring 2010 had a significantly higher ENGL 1102 course grade and overall GPA than students who did not visit the WC in spring 2008.

There is no significant difference in ENGL 1102 course grades of students who visited the WC in spring 2008 and 2009. There is no significant difference in the overall spring 2010 GPAs of students who visited the WC in spring 2009 and students who did not visit in 2009.

Dr. Sitharaman suggests that we can conclude the following:

- 1) Visiting the WC in spring of 2010 helped students get a better grade in ENGL 1102. (There is no control for instructor effects.)
- 2) Students who visit the WC have a higher overall GPA. (There was no control for any student pre-characteristics. It is possible that brighter students are using the WC to their advantage.)

Table 1: Spring 2008

	Visited the WC	No WC Visits	Significance
ENGL 1102 Ave. Course Grade	2.64	2.52	0.467
GPA Average	2.88	2.62	0.006

Table 2: Spring 2009

	Visited the WC	No WC Visits	Significance
ENGL 1102 Ave. Course Grade	2.68	2.45	0.061
GPA Average	2.71	2.57	0.065

Table 3: Spring 2010

	Visited the WC	No WC Visits	Significance
ENGL 1102 Ave. Course Grade	2.95	2.59	.001
GPA Average	2.85	2.62	.001

The triangulated assessment suggests that the WC is accomplishing its mission of effectively helping students with their writing in core and non-core classes.

Acknowledgments

I would like to thank Kelly Koch, the administrative assistant of the Writing Center, for collecting the course grade and GPA data. I would also like to thank Dr. Sridhar Sitharaman for performing the statistical calculations.

Appendix V: Alumni Survey (Summary)

*Please help us assess and improve our program. We are conducting a survey of all CSU English alumni as part of a department self-study. We would appreciate your assistance. Please take a few minutes to respond to the following questions and return the survey in the enclosed stamped, pre-addressed envelope by **July 17, 2010**. Thank you!*

1. Did you graduate from CSU with a bachelor's degree in English? 48 Yes 7 No

2. If yes, what year did you graduate? 13 before 2000; 35 since 2000 _____

3. What was the salary range of your first full-time job following graduation? (Check one)

19 Less than \$20,000 6 \$40,000 to \$70,000 0 over \$100,000
28 \$20,000 to \$40,000 0 \$70,00 to \$100,000

4. What is the salary range of your current job? (Check one)

12 Less than \$20,000 28 \$40,000 to \$70,000 0 over \$100,000
12 \$20,000 to \$40,000 1 \$70,000 to \$100,000

5. What degrees or credentials have you earned? (Check all that apply)

53 Bachelor's
18 Certification
7 Professional Licensure
22 Master's
0 Doctorate
8 Other _____ Specialist _____

6. If you continue formal education, what degree or other credentials do you plan to attain? (Check all that apply)

2 Bachelor's
9 Certification
4 Professional Licensure
28 Master's
17 Doctorate
6 Other _____ Specialist _____

7. What is the nature of the field in which you are currently employed? (Check one)

<u>30</u> education	<u>1</u> medicine
<u>5</u> journalism/writing/PR/advertising	<u>2</u> manufacturing business
<u>1</u> government (city, state, federal, including military)	<u>4</u> service business
<u>0</u> law	_____ other _____ plumbing wholesale, info. tech., clerical, corporate training, insurance, hospitality, art, accounting assistant, homemaker, unemployed
<u>4</u> retail business	

8. My undergraduate study of English has proved useful to my career because it provided me with the skills to succeed in graduate or professional school. (Check one)

22 Strongly agree
18 Agree
2 Neutral
0 Disagree
0 Strongly Disagree
13 Question is not applicable

9. My undergraduate study of English has proved useful to my career because it provided me with the skills to become a secondary teacher. (Check one)

19 Strongly agree
7 Agree
2 Neutral
0 Disagree
0 Strongly Disagree
27 Question is not applicable to my career

10. Please assess each of the following statements about your undergraduate studies in English at CSU.

a. It provided me with an understanding of American literature, culture and history. (Check one)

☐_26__Strongly agree
☐_21__Agree
☐_1__Neutral
☐_1__Disagree
☐_0__Strongly Disagree 6 left blank

b. It provided me with an understanding of British literature, culture and history. (Check one)

☐_28__Strongly agree
☐_18__Agree
☐_3__Neutral
☐_1__Disagree
☐_0__Strongly disagree 5 left blank

c. It provided me with a basic understanding of linguistics (history of the English language, grammar, etc.). (Check one)

☐_23__Strongly agree
☐_13__Agree
☐_10__Neutral
☐_3__Disagree
☐_0__Strongly Disagree 6 left blank

d. It helped me develop the ability to produce independently conceived and completed projects. (Check one)

☐_31__Strongly agree
☐_17__Agree
☐_2__Neutral
☐_0__Disagree
☐_0__Strongly Disagree 5 left blank

e. It helped me develop the ability to write clearly and persuasively.(Check one)

☐_33__Strongly agree
☐_16__Agree
☐_1__Neutral
☐_0__Disagree
☐_0__Strongly Disagree 5 left blank

f. It helped me develop my critical thinking skills. (Check one)

☐_34__Strongly agree
☐_15__Agree
☐_1__Neutral
☐_0__Disagree
☐_0__Strongly Disagree 5 left blank

g. It helped me develop my ability to read and understand difficult material. (Check one)

