

2022 Annual Review

Introduction

Department Name: English

College Name: College of Humanities and Social Sciences

Department Chair: Mike Peterson

Department Mission Statement (required for NWCCU). Please use the version developed after receiving suggestions in last year's debriefing meeting.

The English Department at Utah Tech University strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Department Vision Statement regarding how your department will be distinctive in uniqueness and quality by 2025 (as requested by the Provost). Please use the version developed after receiving suggestions in last year's debriefing meeting and should include evidence of becoming more open, inclusive, and polytechnic.

Over the next five years, the English department will become a key player in the university's efforts of integrating STEM and humanities by collaborating with other departments to create and offer courses, programs, and transformative experiences that will help students of all disciplines prepare for the realities and demands of a tech-driven and humanities-centered workforce.

Department or Unit Goals and Accomplishments

1. Report progress on goals identified in last year's report.

Goal 1: Increase recruitment efforts in the English department

- Was this goal accomplished?
 - No. In fact, our efforts declined. We established the English Recruitment Taskforce in AY22, which was then converted to a standing English Recruitment Committee in AY23. But that didn't happen until the end of the spring semester.

- One positive thing we did for recruitment came from Steve Armstrong who worked with a student intern to create posters and flyers for the creative-writing program that can be distributed at recruitment events.
- If no, is this goal still feasible? Explain why and any progress made.
 - Yes. We are revamping our standing department committees for AY24, and recruitment will get a lot of attention.

Goal 2: Lay the groundwork for a university-wide Writing Across the Curriculum program

- Was this goal accomplished?
 - Yes and no. We had many meetings and discussions with the department, the High Impact Practice Council, Rob Gray from Learning Services, and the heads of other departments to discuss Writing Intensive courses, Writing Across the Curriculum, and Writing in the Disciplines. We have concluded that right now is not the time to pursue a comprehensive WAC or WID program at Utah Tech. We are, however, still finding ways of championing Writing Intensive courses as part of the High Impact Practice efforts and as part of the Utah Tech Transformative Experience Proposal.
- If no, is this goal still feasible? Explain why and any progress made.
 - This won't be an overt goal of the English department in AY24, but we will continue working with HIPs and Learning Services to identify WI courses outside of the English department and provide support for those instructors.

Add additional goals (if any) identified in last year's report.

2. Summarize department highlights. *(Provide a brief account of this year's significant happenings and department accomplishments. Include recognitions, honors, publications, presentations, etc.)*

Department as a whole:

- Lisa Bickmore, Utah's Poet Laureate, gave a workshop and poetry reading, book signing, and Q&A. Sponsored by the UT English department. September 29, 2022.
- Rod Miller, cowboy poet and novelist, visited Utah Tech to conduct a workshop with students and provide a reading and Q&A session with the community. Sponsored by the UT English department and UT Humanities Center. April 6, 2023.
- Michael Lavers, award-winning poet and BYU English professor, visited Utah Tech to conduct a workshop with students and provide a public reading and Q&A of his new book, *The Inextinguishable*. Sponsored by the UT English department and UT Humanities Center. April 4, 2023.
- Theda Wrede, Ph.D. and Cheri Crenshaw, Ph.D. created the new Environmental Humanities Minor. The first course, EHUM 1010, will be offered Fall 2023 (taught by Professor Wrede).

- The English department hired several part-time instructors from across the state to teach 10 composition courses for incarcerated youth in partnership with Nate Caplin and Utah Tech's Higher Education Incarcerated Youth Program.

Faculty:

- AmiJo Comeford, Ph.D., received the Distinguished Service Award. Mar 2023.
- Jennifer Gibb won the Inclusive Learning Community Award from the CTL. April 2023.
- Florence Bacabac, Ph.D., received the Most Inspiring Mentor Award from the College of Humanities and Social Sciences. Mar 2023
- Lacy Hope, Ph.D., was nominated for the trailblazer rising-star teacher of the year award. Spring 2023.
- Cindy King, Ph.D., received the Presidential Award for Community Engagement - Community Engaged Scholar. April 2023.
- Cheri Crenshaw, Ph.D., served as the editor-in-chief for the 2022 Utah Tech Academic Report.
- Susan Ertel served as Report Coordinator for the NCAA Self-Study Assessment (200+ pages) for the Athletic Department. May 2023.
- Chalice Randazzo, Ph.D. "Encouraging Student Advocacy in Social Justice Classrooms." In *Reflections: A Journal of Community Engaged Rhetoric*. August 2022.
- Chalice Randazzo, Ph.D., was elected Secretary of the Executive Committee of the Council for Programs in Technical and Scientific Communication (CPTSC).
- Steve Armstrong, Ph.D., *I Want You Around: The Ramones and the Making of Rock 'n' Roll High School*. Backbeat Books. Accepted for publication (expected Sept. 2023).
- Steve Armstrong, Ph.D., was featured in a French TV program, *Invitation au Voyage*, in the episode, "Les Rocheuses grandioses de Jeremiah Johnson." Feb. 28, 2023.
- Steve Armstrong, Ph.D. "Back to Rock 'n' Roll High School with the Ramones." Punk Scholars Network annual conference in Chicago (DePaul University). August 2023.
- Steve Armstrong, Ph.D., led a talk on storytelling technique for the Heritage Writers Guild Winter Conference. Feb. 04, 2023.
- Cindy King, Ph.D., gave public readings of her poetry at the Pop Culture Association/American Culture Association South Conference in New Orleans (Oct 2022), St. George Book Bungalow (May 2023), UT Research Symposium (April 2023), Utah Poetry Festival (April 2023), Geraldine R. Dodge Poetry Festival in Newark (Oct 2022), and Sugar House Review/Utah Humanities in Cedar City (Oct 2022).
- Cindy King, Ph.D., published poetry in *Cincinnati Review*, *Denver Quarterly*, *Poet Lore*, *TriQuarterly*, *Dialogist*, *Bayou Magazine*, *Copper Nickel*, *The Threepenny Review*, *COLA Review*, *North American Review*, *The Minnesota Review*, *New American Writing*, and *Redivider*.
- Cindy King, Ph.D., received a \$1500 Artist Career Advancement Grant from the Utah Division of Arts & Museums (Nov 2022) and a \$450 Page-Turners Club Grant from Utah Humanities. (Mar 2023).

