

<b>Project Name:</b>	Expansion of L&S Faculty Lines in English
<b>MIU Round(s):</b>	3
<b>Sponsor(s):</b>	College of Letters and Science
<b>Coordinator(s):</b>	Theresa Kelley, Caroline Levine
<b>Partner(s):</b>	Gary Sandefur, Nancy Westphal-Johnson
<b>Report Dates</b>	Year 1, July 2012; Year 2, July 2013

Project Goal and Measures	
<b>Project Impact Measure(s)</b>	<p>Revise the English curriculum to offer a progressive, cumulative experience that builds on knowledge and skills acquired throughout a student's career at UW-Madison. Use MIU funding for faculty to:</p> <ul style="list-style-type: none"> <li>• Increase the number of lower-level English course that have a faculty instructor.</li> <li>• Develop a sophomore seminar for new English majors.</li> <li>• Offer more seminar courses for junior and senior English majors.</li> </ul>
<b>Project Impact Data Source(s)</b>	The Department of English will report on progress with curricular revisions and participation in the FIG program. APIR can provide information about the number of faculty-instructed sections.
<b>Baseline Measure(s)</b>	Academic year 2009-10, prior to implementation of MIU, will be used as the baseline.

MIU Impact Measures	
C	<p>Increased capacity for high-impact practices</p> <ul style="list-style-type: none"> <li>• Use the increased number of faculty to offer more first-year interest groups (FIGs).</li> <li>• Offer a service learning seminar (Writing Across Cultures).</li> <li>• Work with campus partners to develop internship opportunities for English majors.</li> </ul>
D	<p>Increased student learning and teaching excellence</p> <p>Revise the English curriculum to incorporate best practices in teaching including small class sizes with high faculty contact, seminars, writing-intensive courses, and an integrated curriculum.</p>
E	<p>More tenured, tenure-track faculty teaching undergraduate courses</p> <p>Covered in project goals.</p>
F	<p>Decreased achievement gaps</p> <p>English courses have not historically had issues with achievement gaps. English will monitor this issue as the new curriculum is implemented.</p>

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G	Attention to diversity in new hires	Faculty positions were advertized in Diverse, The Chronicle of Higher Education, and the Modern Language Association job listing. Search committee members participated in diversity training.
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### Progress Reports

Year 1, 2011-12

- Conducted a successful recruitment for a faculty member for the Integrative Core of the English curriculum. The other two faculty searches will occur in 2012-13 and 2013-14.
- Revised the English curriculum by revising and updating course content of existing courses and developing new courses. Started the approval process for these changes which will be integrated into the revised English major in 2013.

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Year 2, 2012-13

- The first faculty MIU hire arrived in Fall 2012 and has developed several new courses that meet the MIU goals. These courses include: Why is Writing Hard? (new Comm B course); Literacy and Cash: Global Histories of Writing and Money (course for English majors); Composition Theory and Practice for Educators (for future English teachers); Writing Across Borders (service learning course).
  - Conducted a successful faculty search during 2012-13. The new faculty member will start in Fall 2013. The third and final faculty search will occur during the 2013-14 academic year.
  - Met MIU goal of increasing faculty-taught sections by staffing a large lecture class with a faculty instructor and participated in the FIG program with 7 faculty-taught sections.
  - Finalized the planning for a revised English curriculum for undergraduates. These changes include a complete renumbering of the English courses to align with topical areas and a review of the credits associated with courses, a thorough review and reorganization of the undergraduate course array, and development of shared and explicit criteria for students to improve their writing.
  - Developed and began work of implementation of several new courses including a writing intensive seminar (faculty taught, small, active learning and intensive feedback) and a required courses in either English Language/Linguistics or Composition/Rhetoric.
  - Assessment: began laying the groundwork for assessment of student learning by working to identify “shared criteria for writing” which outlines 8 common standard considered important by all professors in the English Department.
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