☐_36__Strongly agree
☐_13__Agree
☐_1__Neutral
☐_0__Disagree
☐_0__Strongly Disagree 5 left blank

h. It helped me develop my ability to use a variety of applications on the computer. (Check one)

- ☐14__Strongly agree
☐13__Agree
☐17__Neutral
☐4__Disagree
☐0__Strongly Disagree 6 left blank

11. My undergraduate study of English has enriched my life beyond my career by:

a. Enhancing my understanding of the people, places, and cultures I have visited or plan to visit on business or for pleasure. (Check one)

- ☐20__Strongly agree
☐23__Agree
☐6__Neutral
☐1__Disagree
☐0__Strongly Disagree
☐3__Question is not applicable to my personal life 2 left blank

b. Providing me with the tools to read, view, or experience books, productions, and sites more satisfactorily. (Check one)

- ☐32__Strongly agree
☐18__Agree
☐3__Neutral
☐0__Disagree
☐0__Strongly Disagree
☐0__Question is not applicable to my personal life 2 left blank

c. Helping me develop my aesthetic appreciation of literature, film, and the arts in general. (Check one)

- ☐35__Strongly agree
☐18__Agree
☐1__Neutral
☐0__Disagree
☐0__Strongly Disagree
☐0__Question is not applicable to my personal life 1 left blank

12. Please rate your response to this statement: "I am glad I majored in English at CSU." (Check one)

- ☐32__Strongly agree
☐15__Agree
☐3__Neutral
☐1__Disagree
☐0__Strongly disagree 4 left blank

13. Why did you become an English major? (Check all that apply)

- ☐8__Liked my 1101/1102 teacher and that teacher encouraged me
☐46__Always liked literature/writing/English
☐28__Felt English was what I was best at
☐4__Felt it was a good preparation for law/graduate school
☐16__Felt it would provide a solid background for most anything in life
☐3__Just wanted to—no particular reason
____Other ____wanted to teach (2); Drs. Hunt and Carr; Dr. Hunt; English majors have skills of reasoning beyond other students; liked 1st prof and she made me realize my own love of lit (Lape); best content area to teach; loved my 1st intro to lit course with Prof. Francavilla; didn't like teachers from 1st major choice (art); become a writer.

14. What is the most valuable aspect of having been an English major?

Content knowledge I received which enables me to help my students.

Learning to communicate effectively through writing

The ability to communicate clearly

The relationships I developed with my classmates and professors are among the most important in my life. In high school, I resisted the idea of attending CSU, but I think it's the best decision I could have possibly made.

Being an English major exposed me to different types of literature and cultures. It earned me the respect of being an exceptional communicator.

Self-esteem

Led me to a teaching career that I have enjoyed for 24 years

I feel that my degree has helped my communication skills orally. I sell art and so I feel confident to speak about it and have the background to read, comprehend, and apply a script for explanation.

I can do anything with it! My job tasks come in "Plumber Speak". I decipher it, analyze it, and then make it happen. I read & write all day and thanks to my English Major background I can talk & write in a language anyone would understand. I can tailor any writing.

Ability to spend the majority of my coursework in a topic/area that I enjoyed.

Same as all programs--the opposite sex!

As an English major, I felt consistently enlightened and encouraged to think critically, which has truly shaped my current approach to my life, my career, and beyond!

History and literature are so closely linked that an English major has a better foundation of what the world is all about.

Having majored in English, I have a deep understanding of the content area that I teach in high school. I am well prepared thanks to Drs. Hunt, Owen, Ross, McHenry

My ability to take complex material from authors and revise it into layman's terms for my audience

Since I think in English, the better I am in English the better I am at thinking.

Getting a job in the education field.

It has given me the ability to read & write material very thoroughly

Excellent literacy

My studies as an English major gave me a solid foundation in communications and writing, which are valuable in any career or aspect of life.

The most valuable aspect of having been an English major is that I can delve inside a book of poetry and understand the outside as well as the inside and come out of it a new person.

Helped open the door to my writing career.

Helped to complement my other degrees in Business & Reading & History. I also work with students at high risk to graduate.

my, undergraduate studies will greatly benefit me when I decide to pursue higher education in the area of English or curriculum.

Learning how to analyze. This has benefited every aspect of my life especially my job as a Financial Analyst. Thanks to my degree, I have learned to read in between the lines & in my case, the numbers. A finance degree doesn't teach that.

In finding a better understanding of literature, one can better understand many things in other facets of culture.

I am sincerely glad that I had the opportunity to learn to appreciate literature from a critical perspective and open my eyes further to cultural studies. Professionally, the writing & critical thinking skills I developed have been invaluable.

The ability to understand and enjoy literature.

The skills acquired in the English program are essential to doing the best work in any field for work and any situation in life. By studying literature you learn about all areas of life

The appreciation of works from different areas and bias.

Being able to study a variety of genres.

Developing practical rhetorical knowledge along with fostering individual creativity and collaborative learning through emphasizing literature among the disciplines. Fantastic initial thinking!

Most valuable was the development of my critical thinking skills & my ability to analyze texts & other media on a level most don't.

I learned to appreciate many different genres I now know are essential to teach and embrace to our youth.

It has helped me to become a better writer as well as a critical thinker.

It allowed me to study a broad range of literature and it prepared me in my Master's program in literature.

My analytical skills were greatly enhanced by my degree; also my life has been greatly enriched by my experiences getting my degree.