- Cindy King, Ph.D., secured ongoing funding for *The Southern Quill* to offer the Dean's Prize for Visual Art beginning 2023
- Cindy King, Ph.D., received a scholarship for the Tin House Summer Workshop in Portland, OR (July 2023) and a scholarship for the Vermont College of Fine Arts Post-Graduate Writing Workshop (Aug 2023).
- Cindy King, Ph.D., developed a new creative writing study-abroad course, *Myths & Monsters: A Writer's Odyssey in Greece*, and traveled with students to Greece on a 14-day trip in May 2023.
- Lacy Hope, Ph.D., was interviewed in *The Big Rhetorical Podcast* hosted by Charles Wood (Episode 110).
- Lacy Hope, Ph.D., served as an invited panelist for the round table "Intersections of Digital Humanities and English Studies," organized by the English Graduate Organization at Washington State University. Mar 2023.
- Amanda Scott, Ph.D. "Lessons in Allyship from Transgender Coming-of-age Novels." UT CHASS Brown Bag Seminar. Apr 2023.
- Joy McMurrin, Ph.D., was awarded tenure and promoted to Associate Professor.
- Joy McMurrin, Ph.D. "The Power of Place: A Rhetorical Argument for Supporting Farmers Markets" UT CHASS Brown Bag Seminar. Mar 2023.
- Kyle Killebrew, Ph.D. "Envisioning Justice, Modeling Kinship: Revisiting Elle-Máijá Tailfeathers' *A Red Girl's Reasoning* in a Post NI-MMIWG Canada," accepted for publication in *Studies in American Literature*.
- Kyle Killebrew, Ph.D. "Native Knowledge, Relearning Research: Indigenous Methodologies in the Composition Classroom," *Curiosity*. 2023.
- Theda Wrede, Ph.D. "The Thirdspace of the Borderlands in Luis Alberto Urrea's *The House of Broken Angels: A Geocritical Reading*." *MELUS*. Published by Oxford University Press (Spring 2023): 1-25.
- Theda Wrede, Ph.D. "The Stories Told about Southern Utah: Using Digital Humanities Tools to Research the Region," DHU 7: Digital Humanities Utah Conference, SUU, Cedar City, Feb 2023.
- Theda Wrede, Ph.D. "GIS Mapping and English: Interdisciplinary Research Projects in the Humanities," Teaching and Learning Conference, Utah Tech University, St. George, Utah, March 2023.
- Theda Wrede, Ph.D., was awarded a mini grant for "Internationalizing the Curriculum" of the Environmental Humanities minor. Global Education Committee.
- Theda Wrede, Ph.D., led a study-abroad trip to Juan Mata Ortiz, Chihuahua, Mexico, in December 2022.
- Brooke Hotez, Ph.D. "Realities and Rhetorical Uses of Antisemitism." Panel Presentation at the Conference on College Composition and Communication. Chicago, IL. Feb 2023.
- Brooke Hotez, Ph.D., received funding to build and offer a special-topics literature course, "World Conflict and Human Rights in the Graphic Novel" (ENGL 3210) as part of Global Education Committee's "Internationalizing the Curriculum" initiative.

- Brooke Hotez, Ph.D., cofacilitated an 8-week non-credit program for students, "The Awakened Awareness," with Liz Fassel. Sponsored by English and CHASS. Fall 2022 and Spring 2023.
- Brooke Hotez, Ph.D., edited volume three of *Curiosity*.
- Jim Haendiges, Ph.D., and Randy Jasmine, Ph.D., created 6 *Being Human* podcasts: 6/29 Biff Williams; 10/6 Adam Dorr; 11/16 AI with Curtis Larsen; 2/1 Canvas (with student guests); 3/1 DHU7 Conference; 3/22 ChatGPT with Julie McCown; and 4/21 Self-publishing with Jim Haendiges
- Florence Bacabac, Ph.D. "On Digital Forums and Community Support During COVID: A Reflective Account." *The Journal of Multimodal Rhetorics*, vol. 6, no. 2, 2022.
- Florence Bacabac, Ph.D. "Advancing Global Englishes through Digital Media in Professional Writing," 2023 Global Polytechnic Summit, Utah Tech University, St. George, UT, 5 June 2023.
- Florence Bacabac, Ph.D., reviewed several journal manuscripts for *Computers and Composition: An International Journal* (Aug. 2022), *Business and Professional Communication Quarterly* (Oct. 2022), *Journal for Business and Technical Communication* (Nov. 2022), and *Business and Professional Communication Quarterly* (May 2023)
- Kathy Rose, Ph.D. "Dual Enrollment Composition: Building Our Story." Workshop facilitator at the College Composition and Communication in Chicago. Feb 2023.

Students:

- Briley Wyckoff (lit studies) was chosen to be Valedictorian for spring commencement.
- 9 English majors and 2 English MA students wrote articles for and helped edit the 2022 Utah Tech Academic Report: Emma Walker (MA), Ciera Cheyenne Anderson (Senior), Charlotte Beal (Sophomore), Claire Bernay (Senior), Rebekah Caldwell (Senior), Lexie Dalton (Senior), Alejandra Elizabeth Henriquez Roncal (Senior), Cammie Johnson (Senior), Malynda Madsen (Senior), Autumn Nuzman (MA), Myra Ward (Senior).
- Sigma Tau Delta (English Honor Society) won first place for outstanding chapter display at the national convention in Denver. April 2023. Attended by Meleah Ridd, Briley Wyckoff, Shayne Nielson, Elsie Wilkens, Charlotte Beale, Claire Bernay, Caitlin Johnson, Hailee Jacobson, Ale Henriquez Roncal, Autumn Nuzman, Samantha Holland, and Molly Morby.
- Jackson Keller won the first-place Naythan M. Bell Award for fiction (*Southern Quill*) for his story, "When Your Mind Isn't Yours."
- Phallon Wallace won the second-place Naythan M. Bell Award for fiction (*Southern Quill*) for her story, "Adrift."
- Spencer Lester won the third-place Naythan M. Bell Award for fiction (*Southern Quill*) for his story, "To Hate."

