



English Program Review 2022-23

Closing MOU

Date: September 13, 2023

Overview

Degree/Certificate Programs Reviewed: Bachelor of Arts in English
Master of Fine Arts in English
Master of Arts in English
Doctor of Philosophy in English

Department Chair & Dean: Dr. Lynda Olman Department Chair & Dr. Casilde Isabelli

External Reviewers & Affiliation: Dr. Donna Potts, Professor & Chair, Washington State University-Pullman
Dr. Krista Ratcliffe, Foundation Professor & Chair of English, Arizona State University

Date of External Visit: April 3-4

Review Process Summary

The English program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2022 for English programs. These respective reports were provided to the reviewers before they conducted a visit on April 3-4, 2023. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 28th, 2023. This document represents the final MOU of recommendations and findings from the review.

Signatures

Executive Vice President &
Provost:

Jeffrey S. Thompson

Date: _____

Vice Provost, Undergraduate
Education:

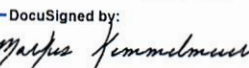


David Shintani

Date: _____

9/18/23

Vice Provost, Graduate Education
& Dean, Graduate School

DocuSigned by:


471BABFE1308480 Marcus Kimmelmeier

Date: _____

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Dean, College of Liberal Arts:

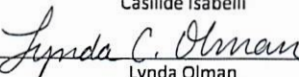


Casilide Isabelli

Date: _____

09/15/23

Chair, English Department



Lynda Olman

Date: _____

09/14/23

Major Findings and Conclusions

The mission of the Department of English shall be to promote the ability to read, write, and think critically. The Department achieves this goal through instruction, scholarship, and creative activity. In all areas of our curriculum—literary and film studies, rhetoric and writing studies, creative writing, linguistics, and the digital humanities—we help our students cultivate their capacities for critical thinking and imaginative reasoning. Our faculty devote equal priority to teaching and scholarship, and secondary priority to service, engagement, and entrepreneurial activity, and related professional enterprises.

The reviewers stated they enjoyed their visit and came away with a very positive impression of the UNR English Department. They felt that leadership changes within the department are positive and appear to be inspiring confidence for their vision and administrative abilities. They were also impressed with the care they took to create their self-study. The reviewers felt the strengths of the department include, students greatly respect and appreciate all the mentoring and attention they are given. Faculty are dedicated to students and departmental programs. Staff seem committed to the unit and its members and the department administration as well as upper administration want to see the English Department evolve and succeed.

The areas that the reviewers thought should be addressed are as follows:

- Students are meeting their degree requirements, in part due to waivers instead of the courses that students would prefer to take.
- Faculty are exhausted and seem focused on how to return to pre-pandemic norms.
- Staff assistance is in short supply, which contributes, in part, to faculty exhaustion.
- Communications between the department and upper administration should attempt to reach a shared understanding of issues and data, an understanding that provides common ground for moving forward and that reflects their already-existing shared desire for the English Department to succeed in its endeavors.
- Rebuilding and diversifying undergraduate and graduate enrollments to Pre-pandemic levels.
- Need to build Undergraduate Online Courses/Programs.

- Rebuild faculty to pre-Pandemic levels while increasing its diversity.
- Retool graduate programs (and retain graduate faculty) toward Applied Humanities and Alternative -Academic career tracks.
- Improving commensurability between faculty compensation and workload.
- Build ties to the community, creating relationships with key community partners.

Next Steps for this Program/Department (topics will vary)

In three years, the English department will have

- Pending internal seed-funding to support writing team, applied for external funding to help re-tool PhD programs to prepare graduates for a wider range of career opportunities outside the academy.
- Instituted new annual evaluation procedures to help faculty focus teaching and service role percentages on priorities set in the program review process: namely, relieving faculty exhaustion; curricular streamlining; and, graduate recruitment.
- Submitted open-rank TT hiring requests to the Dean in the areas of Computational Linguistics and Cinema and Media Studies, both identified as productive growth and recruitment areas in the program review process.
- Streamlined the Literature undergraduate and graduate curriculum to shorten time to degree for students and equalize instructional/advising burden for Literature faculty while continuing to serve stakeholders such as PackTeach.
- Identified at least one English degree program (minor, major, or graduate) that can be moved to low-residency or entirely online and secured support for course development.

In seven years, the English department will have

- Pending external funding, re-tooled PhD programs to prepare graduates for a wider range of career opportunities
- Pending external funding, marketed re-tooled PhD programs through paid social-media ad placements and other venues deemed effective by MarComm
- Launched low-residency/online degree program identified in midterm evaluation above.
- Streamlined Rhetoric & Writing studies undergraduate and graduate curriculum to shorten time to degree for students and equalize instructional/advising burden for RWS faculty while continuing to serve stakeholders such as PackTeach.

Vital Statistics on NSHE Reports

Number of students with declared major in the program area:

2022-2023	BA English -	268
	MA English -	8
	MFA English -	23
	PhD English -	23

Number of graduates from the program for the following years:

2020-2021	BA English -	61
	MA English -	6
	MFA English -	6
	PhD English -	2
2021-2022	BA English -	77
	MA English -	3
	MFA English -	6
	PhD English -	2
2022-2023	BA English -	46
	MA English -	4
	MFA English -	8
	PhD English -	2

Program-level graduation rate using first-time, full-time, degree-seeking cohort at 150 percent completion time:

2020-2021	BA English -	34% n = 35
	MA English -	100% n = 5
	MFA English -	75% n = 8
	PhD English -	43% n = 7
2021-2022	BA English -	56% n = 32
	MA English -	100% n = 7
	MFA English -	71% n = 7
	PhD English -	80% n = 5
2022-2023	BA English -	39% n = 36
	MA English -	100% n = 1
	MFA English -	89% n = 9
	PhD English -	33% n = 6

Headcount of students enrolled in any course related to the program (duplicated):

2022-2023	BA English -	7,792
	MA English -	371
	MFA English -	371
	PhD English -	371