Having had the opportunity to learn about what I love, and, in turn, developing that love into a career.

Personally, as a homeschooling mom, it gives me and my student (son) an advantage-the ability to do the best research for whatever we are studying and the ability to organize and gain the most out of our research.

It exposed me to the different types of writing styles. For example, technical writing, advertising writing, etc. It showed there were other options besides teaching.

My studies helped me to think critically and independently. They've taught me to think outside the box and creatively solve problems.

The wealth of knowledge in literature that I was afforded has enhanced my understanding and enabled me to be a better teacher, even though my original plan was not to teach but to write.

The writing and communication skills I gained while majoring in English have prepared me to perform well in a variety of environments, including corporate and academic environments.

I have always enjoyed reading, and the classes I took enhanced my reading experience. Also, I am now able to articulate myself better.

The ability to read and write critically.

Learned a wide variety of writing.

Critical thinking, writing, and communications skills



15. The Department of English has discussed adding a master's degree in English. (Currently, CSU offers an M. Ed. in Secondary English Language Arts Education.) Would you be interested in enrolling in a master's degree program in English? (Check one)

☐ 20__ Extremely Interested

☐ 13__ Interested

☐ 22__ Not Interested 1 left blank

16. If the Department added a master's degree in English, which emphasis area would interest you the most? (Check one)

☐ 24__ Literature

☐ 15__ Creative Writing

☐ 13__ Professional Writing

☐ 5__ Applied Linguistics

☐ Other _____ TESOL, news and pop culture writing, older languages _____

17. If you would like to receive an e-newsletter (with alumni news) about the English Department, please provide your email address. (Please print neatly.)

☐ 32 provided email addresses. _____

18. Is there anything (or any person) in particular that you would like to learn about in the e-newsletter?

Dr. Hunt--written in before I saw this [survey] was from you. Your biggest fan, Jane McCamy.

All of our previous instructors! Drs. Hunt, McHenry, Ross, Owen

Any opportunity being offered outside of full scale program enrollment. I can't always invest the time needed to be a student, but I appreciate opportunities to interact w/ needed to be a student, but I appreciate literature in any form (e.g. auditing of courses, personal development, etc).

Please give us a background on the English Dept. professors. They are the best and many students would benefit from knowing more about them professionally, academically & personally

Status of master's program, achievements and publications of faculty and alumni, writing conferences in the area (i.e. Chattahoochee Valley Writers'), Arden-about the publication

The professional writing program, faculty bios/projects and new faculty introductions, profiles of exceptional English majors, study abroad experiences of students/faculty, profiles of successful alumni

The professional writing program, faculty bios/projects and new faculty introductions, profiles of exceptional English majors, study abroad experiences of students/faculty, profiles of successful alumni

Guest speakers, updates on progress toward masters degree

Future of the department, new faculty members, outstanding students.

Study abroad experiences.

Ratio of FT to PT/adjunct faculty, role of FYC in department, Dept. kudos (publications, tenure & promotion), "Where are they now? (Where are we (English dept.) now?" spots

Possible statistics on the success of the graduates as far as what they are doing as a career and how their degree is put to use.

I'd be most interested in hearing updates with all the faculty, especially their recent scholarship and literary/teaching contributions.

Not that I can think of at the moment.

Additional information about any developments with CSU's master's degree in English

CSU should have a dept. to help their grads to obtain work after graduation. I have been given no such help & I therefore do not have a job.

We've just started work on an English Department Facebook page! Check us out on Facebook under Columbus State University Department of English.
--

Thank you for responding to this survey and for returning it by July 17, 2010, in the stamped, pre-addressed envelope.

Sincerely,

Dr. Barbara Hunt, Chair
Department of English
hunt_barbara@colstate.edu
706-565-4056

Appendix VI: Faculty Publications Since 2003

Josh Eyler

Book

Disability in the Middle Ages: Reconsiderations and Reverberations (Ashgate, 2010).

Peer-Reviewed Essays in Academic Journals

“The Athletes of Christ: Spiritual Athleticism in Medieval Christian Thought.”
Forthcoming in *The International Journal of Religion and Sport* (2010). 34-page ms.

“Cain’s *marke*: N-Town’s *Noah* and the Lamech Interlude Reconsidered.”
Neophilologus 94.2 (2010): 353-62.

“The Miller’s Tale, ll. 3466-99: Narrative Inconsistency and the First Fragment of *The Canterbury Tales*.” *ANQ: American Notes and Queries* 21 (2008): 2-6. (with John P. Sexton).

“Once More to the Grove: A Note on Symbolic Space in the *Knight’s Tale*.” *The Chaucer Review* 40 (2006): 433-39. (with John P. Sexton).

“The Manuscripts of *Piers Plowman*.” *Literature Compass* 2 (2005): ME 132, 1-11.
(with C. David Benson) [Peer-reviewed essay for Blackwell Publishing at:
<<http://www.literature-compass.com>>.]

“Reassessing the Wrestling in *Beowulf*.” *English Language Notes* 41.3 (2004): 1-11.

Encyclopedia Entries

“Aldhelm.” In *Companion to Pre-1600 British Poetry*. Ed. Michelle M. Sauer. New York: Facts on File, 2008.

“*Piers Plowman*, Passūs XIX and XX.” In *Companion to Pre-1600 British Poetry*. Ed. Michelle M. Sauer. New York: Facts on File, 2008.