- Devine Genesis Burke won the first-place Annie Atkin Tanner Memorial Poetry Scholarship (*Southern Quill*) for her poem, “Still Bluffin’.”
- Alex Everett won the second-place Annie Atkin Tanner Memorial Poetry Scholarship (*Southern Quill*) for his poem, “Scotch & Soda.”
- Sabra Palmer won the Dean’s Prize for Visual Arts (*Southern Quill*) for her image, “The Venetian in Las Vegas.”
- Students in Chalice Randazzo’s Fall 2022 section of ENGL 2100 (technical writing) created flyers for the UT Academic Performance Center, a recommendation report for the UT Academic Performance Center, an infographic report for the UT International Student Services office, a website review for the UT Student Resources Center, and a recommendation report for the UT Student Resources Center.
- Students in Chalice Randazzo’s Spring 2023 section of ENGL 6470 (Technical Writers as Advocates) completed training materials for participants in Southern Nevada Public Lands’ Outdoor Recreation Leadership Program (ORLP).
- Students in Cindy King’s Spring 2023 section of ENGL 3141 (Poetry Writing) gave a poetry reading with Dixie Poets, the St. George chapter of the Utah Poetry Society, at the St. George Public Library in honor of National Poetry Month. April 2023.
- Students in Theda Wrede’s Spring 2023 classes set up trail markers, dug holes, and painted signs at Snow Canyon State Park with the Rotary Club. Jan 2023.
- Students in Theda Wrede’s Spring 2023 classes searched for, recorded, and mapped tortoise burrows in the Beaver Dam National Conservation Area with Conserve Southwest Utah. Mar 2023.
- Students in Florence Bacabac’s Spring 2023 section of ENGL 3130 (Grant and Proposal Writing) submitted grant proposals to their selected non-profit organizations, including Heart Walk Foundation, Help Patriotism Prevail, Santa Clara/Ivins Fire Department, Santa Clara Public Works Department, Snow Canyon High School, Student Resource Center at Utah Tech University, and Walk with Autism.
- Alejandra Henríquez Roncal served as the Spanish editor for *Curiosity*, 2022.
- Tyson Fullmer and Ethan Morin served as transcribers and editors for *Curiosity*. They transcribed the lecture on Diné history by Dr. Jennifer Nez Denetdale that was given at the annual Utah Tech Juanita Brooks Lecture Series in April 2022.
- The following students were honored for their “grit” at the CHASS Spring 2023 “Students with Grit” luncheon: Claire Bernay, Cesar Ruiz, Meleah Ridd, Andrew Hatefi, and Kerri McCuiston.
- The following students were awarded “Student of the Year” at the CHASS Spring 2023 graduate reception: Claire Bernay (creative writing), Lexie Dalton (professional & technical writing), Briley Wyckoff (lit studies), Faith Lounsbury (English education), and Jess Cowley (MA program).
- Students from the MA program in Technical Writing & Digital Rhetoric presented their digital projects from ENGL 6480: Special Topics in Technical Writing (taught by Theda Wrede) on the panel, “The Stories Told about Southern Utah: Using Digital Humanities

Tools to Research the Region" at the Digital Humanities Utah (DHU7) conference on February 25, 2023, at SUU. Presenters: Jenny Chamberlain, Karen Kidd, Adell Kirkman, Emily Mildenhall, Autumn Nuzman, Brett Stanfield, Madi Wawrzyniak, and Professor Theda Wrede.

- 3 students presented at the Utah Conference on Undergraduate Research (UCUR) on February 17, 2023, at the University of Utah: Taylor Rae Connor (English, 2023) "A Comparative Analysis of Barefoot Gen" Alejandra Henriquez Roncal (Design and English 2023) "Underrepresentation of BIPOC Designers in Graphic Design History Textbooks" Ethan Morin (English, 2024) "Paying Attention: What Graphic Novels Can Teach Us About Human Rights"

3. Department Part-Time Instructor Information

- Number of part-time instructors that taught in fall 2022: **31** | spring 2023: **16**
- Total number of credit hours taught by part-time instructors fall 2022: **141** | spring 2023: **73**

Program Effectiveness and Performance Data
Complete items #4- & #7 for each degree program in your department.

Name of degree program: **BA/BS in English**

4. CLO to PLO Mapping--now required for every course syllabus as stated in Policy 609. In the space below, cut and paste an example from a course syllabus that illustrates how this program maps course learning outcomes to PLOs. Do not include the whole syllabus--just the map showing CLOs to PLOs. *(CLO to PLO map examples from syllabi are found on the web site.)*

ENGL 1010 Learning Outcomes

Course Learning Outcomes (CLOs):

1. Evaluate evidence and logic—including the identification of underlying assumptions, biases, and fallacies—in various texts
2. Apply relevant, convincing, and effective evidence and logic in a variety of oral and written interactions.
3. Participate in the process of collaborative learning as it relates to reading and writing.
4. Compose an essay with a precise thesis statement that controls the selection
5. Create competent essays and paragraphs through the writing process using standard written English
6. Incorporate research into essays through adequate quotation, paraphrasing, and summarizing.
7. Explain and avoid plagiarism

English Program Learning Outcomes (PLOs)

1. Critical Strategies
2. Cultural and Ideological Awareness
3. Collaborative Learning
4. Research and Information Literacy
5. Professional Development

General Education Essential Learning Outcomes (ELOs)

1. Broad Knowledge of Liberal Arts and Sciences
2. Critical Thinking
3. Effective Communication
4. Information Literacy Skills
5. Quantitative Reasoning
6. Diversity and Globalization
7. Responsibilities of Citizenship

Institutional Learning Outcomes (ILOs)

1. Skills
2. Knowledge
3. Responsibility
4. Innovation
5. GRIT

Institutional Assessment Map

CLO	Course Assignments and Assessments	PLOs	ELOs	ILOs
1	Annotated Bibliography and Research Paper; Weekly Readings	1, 2, 4, 5	1, 4	1, 2
2	All formal essays and research-based assignments; informal/formal presentations	1, 2, 4, 5	1, 4	1, 2
3	Peer-review workshops; discussion posts in online sections	1, 3, 4	1	1, 2
4	All Formal Essays	1, 4, 5	1	1, 2
5	All Formal Essays	1, 3, 4, 5	1	1, 2
6	All Formal Essays; Annotated Bibliography	4, 5	1	1, 2
7	All Formal Essays; Annotated Bibliography	4, 5	1,4	1, 2

5. University-wide assessment was not collected this year. However, if this program did conduct assessment and you would like to report it, you may do so below. Otherwise you may skip this item.

1. Kyle Killebrew has been working to get the English department ready to roll with Anthology and the new Canvas assessment model
 - a. We held a workshop in March for all English faculty to update CLOs in Canvas and integrate them into rubrics
2. We conducted an exit poll of our graduating English majors. Only 7 responded, but we learned some things about what is working well and what needs to be improved in our program.

6. Describe any major curriculum updates that occurred in this program this academic year (course changes, program changes, new stacked certificates, etc.)

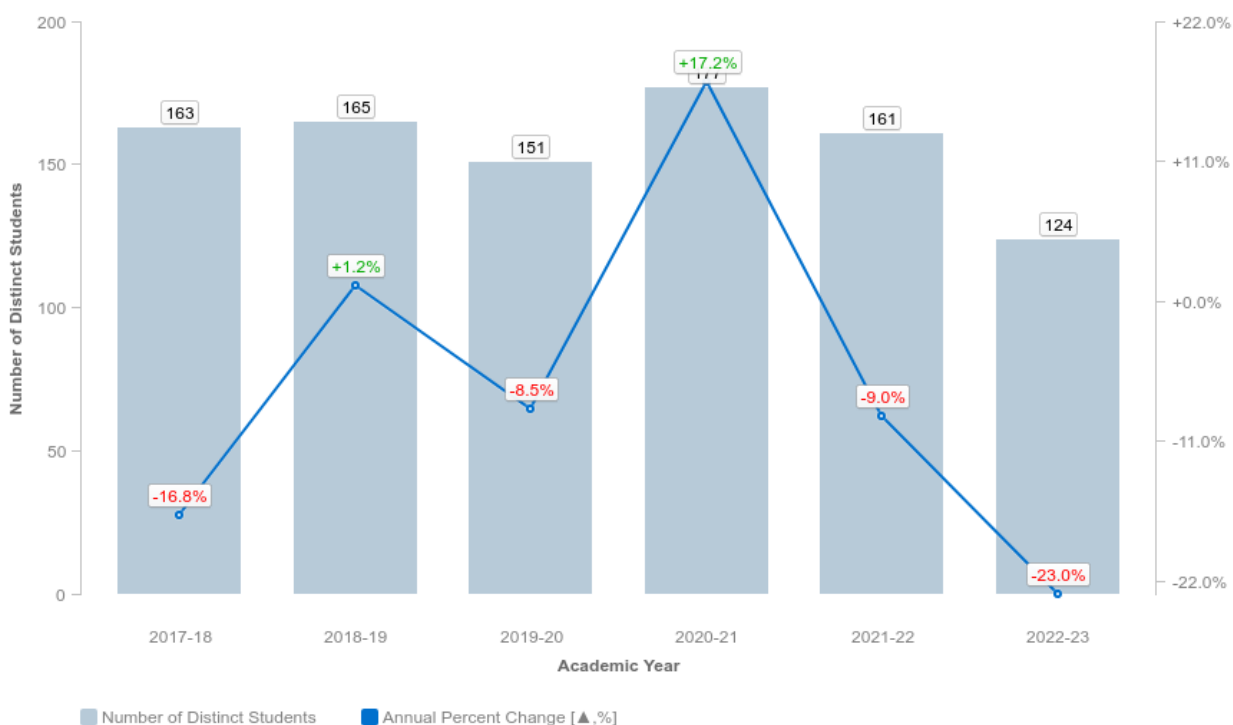
1. We created and got approval for the AA/AS in English (beginning Fall 2023)
2. We created and got approval for the Certificate in Editing & Publishing (beginning Fall 2023)
3. We created and got approval for a new course: ENGL 3263: Indigenous/First Peoples' Literatures
4. We eliminated ENGL 2130 (SciFi & Futurism) and ENGL 2230 (Mythology). Those topics can be covered in ENGL 2200 (Intro to Lit), which is now a special topics course.
5. We eliminated ENGL 3341 (Writing, Rhetoric, & Pedagogy) and ENGL 3342 (Rhetoric of Gender). Those topics can be covered in ENGL 3340 (Topics in Professional & Technical Writing).

7. Show Program performance data (Use information from EAB Academic Performance Solutions--APS.)

A. Enrollment--3 years of trending data (APS Analytics, select Programs tab, filter for the following: Academic Year = 2021-22; Term = All; your college and department. Under Program Attributes, select the Degree Name—click all options of the degree name. For instance, if it has an AA AND an AS AND an AAS option, then click all three boxes. If the degree program has both a BA and a BS option, then click both boxes. Select the Major Name from the dropdown menu. Select ALL for both Student Attributes boxes. Click Apply.

1. What is the 3-year trend rate for student enrollment? -16.3%
2. Paste Trends in Student Enrollment chart for 2020-2021 here: (To copy and paste charts from APS, move the cursor to the top middle of the chart just below the title and click on the 3 dots that will appear. Select Download as Image. Copy, paste, then resize the image to fit in the desired space in the report.)

Trends in Student Enrollment in Programs by Academic Year



3. Describe the factors that have influenced this enrollment trend.

- The two biggest factors are probably the national decline in English majors and the transition to a tech university.

Name of degree program: **MA in Technical Writing & Digital Rhetoric**

Note: This section was prepared by Joy McMurrin, program coordinator.

4. CLO to PLO Mapping--now required for every course syllabus as stated in Policy 609. In the space below, cut and paste an example from a course syllabus that illustrates how this program maps course learning outcomes to PLOs. Do not include the whole syllabus--just the map showing CLOs to PLOs. (CLO to PLO map examples from syllabi are found on the web site.)

Program Learning Outcomes

After the completion of the TW&DR program, students will demonstrate the ability to

1. Covert technical language into user-friendly and inclusive language
2. Create software user manuals, documents, and training materials
3. Create supporting documentation for products
4. Standardize content across platforms and media
5. Produce technical artifacts through common software tools such as Dreamweaver, InDesign, Photoshop, Illustrator, HTML editors, PowerPoint, Word, and Excel.
6. Integrate photographs, drawings, diagrams, animation, and charts to increase users' understanding of technical documents
7. Research topics to create technical publications
8. Devise audience-aware documents that demonstrate a strong command of grammar, syntax, diction, and writing conventions
9. Employ critical terms, theoretical concepts, and interpretive strategies associated with the study of digital rhetoric and technical writing.

CLO Map for ENGL 6920R Directed Readings in Technical Writing & Digital Rhetoric

CLO	Course Assignments & Assessments	PLO
<i>After successful completion of this course, students will be able to:</i>		
1. Summarize the topic to be explored in a brief essay.	• Pre-proposal	7, 8, 9
2. Plan a reading list with professor (and other advisors as needed) that explores a special interest with breadth and/or depth.	• Reading list	9
3. Justify the type(s) of work(s) to be submitted (e.g., exam, essay, annotated bibliography, literature review) and masterfully meet expectations according to professor assessment.	• Pre-proposal; annotated bibliography, literature review, or prospectus.	1, 8, 9
4. Apply new knowledge to short- and long-term academic and/or professional goals.	• Project proposal	8, 9

CLO Map for ENGL 6402 Theories in Technical Writing & Digital Rhetoric

CLO	Course Assignments & Assessments	PLO
<i>After successful completion of this course, students will be able to:</i>		
5. Analyze foundational theories and concepts in rhetoric.	<ul style="list-style-type: none"> • weekly reading responses and discussions • projects • discussion leader • final exam 	9
6. Demonstrate knowledge of rhetorical concepts by applying them to contemporary issues in workplace settings.	<ul style="list-style-type: none"> • weekly reading responses and discussions • discussion leader • projects 	1, 6, 7, 8, 9
7. Employ rhetorical theories in argumentation tactics in technical writing and digital rhetoric.	<ul style="list-style-type: none"> • projects • final exam 	7, 9
8. Contrast theoretical approaches to disciplinary, cultural, and environmental issues and contexts.	<ul style="list-style-type: none"> • weekly reading responses and discussions • projects 	1, 7, 8, 9

5. University-wide assessment was not collected this year. However, if this program did conduct assessment and you would like to report it, you may do so below. Otherwise you may skip this item.

We have a specific assessment tool for capturing data, but I have not yet gathered and archived the assessment details from all TWDR instructors for AY22-23.

6. Describe any major curriculum updates that occurred in this program this academic year (course changes, program changes, new stacked certificates, etc.)

Updates to TWDR curriculum include the following:

- We added three instructors to the TWDR faculty lineup. We believe a more diverse faculty encourages a more diverse curriculum, which broadens the scope of intellect, experience, and opportunity.