Book Reviews

Bernard of Clairvaux, *On Baptism and the Office of Bishops*, trans. Pauline Matarasso with introductions by Martha G. Newman and Emero Stiegman (Kalamazoo, MI: Cistercian Publications, 2004). *Mystics Quarterly* 31 (2005): 131-34.

Joseph Francavilla

Encyclopedia Articles

"Citizen Kane" (encyclopedia article), *The Forties in America*, Salem Press, forthcoming.

"City Lights" and "Bringing Up Baby" (encyclopedia articles), *The Thirties in America*, Salem Press, forthcoming.

"Blade Runner" and "This is Spinal Tap," (encyclopedia articles), *The Eighties in America*, Salem Press, 2008.

"The Narrative of Arthur Gordon Pym," *Literary Encyclopedia of Places*, Salem Press, 2003.

"William Carlos Williams' 'The Widow's Lament in Springtime,'" *Literary Encyclopedia of Places*, Salem Press, 2003.

Creative Writing

"All That Jazz Blues" (poem), *Arden 12* (Spring 2010), Ed. Molly Mitchell.

"When You're Slowly Dying," (poem), *Arden 11* (Spring 2009), Ed. Rosanne Tempesta.

"In Mad Ludwig's Castle," *Arden 9* (Spring 2007), Ed. Melanie Greenwood.

"Inside Limits" and "The Dwarf Stallsweeper" (poems), *Arden 8* (Spring 2006), Eds. Kathy Honea and Jake Patrick.

"there are no poets anymore" and "Four Haiku" (poems), *Arden 7* (Spring 2005), Ed. Kathy Honea and Jake Patrick

"Knights of Old: In Mad Ludwig's Castle," (poem), *Arden 6* (Spring 2004), Ed. Jennifer Roach.

Reviews

"Blade Runner: The Final Cut" (media review), *SFRA Review: A Publication of the Science Fiction Research Association* 283 (Winter 2008):18-19.

Review of *Harlan Ellison: The Edge of Forever* by Gary K. Wolfe and Ellen Weil, Ohio State UP, *Journal of the Fantastic in the Arts* 14.4 (Winter 2004).

Article

"Dorothy Parker," *Magill Survey of American Literature, Revised Edition*, Salem Press, Ed. Steven G. Kellman, 2006, 2021-26.

Courtney George

“‘Every Man Has the Right to Contribute a Verse’: Representin’ Black Masculinity and the South in Three Popular Hip Hop Films” in the collection *Beyond the Plantation: Southern Identities in Contemporary Film*, ed. Andrew Leiter. McFarland Press. Forthcoming in 2011.

“‘It Wasn’t God Who Made Honky Tonk Angels’: Musical Salvation in Dorothy Allison’s *Bastard Out of Carolina*.” *Southern Literary Journal* 41.2 Spring 2009: 126-147.

“‘The Blues Have Made a Slave of Me’: The Triumph of Womanist Blues over Blues Violence in Alice Walker’s *The Color Purple*” in *Alice Walker’s The Color Purple (Dialogue 5)*. Ed. Khevin La Grone. Amsterdam and New York: Rodopi Press, 2009. 119-147.

“Ellen Douglas Sings the Blues for Cultural Appropriation in *Can’t Quit You, Baby*.” *Studies in American Culture* 30.2 Fall 2007: 64-80.

“The Woman’s Note: Reclaiming African American Musical History and Community in Ntozake Shange’s *Sassafras, Cypress, and Indigo*.” *Interdisciplinary Humanities* 23.2 Special Issue on Blues and Jazz, Fall 2006: 27-38.

“The Miseducation of Urban Youth: Hip-Hop and Literacy.” Used as a model in *Introduction to Writing at LSU*. Chapter 6. New York: McGraw-Hill: 2005.
<<http://www.mhhe.com/socscience/english/lsu/ch06.htm>>.

Angela Green

“The Politics of Literacy: Countering the Rhetoric of Accountability in the Spellings Commission and Beyond.” *College Composition and Communication* 61:1 (September 2009).

“A Culture Founded on Sharp Practices’: Postwar Violence in Roberts’s “Record at Oak Hill” *Elizabeth Madox Roberts: Essays of Reassessment & Reclamation*. Ed. H.R. Stoneback and Steven Florczyk. Nicholasville, KY: Wind Publications, 2008. 230-6.

“Richard Aldington and *The Dial*: A (Contemporary) Roman Letter.” *Locations and Dislocations*. Les Saintes Maries-de-la-Mer, France: Gregau Press and The International Richard Aldington Society, 2008. 131-8.

"A Stitch in Time: Fabric and Fabrication in *The Time of Man*." *Elizabeth Madox Roberts: Essays of Discovery and Rediscovery*. Ed. H.R. Stoneback, Nicole Camastra, and Steven Florczyk. New York: Quincy & Harrod Press & The Elizabeth Madox Roberts Society, 2008. 103-7.

"Simms and the Knickerbocker Writers." *The Simms Review*, Vol. XII, No. 2, Winter 2004.

Susan Hrach

Book Chapters

"Heare counsell and receiue instruction": situating the mother's legacy in manuscript. In Michael S. Denbo (Ed.), *New Ways of Looking at Old Texts IV* (1st ed., vol. New Ways of Looking at Old Texts IV, pp. 207-15). Tempe, AZ: Renaissance English Text Society/Arizona Center for Medieval and Renaissance Studies, 2008.