- We added three new courses to the Special Topics courses rotation:
 - ENGL 6480 Sand & Water: Exploring SW Utah through Digital Humanities (FA22 Wrede)
 - ENGL 6460 Rhetorics of Data & Information (SP23 Hope)
 - ENGL 6470 Technical Writers as Advocates (SP23 Randazzo)
- We submitted catalog changes that will not likely affect curriculum, per se, but will change the number of credits students can take for the internship and portfolio courses (from 3 to 1-3). This catalog change will better meet admissions requirements for international students who want to work off campus while earning a graduate degree, and it will make internship and portfolio opportunities more flexible for all TWDR students.

7. Show Program performance data *(Use information from EAB Academic Performance Solutions--APS.)*

Here is a snapshot of TWDR program performance:

- Our Graduate Teaching Assistants are a great help to our English Department, and the GA's are getting good instruction in the teaching practicum and good experience in their own classrooms. We had 6 GA's teach in Fall 2022 and 5 in Spring 2023.
 - FA22, 6 GA's: Jenny Chamberlain, Emily Mildenhall, Rachel Baldwin, Jaci Dandos, Autumn Nuzman, Kerri McCuistion
 - SP23, 5 GA's: Emily Mildenhall, Rachel Baldwin, Jaci Dandos, Autumn Nuzman, Kerri McCuistion
 - FA23: Emily Mildenhall, Rachel Baldwin, Autumn Nuzman, Kerri McCuistion, Brett Stanfield
- Three students graduated in December 2022: Emma Watson, Madi Wawrzyniak, and Jenny Chamberlain.
- Two students graduated in May 2023: Adell Kirkman and Jesse Cowley.
- We have admitted one new student for Fall 2023, and more have shown interest in still applying (applications are due July 15).
- To increase recruitment efforts, one of our TWDR students who has a bachelor's degree in marketing, and is interested in merging his marketing and digital rhetoric skills, will be putting together a marketing and recruiting campaign for the program in the fall.
- The TWDR Coordinator worked with the International Students staff this year to improve the application process for prospective international students. We missed an opportunity to admit a couple of worthy candidates because our 3-credit internship did not meet typical needs of international students. A simple catalog change will remedy that. We have also streamlined communication between the International Students Office staff and the TWDR Coordinator.
- Several TWDR students have participated in extra-curricular scholarship this year:
 - Several students and one professor—Jenny Chamberlain, Karen Kidd, Adell Kirkman, Emily Mildenhall, Autumn Nuzman, Brett Stanfield, Madi Wawrzyniak, and Dr. Theda Wrede—presented a panel discussion, "The Stories Told about

Southern Utah: Using Digital Humanities Tools to Research the Region,” at the 7th Annual Digital Humanities Utah Symposium (DHU7) in February 2023.

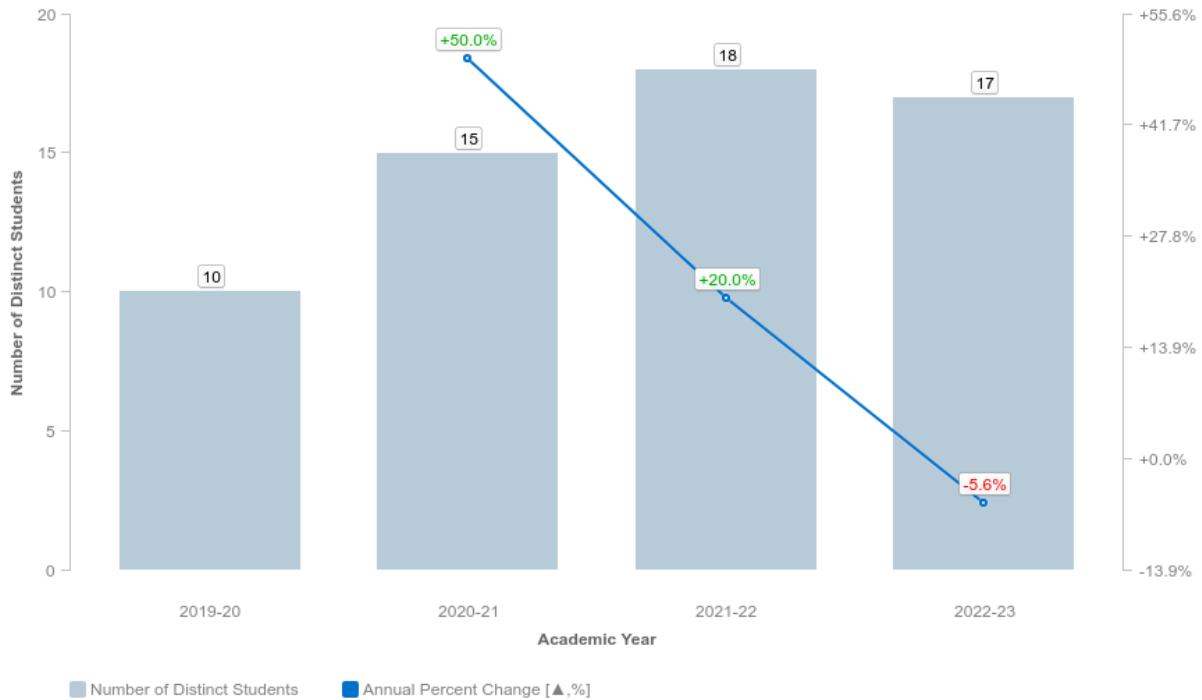
- Brett Stanfield presented “Cataloguing Nature’s Data: Exploring the Process of Remediation and Digital Rhetoric through the Digitization of Artworks by Harry Bertoia and Jimmie Jones” at the 7th Annual Digital Humanities Utah Symposium (DHU7) in February 2023.
- Mary McFadden gave a presentation at the Trailblazer Symposium for Research Innovation, and Creativity on uses of ChatGPT in elementary education.
- Kerri McCuiston’s proposal has been accepted for presentation at the Council for Programs in Technical and Scientific Communication (CPTSC) conference in September 2023. Her project was developed in a TWDR course she took in Spring 2022, and it is titled “Sustainability in a Community Partnership Project Through a Student Lens.”
- Some TWDR alumni have reported securing new jobs or advanced positions in the workplace. For example:
 - Chelsea Hicken Lydon is happy with her new job as a contract technical writer and analyst for the U.S. government. She said the high pay and virtual work make it the ideal job for her, especially since she can work from her home in a small rural town and still contribute to the professional field.
 - April Chambers has a managerial position with a culinary business. She said, “They like my work already, but I got promoted because of my TWDR degree. They for sure would have looked me over without it.”
 - Brianna Velling was promoted to a position the company created for her: Technical Communication Supervisor. She now oversees a writing and design team for Planstin, a third-party administrator of employee benefits. Brianna also works virtually.
 - Haley Evans, a horse enthusiast, is one of three editors for *National Horseman* magazine.
 - Stacy Koller is in her second year of law school at Creighton University, and she reports she is doing very well.

B. Enrollment--3 years of trending data (*APS Analytics, select Programs tab, filter for the following: Academic Year = 2021-22; Term = All; your college and department. Under Program Attributes, select the Degree Name—click all options of the degree name. For instance, if it has an AA AND an AS AND an AAS option, then click all three boxes. If the degree program has both a BA and a BS option, then click both boxes. Select the Major Name from the dropdown menu. Select ALL for both Student Attributes boxes. Click Apply.*

4. What is the 3-year trend rate for student enrollment? +6.5%

5. Paste *Trends in Student Enrollment* chart for 2020-2021 here: (To copy and paste charts from APS, move the cursor to the top middle of the chart just below the title and click on the 3 dots that will appear. Select Download as Image. Copy, paste, then resize the image to fit in the desired space in the report.)

Trends in Student Enrollment in Programs by Academic Year



6. Describe the factors that have influenced this enrollment trend.

- Our MA program is steadily growing at a slow and deliberate pace.

End of Program Effectiveness and Performance Section for Individual Programs

Department Data

8. Show Department performance data (*Use information from EAB Academic Performance Solutions--APS.*)

A. Intercurricular Dependencies (*APS Analytics, select Department Scorecard from the top menu and filter for Academic Year = 2021-22; Term = All; and then for your college and department, then hit Apply. Scroll to Courses, scroll to Intercurricular Dependencies by*

Department and record the data in the chart below. Change Academic Year to 2020-21 and hit Apply for the next line, etc.)

B.

Academic Year	Own Majors	Service Majors	Attempted SCH
2019-20	10.1%	89.9%	19,313
2020-21	9.9%	90.1%	21,794
2021-22	9.6%	90.4%	22,132

C. Opportunities for Expansion or Consolidation for 2020-2021 (*APS Analytics, select the Courses tab from the top menu, scroll to Course Bottlenecks, then Impact of Course Bottlenecks on Course Completion.*) Explain any opportunities for expansion (additional sections, or additional seats).

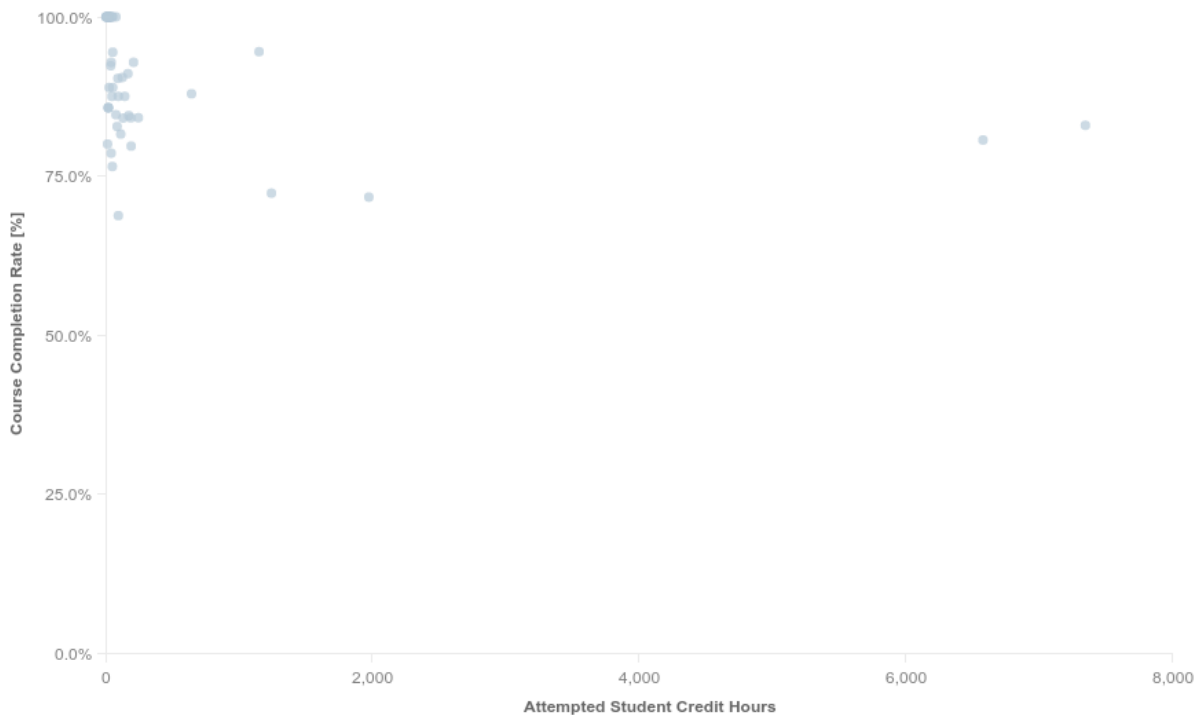
- Here are our current bottlenecks that are in need of additional sections. We should have enough faculty and capacity to do so next year:

Course Code	Course Division	Course Name	# of Sections	Maximum Capacity	Enrollment	Fill Rate [%]	Attempted SCH	Course Completion [%]
ENGL2100	Lower Division	Technical Writing	2	40	42	105.0%	126	90.5%
ENGL2330	Lower Division	Children's Literature	2	70	70	100.0%	210	92.9%
ENGL2410	Lower Division	American Lit After 1865	1	35	38	108.6%	114	81.6%
ENGL3720	Upper Division	Editing	1	18	18	100.0%	54	88.9%

D. Student Progress (*APS Analytics, select the Students tab in the top menu. Be sure to unclick summer in the TERM dropdown menu so only the data for Fall and Spring will show. Scroll to the Completion Rates section.*)

1. 2021-2022 Completion Rate vs. Attempted Credit Hour Production by Course--paste scatter plot below, then respond to the questions below. (To copy and paste charts from APS, move the cursor above the chart and click on the 3 dots that will appear. Select Download as Image. Copy, paste, then resize the image to fit in the desired space in the report.)

Completion Rate and Attempted Credit Hour Production by Course



- a. Describe the spread (What are the highs and lows of both completion rate and credit hour production? By clicking on the dots to reveal the courses, can you discover what might be the reason for the spread on each axis? Is there a relationship between the two axes--if one increases or decreases, does the other move in some predictable way?)

- Courses with low completion (less than 85%):
 - ENGL 2010: 7,353 SCH, 82.9% completion
 - ENGL 1010: 6,585 SCH, 80.6% completion
 - ENGL 2500: 96 SCH, 68.8% completion
 - ENGL 1000: 1,245 SCH, 72.3% completion
 - ENGL 1010D: 1976 SCH, 71.7% completion
 - ENGL 3141: 51 SCH, 76.5% completion
 - ENGL 3350: 42 SCH, 78.6% completion
 - ENGL 2600: 192 SCH, 79.7% completion

The trend continues from previous years wherein the courses with high credit-hour production are GE courses, such as ENGL 2010 and 1010. Those are also courses with some of the lowest completion rates. And then the trend tends to be that the higher the level of the course (such as a 4000-level lit course), the less credit-hour production there is, but with higher rates of completion.