"I've got no strings on me": avoiding marionette theater with peer tutors in the writing classroom. In Candace Spiegelman and Laurie Grobman (Ed.), *On Location: Theory and Practice in Classroom-Based Writing Tutoring*. Utah State University Press, 2005.

In Helen Ostovich and Elizabeth Sauer (Ed.), *Ephelia, Frontispiece from Female Poems on several Occasions* (vol. Reading Early Women: Texts and Manuscripts in Print, 1500-1700). Routledge, 2003.

Refereed Journal Articles

Maternal Admonition as Devotional Practice: Letters of Mary Fane, Countess of Westmorland. *To appear in ANQ: A Quarterly Journal of Short Articles, Notes, and Reviews*, Winter 2011.

Periodicals

Chapter Spotlight: Alpha Kappa Epsilon. In John Pennington (Ed.), *Sigma Tau Delta Newsletter* (ed., pp. 3). Northern Illinois University, DeKalb, IL: Sigma Tau Delta International Honor Society, 2006.
english.org/sigmatd/pdf/publications/newsletter06_spring.pdf

Other

Review, *Writing Peasants: Studies on Peasant Literacy in Early Modern Europe* (2nd ed., vol. 35). Sixteenth Century Journal.

Review, *Dramatic Difference: gender, class and genre in the early modern closet drama* (3rd ed., vol. 34). Sixteenth Century Journal.

Barbara Hunt

Articles

Co-author with Dan Ross. "Internationalizing English Courses and the English Major." Forthcoming in *Proceedings of the 2010 Conference of Phi Beta Delta*.

Publication of abstract of "A Dilemma: Balancing Administrative Duties and Scholarship" in the proceedings of the Academic Chairpersons Conference, Feb. 6-8, 2009.

Co-author (with Alice Pate and Terry Irvin). "Chairs Assembly: Why Your Campus Needs One." *The Department Chair* 18.1 (Summer 2007): 17-18.

Textbook

Author and editor, Reading and Writing sections of the Adult Re-Entry Program textbook used in CSUS 1105 (Learning to Learn: Adult Re-Entry, 2006; revised 2008; revised 2009. Text is used every semester.

Book Review

Book review of *Language Awareness*, 9th edition, by Paul Escholz, Alfred Rosa, and Virginia Clark. Bedford/St. Martin's Press, 2006.

Editor

Editor, *History of St. Luke Methodist Church* (working title) by Billy Winn (forthcoming 2010).

Editor, *History of Green Island Hills* (working title) by Richard Hyatt. Columbus: Communicore, 2010. (forthcoming)

Editor of *Sowega*, by Frank Martin. Bloomington: Authorhouse, 2008. 383 pages.

Editor, *Reflections on a Legacy: A History of the Country Club of Columbus* by Richard Hyatt. Columbus: Communicorp, 2007. 220 pages.

Kyong Seon Jeon

Review

Book Review of *Frontiers of Korean Language Acquisition*. *Korean Linguistics* (2008).

Articles in Refereed Journals

"Teaching for Cultural Understanding." *Perspectives in Learning. A Journal of the College of Education*, 8, Columbus State University. 2007.

Co-authored with Kim, H-Y. (2007). "Noun Phrase Accessibility Hierarchy in head-internal and head-external relativization in L2 Korean." *Studies in Second Language Acquisition*, 29(2), 2007.

"Interaction-driven L2 learning: Characterizing linguistic development." In A. Mackey (ed.) *Conversational Interaction in Second Language Acquisition: A series of empirical studies*. Oxford University Press, 2007.

Carpenter, H., **Jeon, K. S.**, MacGregor, D., & Mackey, A. (2006). "Recasts and repetitions: Learners' interpretations of native speaker responses." *Studies in Second Language Acquisition*, 28 (2), 2006.

Joseph McCallus

Books

The MacArthur Highway and Other Relics of American Empire in the Philippines.
Dulles, VA: Potomac Books, 2010.

Gentleman Soldier: John Clifford Brown and the Philippine-American War. College Station, TX: Texas A&M University Press, 2003.

James "Pat" McHenry

Encyclopedia Articles

"Richard Hakluyt," "John Maplet." Entries in *The Literary Encyclopedia* (available: <http://www.literaryencyclopedia.com>).

"Richard Hakluyt," "Samuel Purchas," and "Sir Walter Raleigh." Entries in the *Continuum Encyclopedia of British Literature*. New York: Continuum Press, 2003.

Reviews

Review of Peter C. Mancall, *Hakluyt's Promise: An Elizabethan's Obsession for an English America* (Yale UP, 2007) in *The New England Quarterly* 82.2 (2009): 366-68.

Review of David Riggs, *The World of Christopher Marlowe* (Owl Books of Henry Holt and Co., 2004) in *The Sixteenth Century Journal* 39.2 (2008): 555-56.

Review of *The New Cambridge Shakespeare All's Well that Ends Well*, updated edition (Cambridge UP, 2004) in *The Sixteenth Century Journal* 36.4 (2005): 1141-42.

Review of *William West, Theatres and Encyclopedias in Early Modern Europe* (Cambridge UP, 2002) in *The Sixteenth Century Journal* 35.3 (2004): 865-66.

Nick Norwood

Books of Poetry--Commercial Press

A Palace for the Heart: Laments for Ludwig II. Mellen Poetry Press. Lewiston, NY. October 2004. Second Place, 2002 Mellen Press Poetry Contest. Foreword by Richard Howard.