- b. Find your lowest completion rate course and click on the dot. Once the new scatter plot comes up, go to upper right and click on the Table icon. This shows each section on your selected course. What is the spread in the completion rate? What might be the drivers of this spread?
- ENGL 2500, 1 SECTION 68.8% OF 96 ACH
 - The course with the lowest completion rate was ENGL 2500 (British Lit before 1800). We only offered one section. We had the same issue last year. I am working with the instructor to find out why the completion rate is so low and how we can fix that.
 - All of the other courses with low completion rates are composition: ENGL 1000, 1010, 1010D, and 2010. These are high-enrollment courses comprised of students with a wide range of college readiness. The spread in completion rates is to be expected. As noted in previous reports, factors like time of day and semester can also make a big difference (i.e. students tend to do better in morning classes, and a lot of students who fail in the fall do better in the spring).

9. Please add any other performance data you might like to include here that will help inform an accurate snapshot of your department or unit.

NA

10. Conduct Department/Unit SWOT Analysis—Strengths, Weaknesses, Opportunities, Threats (*Identify internal strengths and weaknesses, and external opportunities and threats. Analysis of facilities, resources, administration/staff, budgets, outside influences, competition and stakeholder satisfaction.*)

Strengths

1. **Diverse Program Offerings:** The English department's broad array of degree options, including BA/BS in English, MA in Technical Writing and Digital Rhetoric, and the newly introduced AA/AS in English, offers students a range of pathways to meet their educational and career goals.
2. **Active Honors Society:** Sigma Tau Delta, the department's honor society, not only recognizes academic achievement but also actively promotes it by providing research opportunities, scholarships, and events. This active community creates a vibrant and engaging academic culture.
3. **Collaborations with Humanities Center:** The department's strong partnership with the Humanities Center, leading to regular guest lectures and workshops from renowned writers and speakers, enhances the educational experience and exposes students to diverse perspectives and ideas.

4. **Specialization in Technical Writing and Digital Rhetoric:** The MA program in Technical Writing and Digital Rhetoric provides a unique and valuable skill set in an increasingly digital world. This specialization gives the department a competitive edge and appeals to students seeking career opportunities in technical communication.
5. **Enthusiastic Student Base:** Despite the declining number of English majors nationally, our English majors remain enthusiastic and continue to enroll in courses. This indicates a dedicated student community that values the offerings and instruction provided by the department.
6. **Experienced Faculty:** The English department has a broad and deep pool of talent and expertise with its 27 full-time faculty.

Weaknesses

1. **Declining Major Enrollments:** The department, in line with national trends, is witnessing a decline in the number of students choosing to major in English. This can impact the department's visibility and viability in the long term.
2. **Potential Overreliance on AI:** While AI is already proving beneficial for various aspects of course delivery and assessment, there is a risk of overdependence which may lead to reduced human interaction and potentially compromise the nuanced understanding that is vital in English studies.
3. **Limited Course and Degree Options:** While the department offers a strong selection of degree programs, there might still be a gap in terms of more specialized or interdisciplinary degrees that could attract a wider range of students. The current offerings may not cater to the evolving needs and interests of prospective English majors.

Opportunities

1. **Emerging Interest in Digital Rhetoric and Technical Writing:** The rising demand in the job market for skills in digital rhetoric and technical writing creates an opportunity to attract more students to the MA program and to the Professional & Technical Writing BA/BS emphasis.
2. **Putting the Human Touch in AI:** While some might see the rise of generative AI as a threat to English departments, we embrace it as an opportunity to revolutionize the way we think, learn, communicate, process information, create content, and conduct research.
3. **Introduction of the AA/AS in English degree:** The upcoming associate degree program in English presents an opportunity to attract students who may be uncertain about committing to a four-year program or who are looking for a more affordable option. This new degree can help increase enrollment numbers and provide a pathway for students to continue their education at a higher level.
4. **Collaboration with Other Departments:** The English department can explore collaborations with other departments to create interdisciplinary programs that combine English with relevant fields. This would offer students a unique skill set and appeal to a broader range of prospective students.
5. **Online Learning and Digital Humanities:** With the rise of online learning and digital humanities, we have the opportunity to adapt our curriculum and teaching methods to

embrace these trends. We have already created many online versions of our courses, but we still need to find ways to make them more available and relevant to our students.

6. **Diversity and Inclusion:** With the creation of our new English DEI Committee, we can contribute to university efforts to promote diversity and inclusion on campus.

Threats

1. **Continued Decline in English Majors:** If the current trend continues, the declining number of English majors could pose a challenge to the department, affecting resources and potential course offerings.
2. **Technology Replacing Human Skills:** Despite our best efforts, some students will no longer see the value of English courses because they've got Google Bard for that.
3. **Competing Programs:** Other departments or institutions offering similar programs in English or technical communication may pose a threat in terms of attracting potential students away from the department. We need to emphasize our unique strengths and differentiate ourselves from competitors.
4. **Technological Changes:** The rapid pace of technological change may outstrip the department's ability to adapt, leading to a curriculum that fails to equip students with the digital literacy skills needed in the modern job market.

Chair's Response--Planning for the Future

11. Based on the above data, list specific goals your department/unit will target to accomplish during the coming academic year. If any of your programs were evaluated by internal/external reviewers this year, you might include some of their suggestions as goals.
Note: In next year's report, follow up reporting on these goals will be covered in #1 as in this report.

Goal 1: Interdisciplinary Integration

- Is this goal being carried over from the previous year? No
- Action Plan: Reach out to other programs to find out how our English courses can serve them or be integrated into their programs.
- Desired Outcome: Creation of at least 3 MOUs integrating English courses into new or existing programs.
- Timeline: Fall 2023: Initial Meetings; Spring 2024: create MOUs.
- How does this goal align with departmental and instructional goals? – This is directly related to our new vision statement.
- What resources will be needed? – For now, just faculty buy-in and support from admin.

Goal 2: Leading the Humanistic AI Charge

- Is this goal being carried over from the previous year? No
- Action Plan: Revise curriculum of existing courses and look into creating new courses, tools, or programs that could help students learn how to use generative AI effectively and ethically.

- Desired Outcome: All English faculty trained on generative AI and incorporating it appropriately into their courses.
- Timeline: Fall 2023: one or two faculty workshops; Spring 2024: follow-up workshops and implementation of revised curriculum/assignments.
- How does this goal align with departmental and instructional goals? – This also reflects our vision of keeping our program relevant and useful to students across the university.
- What resources will be needed? – Enthusiasm, patience, and faculty buy-in.

Add additional goals, if any.

12. Provide any other comments you would like to include.

13. What are your department's high priority needs for the coming year including any resources for student learning?

I don't know that we have any high-priority needs. We're doing okay with staffing and classrooms and equipment.

14. What are department's projected needs for the next 3-5 years? *(Include staffing, space, budget, etc.)*

- If student enrollment continues to increase in our technical writing programs (BA/BS and MA), we will need to create an additional faculty line.