The Soft Blare. River City Publishing. Montgomery, Alabama. November 2003. Selected by Andrew Hudgins for publisher's poetry series. Foreword by Richard Howard.

Books of Poetry--Fine Press

Wrestle. Poems by Nick Norwood, Images by Erika Adams. Eating Dog Press. Jamaica Plain, MA. October 2007. Fine Press book in limited edition of 50 signed/numbered copies.

Magazine/ Book Chapter/ Anthology Publications--Poetry

"Main Street, from the Water Tower." *Red River Review* (forthcoming).

"Diving Below the Dam." *Red River Review* (forthcoming).

"Catfish Joint on the Red." *Red River Review* (August 2010).

"Moving House." *Red River Review* (August 2010).

"Ms. Page." *Borderlands: Texas Poetry Review* 34 (Spring/Summer 2010).

"Clutch." *Concho River Review* 24.1 (Spring 2010).

"Second Person Singular." *Copper Nickel* (forthcoming).

"Reading Nabokov." *Science Meets Poetry* (publication of the Euroscience Open Forum, Turin, 2010) (forthcoming).

"Moonwalk." *Science Meets Poetry* (publication of the Euroscience Open Forum, Turin, 2010) (forthcoming).

“At Sea.” *New Ohio Review* (forthcoming Fall 2010).

“Illustration from an Early Reader.” *New Ohio Review* (forthcoming Fall 2010).

“My Grandparents’ Victrola.” *32 Poems* 7.2 (Fall/Winter 2009).

“Underpass.” *The Country Dog Review* (Fall 2009).

“Houseboat at the Bottom of a Cove.” *The Country Dog Review* (Fall 2009).

“Incinerator.” *Waccamaw* (Spring/Summer 2009).

“Tongue and Groove.” *New Mind* (forthcoming).

“Coyote.” *New Mind* (forthcoming).

“After Seeing *Capote*, I Have a Dream about My Grandparents.” *New Mind* (forthcoming).

“Jarring Honey.” *Science Meets Poetry* (publication of the Euroscience Open Forum, Barcelona, 2008).

“Stem.” *Science Meets Poetry* (publication of the Euroscience Open Forum, Barcelona, 2008).

“My First Hunting Trip.” *Kennesaw Review* (forthcoming).

“Nostalgia.” *Western Humanities Review* 62.1 (Winter 2008).

“Afoot in the Fields.” *Western Humanities Review* 62.1 (Winter 2008).

“Storm Cellar.” *Western Humanities Review* 62.1 (Winter 2008).

“Church of Christ.” *Western Humanities Review* 62.1 (Winter 2008).

“A.M.” *Southwestern American Literature* 32.2 (Spring 2007).

“Dead Cow.” *storySouth* (spring/summer 2007).

“Haying.” *storySouth* spring/summer 2007.

“Field Shed.” *storySouth* spring/summer 2007.

“Invective Against Swan Songs.” *Ludwig II: The Visionary King of Bavaria* (publication of the Euroscience Open Forum, Deutsches Museum, Munich, 2006).

“The New World.” *Ludwig II: The Visionary King of Bavaria* (publication of the Euroscience Open Forum, Deutsches Museum, Munich, 2006).

“Fellatio: An Ode.” *Western Humanities Review* 59.2 (Fall 2005).

“Tuesday Weld.” *Western Humanities Review* 59.2 (Fall 2005).

“Frost in the Desert.” *Rivertown Poets and Storytellers: An Anthology of Poems and Stories*.

“Cooper Creek.” *Rivertown Poets and Storytellers: An Anthology of Poems and Stories*.

“Halloween.” *Rivertown Poets and Storytellers: An Anthology of Poems and Stories*.

“Poolside, Late Afternoon.” *32 Poems* 2.2 (Fall 2004).

“Lucky Strikes.” *Poetry Daily* 5 March 2004.

“Outing.” *Center* 2 (2003).

“Stevens in a Swarm of Gnats.” *The Paris Review* 164 (Winter 2002-2003).

“Song.” *The Paris Review* 164 (Winter 2002-2003).

“Postcoital.” *The Paris Review* 164 (Winter 2002-2003).

Magazine/ Book Chapter/ Anthology Publications--Fiction

“Angling for Dolores.” *Arden*: 8 (2006).

“The Only Thing in the World.” *Arden* 7 (2005).

Magazine/ Book Chapter/ Anthology Publications--Criticism

“Literature and Lepidoptera: The Twin Passions of Vladimir Nabokov.” *Science Meets Poetry* (publication of the Euroscience Open Forum, Turin, 2010) (forthcoming).

“The Plain Style in Southern Poetry.” *The Southern Literary Journal* (forthcoming).

Magazine/ Book Chapter/ Anthology Publications--Interviews

“An Interview with Nick Norwood.” (As Interviewee.) *Country Dog Review* (Winter 2010).

“On Language and Poetry: An Interview with Andrew Hudgins.” (As Interviewer.) *Hayden's*.

Magazine/ Book Chapter/ Anthology Publications--Reviews

“Last Looks, Last Books: *Stevens, Plath, Lowell, Bishop, Merrill* by Helen Vendler.”
ANQ: A Quarterly Journal of Short Articles, Notes, and Reviews (forthcoming).

“*Border Cantos* by Chuck Etheridge.” *Concho River Review*: 21.1 (Spring 2007).

“*Either/Ur* by Shawn Sturgeon.” *Pleiades*: 24.1 (2004).

Miscellaneous Essays, Articles, and Commentaries

“Finding Your Material.” *Georgia Poetry Society Newsletter* 31.2 (July 2009).

Jim Owen

John Home (2005). *The Literary Encyclopedia*. www.litencyc.com

Henry MacKenzie (2004). *The Literary Encyclopedia*. www.litencyc.com

Eliot Rendleman

Academic Publication

Annotations of studies on textbooks for writing instruction (published; CompPile.org)

Reviews

Rev. of *Computers and Writing: The Cyborg Era*, by James Inman. *Composition Studies*. 34.1 (2006): 132-6.

Rev. of *Critical Literacy in a Digital Era: Technology, Rhetoric, and the Public Interest*, by Barbara Warnick. *Computers and Composition*. 21.2 (2004): 255-60.

Rev. of *Natural Discourse: Toward Ecocomposition*, by Sidney L. Dobrin and Christian R. Weisser. *ISLE: Interdisciplinary Studies in Literature and Environment*. 11.1 (2004): 273-74.

Daniel Ross

Articles in Refereed Journals

Co-Authored with Barbara Hunt. "Internationalizing English Courses and the English Major." Forthcoming in *Proceedings of the 2010 Conference of Phi Beta Delta*.

"An Uncanny Home: Deirdre Madden's *One by One in the Darkness* and the 1994 Ceasefire." Forthcoming in a collection from Sunderland University Press.

"Building a House of His Own: Yeats, Domesticity, and 'Meditations in Time of Civil War.'" *ANQ*, 22 Winter, 2009: (35-42).

"The Parabolic Structure of William Trevor's *The Story of Gault*." *Modern Irish Literature*. Ed. Alison O'Malley-Younger and John Strachan. Sunderland: Sunderland Univ. Press, 2007). 39-48.

"'The Upward Waft': The Influence of Frost and Eliot on Heaney's Later Phase." *Seamus Heaney: Poet, Critic, Translator*." Ed. Ashby Bland Crowder and Jason David Hall. Houndsmill: Palgrave/Macmillan, 2007. 92-102.

"Oedipus in Derry: Seamus Deane's *Reading in the Dark*." *New Hibernia Review*, 11 (2007): 25-41.

"Wordsworth, Heaney, and the Poetry of Trauma: In Search of Enabling Light." *Nordic Irish Studies*, 5 (2006): 109-21.

Encyclopedia Articles

"William Styron's *The Confessions of Nat Turner*." *Student's Encyclopedia of American Literary Characters*, ed. Matthew J. Bruccoli and Judith S. Baughman. New York: Facts on File, 2008.

"William Styron's *The Long March*." *Student's Encyclopedia of American Literary Characters*, ed. Matthew J. Bruccoli and Judith S. Baughman. New York: Facts on File, 2008.

"Patrick Kavanagh." *The Continuum Encyclopedia of British Literature*. Eds. Steven Sarafin and Valerie Grosvenor Myer. New York: Continuum, 2003. 543-44.

"Tom Paulin." *The Continuum Encyclopedia of British Literature*. Eds. Steven Sarafin and Valerie Grosvenor Myer. New York: Continuum, 2003. 749-50.

Aaron Sanders

Book Chapter

“Avenging Angels: The Nephi Archetype and Blood Atonement in Neil Labute, Brian Evenson, and Levi Peterson and the Making of the Mormon-American Writer.” *Peculiar Portrayals*. Eds. Mark T. Decker and Michael Austin. Utah State University Press, 2010.

Fiction

“A Stalker’s Utterance: My Scrapbook of John Turturro.” *Oddfellow Magazine* 3 (2006), 40-48.

“The Novel That Will Make Me Famous.” *Oddfellow Magazine* 2 (2006), 17-21.

“Unwanted Body Hair.” *Oddfellow Magazine* 1 (2005), 34-37.

“Waterfall Blinking.” *Quarterly West* 56 (2003), 69.

“My Neighbor, the Stripper.” *Beloit Fiction Journal* 16 (2003) 68-75.

“War Stories.” *Jabberwock Review* 24:1 (2003), 82-90.

“Suburban Mystery Play.” *Aura Literary Arts Review* 29:1 (2003), 25-30.

Creative Nonfiction

“Portrait of the Artist as a Bad Mormon.” *Gulf Coast* 19:1, (2007) 70-78.

“Sex With Mother: Mormon Style.” *Karamu*, (2006), 6-10.

“This Never Happened.” *Epiphany*, Fall 2004.

Radio

“Marriage Advice.” The Roundtable, WAMC (Northeast Public Radio). February 2005.

“Be a Man.” The Roundtable, WAMC (Northeast Public Radio). March 2004.

“Flying With Kids.” The Roundtable, WAMC (Northeast Public Radio). July 2003.

Carmen Skaggs

Book

Overtones of Opera in American Literature from Whitman to Wharton, Louisiana State University Press, January 2010.

Peer-reviewed Journal Articles

“Beyond Modernity: *My Ántonia* and the Quest for Wholeness,” forthcoming in *Teaching Cather* (August 2010).

“Looking through the Opera Glasses: Performance and Artifice in The Age of Innocence” published in *Mosaic: A Journal for the Interdisciplinary Study of Literature* 37.1 (March 2004).