15. Connecting and interacting with regional employers who might hire your graduates and/or inform the content of your programs is now expected of every program at UT. Please report on your connections/interactions with regional employers. To what degree do these employers influence the content or direction of your programs?

Since our programs (BA/BS and MA) don't rely on professional certification or accreditation, our curriculum is based on best practices and industry standards. While the content of our programs is not *directly* dictated by potential employers, our program is still influenced by employers. We conduct research and follow the trends on employment, and we train students in the skills that employers are currently requesting in their graduates. Our PLOs match up with the skills that are at the top of employers' interests. Our MA program has been collaborating with employers to provide internships for our second-year students.

16. Please respond to the following questions from the Provost

1. Please report the number of release time credits in your department.
 - Fall 2022: 41.5 hours
 - Spring 2023: 43.5 hours
2. What is the total amount of overload in your department?
 - Fall 2022: 77.28 hours
 - Spring 2023: 31.6 hours
3. Please provide at least one specific example of how your department has implemented a strategy to improve the quality of instruction or elevate student learning or both.
 - We held 4 best-practice seminars throughout the year that included such things as improving feedback on papers and using rubrics in Canvas.
 - We established four curriculum committees (one for each emphasis area) to oversee curriculum development, course scheduling, assessment, and lead instructors.
4. Please provide at least one specific example of how your department has implemented a strategy to improve student retention.
 - In AY22 we created the English Recruitment Taskforce. They did a lot of good things, such as hosting a mixer on campus with local high school English teachers and Utah Tech English faculty. That taskforce fell by the wayside in AY23, but we are relaunching it in AY24 as the English Outreach Committee.

Note to Chairs: Please attach the Annual Academic Fee Report as the last page of this report. The Academic Budget Director will be sending you this form with your department's list of academic fees. Please review the fees and the index account(s) expenditures for this year and provide justification for any carryover. You may want to refer to Policy 614. The Provost and UTSA will be reviewing these forms annually.

None of our courses have fees.

Dean's Response

Thank you for this thorough and insightful report on the English department's 22-23 activities. I applaud the efforts of the faculty (and, especially, Mike Peterson in his role as chair) to meet the needs of every student at Utah Tech. I appreciate the collaboration among the faculty

Updated 2.07.2023. Visit the reporting web site for further instructions and forms: <https://academics.dixie.edu/welcome-to-academic-reporting/departmental-annual-reports/>

(including, but not limited to, Dr. Peterson (main driver behind the AS/AA in English), Dr. Bacabac (composition coordinator), Dr. McMurrin (TWDR), Dr. Comeford (honor society), Dr. Killebrew (assessment), Drs. King and Armstrong (creative writing), and Drs. Wrede and Crenshaw (environmental humanities minor)) in creating this comprehensive and holistic report.

As with all of our annual reports this year, the report is hampered by the lack of reliable APS data. In our meeting with Provost Lacourse and Associate Provost Guymon I want to discuss this matter further since the data we receive paints a picture of the department that I am not sure is wholly correct.

The strengths of the English Department are many:

- strong leadership
- collaborative and dedicated faculty
- a deep commitment to our students
- a strong and stable curriculum
- a shared sense of “citizenry” to the department, CHASS, and University
- a willingness to imagine English in new contexts (AI, polytechnic, digital humanities)

The challenges/opportunities that the Department faces are teased out well in the report but can be summarized as:

- continued challenges about the relevance of English and, more broadly, the humanities, on multiple fronts, including from USHE and the legislature
- the challenges of Utah’s expediency attitude toward education generally and higher education specifically
- tectonic technological changes like generative AI
- continued, slow decline of the numbers of English majors

That last item bears some conversation. What can we do together to address this issue? In my view we should consider this from several angles:

1. What would be a reasonable uptick to seek to achieve in one or two years?
2. How would that be achieved and sustained? (In other words, what does it cost us to achieve and maintain this uptick?)

To the first item, I would argue that we start small. According to the data in this report, the number of English majors has declined around 16% over the last three years (p. 10 of this report). If we could staunch that bleeding or even add enough majors to go into positive growth in 23-24, that would be a win.

How would we achieve this: I have a few ideas that I would like us to consider.

1. Who are the best salespeople to bring the message of the English department to prospective admits? Is it faculty, or is it students?

- a. If faculty, could we identify a particularly strong salesperson who speaks effectively to our high school prospects and anoint them for a semester or academic year as English's recruitment zealot? If so, how many hours of work would they likely put in, and could we compensate that with either workload reduction or an additional stipend?
- b. If students, how could we employ or compensate them in such a recruiter role.

To the second item (sustainability) How could we bake any recruitment successes into the department's DNA so it is not always tied to workload release? This is important because, as you know, every department in CHASS would benefit from additional resources being thrown at this issue.¹

One final note about faculty lines: English has benefitted tremendously from additional full time lines (both TT and IOP) the past four years. (I know that some of your new hiring has been to fill existing lines (Bennet, Barry), but other hires were into new lines.)

With no new money in AY 23-24 (and, quite possibly AY 24-25), the automatic retention of lines by the department may need to change. Specifically, this means that Prof. Ertel's TT line may need to be moved to another program in CHASS that is facing greater constrictions.

If I have to do this, I do not think in the next two years a new TT line (or even an IOP line) will likely pop loose for English. We will need to discuss further but I wanted to give you a heads up that the auto refill days are likely behind us, at least in the short term.

17. Provide your general assessment of the accomplishments and needs, including budget allocation needs (*particularly address # 13 & #14*).

¹ This is not at all dissimilar from what we see with English's honor society, which benefits from workload reduction being given to a faculty member to better shepherd and promote the organization (a compensation model that preceded my arrival at the University). Every department would benefit from such a reduction, but is not sustainable (and English's sweet deal starts to feel unfair to the other programs).

Summary of Meeting with Provost

- Department is creating an English outreach committee to address slight decline in enrollment. English has been branded as a “teacher” or writing profession. Recommendation to address to this with career services and admissions team.
- Opportunities to develop pathways from pre-med or other pre-professional programs to have broader degree focus including English.
- Theda Wrede has figured out the connection to GIS and Humanities to effect Digital Humanities.
- Academic Report suggestions include ****Stephen Armstrong’s Book “The Ramones;” Cindy King’s work including her Visiting Faculty invitation at BYU.
- Braden teaching high school students in China.
- Part-time Instructors: many part-time instructors have great teaching ability. Department has let go instructors with complaints.
- Discussion about Master’s in Technical Writing Digital Writing why only 1 admission? Review committee for the degree is six members which seems high. Admission barrier exists requiring students to resubmit applications. Recommendation to treat this program as a pivot program particularly from STEM to become additionally employable. Option to create a digital ad through Utah Tech Online for this program.
- Mike Peterson is leading the humanistic AI charge by developing prompt engineering courses to change the perception of AI to embrace and use as a tool.
- Suggestion to move in an interdisciplinary direction to collaborate across campus.