Scott Wilkerson

Poems

Polylogue, e-chapbook in Eratio Editions, Eratio 13 (online) 2010.

Threading Stone, a book of Poems New Plains Press, 2009.

“Late View of a Mill Ruin,” reprinted, *The ArtsPneumonia*, 2008 (online/in print).

“Late View of a Mill Ruin,” in *Zafusy*, 2008.

“Telemetry Chain,” in *Eratio* 9 (online), 2007.

“A Grammafossil Folio,” featured writer, in *Eratio* 7(online), 2006.

“Research and Development,” poetry, in *Eratio* 7(online), 2006.

“Ariel’s Petition to Prospero,” poetry, in *Eratio* 7(online), 2006.

“Sum Knot,” poetry, in *Xstream* 29 (online/in print), 2005.

“The Plagiarist’s Lament,” poetry/theory, in *Xstream* 28 (online/in print), 2005.

“Modal Triptych,” poetry, in *XStream* 24 (online/in print), 2004.

Radical Similitude, theory/essay, in *Word/For Word* 9, 2006.

“Sycorax Apologia,” poetry *Amaryllis*, 2001.

The Witching Power: Magic, Gender and Textuality in Euripedes Collections, Department of Literature and Philosophy, AUM, 2000.

Reviews

Last 4 Things, by Kate Greenstreet forthcoming in Word for/Word 16, 2010.

Case Sensitive, by Kate Greenstreet in Word for/Word 11, 2008.

Hotel California, by Barry Hoskins, Culture Notes, in Creative Loafing, Charlotte, NC, 2006.

Logoclasody, by Gregory Vincent St. Thomasino in Word for/Word 9, 2006.

Robert Lowell's Collected Poems, ed. Frank Bidart, Vol. 32 No. 16, 2003.

Absolute Trust in the Goodness of the Earth, by Alice Walker Vol. 32 No. 7, 2003.

Baudolino, by Umberto Eco Vol. 30 No. 36, 2003.

Crystal Woods

Two poems published in CSU's *Arden* (2009): "Estate Sale" and "Poems in Outline."

Three poems published in the CSU's *Arden* (2008): "Outmaneuvered," "Pinsky Speaks to a Southern Girl" and "Last Night I Went to Dinner."

One poem published in the CSU's *Arden* (2006): "The Ictus Women."

Two poems published in the CSU's *Arden* (2004): "Iris" and "First Language."

Poetry published nine consecutive years in the West Georgia College *Edectic*. (A list of titles with each publication year is available upon request.)

Appendix VII: Exit Survey Quantitative Data

The Exit Survey is 128 pages and encompasses information from 2003-2010. Upon request, we will provide the full text, most of which are comments. Below are the results of questions with quantitative data.

1. How well did the department meet your needs as an English major?

a) very well	67 respondents	53%
b) well	46 respondents	37%
c) satisfactory	12 respondents	10%
d) not well	1 respondents	1%
e) not at all	0 respondents	0%

Total 126 respondents 101%

3. How would you rate the department's faculty?

a) superb	72 respondents	53%
b) above average	52 respondents	39%
c) average	9 respondent	7%
d) below average	0 respondents	0%
e) terrible	0 respondents	0%

Did not respond 1 respondent 1%

Total 134 respondents 101%

5. How would you rate the advising you received from the department?

a) superb	29 respondents	22%
b) very helpful	57 respondents	43%
c) satisfactory	38 respondents	29%
d) not helpful	9 respondents	7%
e) debilitating	1 respondents	1%

Total 134 respondents 102%*

*due to rounding

7. How would you rate the access you were allowed to library materials (e.g., books, journals, films) and technology needed to support your program?
- | | | |
|-----------------|------------------------|-------------|
| a) superb | 38 respondents | 28% |
| b) good | 64 respondents | 47% |
| c) satisfactory | 27 respondents | 20% |
| d) poor | 5 respondents | 4% |
| e) terrible | 1 respondents | 1% |
| Total | 135 respondents | 100% |
9. How would you rate the classrooms and labs as learning environments?
- | | | |
|-----------------|------------------------|-------------|
| a) superb | 16 respondents | 12% |
| b) good | 57 respondents | 43% |
| c) satisfactory | 43 respondents | 32% |
| d) poor | 16 respondents | 12% |
| e) terrible | 1 respondents | 1% |
| Total | 133 respondents | 100% |
11. [For those who have worked as Peer Consultants in the Writing Center]:
How would you rate the effect your work at the Writing Center has had on your academic experience at CSU?
- | | | |
|----------------------------------|------------------------|--------------|
| a) very positive | 48 respondents | 39% |
| b) positive | 4 respondents | 3% |
| c) neither positive nor negative | 3 respondent | 2% |
| d) very negative | 9 respondents* | 7% |
| e) did not work in the WC | 68 respondents | 55% |
| Total | 132 respondents | 106%* |
- *The responses to question #12 by 8 of these 9 respondents indicate that they misread the question and should have chosen "e did not work in the WC"
13. How would you rate the quality of the courses you took within the department?
- | | | |
|-----------------|------------------------|-------------|
| a) superb | 38 respondents | 28% |
| b) very good | 82 respondents | 61% |
| c) satisfactory | 14 respondent | 10% |
| d) not good | 0 respondents | 0% |
| e) terrible | 0 respondents | 0% |
| Total | 134 respondents | 99%* |
- *due to rounding