

FY22 ANNUAL REPORT: DEPARTMENT OF ENGLISH

I. Accomplishments and Productivity for FY22

A. FY22 Accomplishments

- The Department gained IBHE approval for a new MA/MS program in English Education with an accelerated master's degree option for undergraduates.
- The Department of English generated 27,842 credit hours in FY21 (the most recent data available from PRPA), which is the third highest across the University.
- The Department created an Equity and Diversity Speaker Series to provide ongoing EDI training for faculty, staff, and GAs.
- Faculty in English remained highly productive teacher-scholars, evident in the following highlighted accomplishments: Sarah Hochstetler won the Outstanding College Teacher in the Humanities Award; Ela Przybylo won the University Research Initiative Award; Paul Ugor was awarded a prestigious fellowship at the National Humanities Center for the 2021-2022 academic year; Heidi Bowman, Maggie Morris Davis, and Kristin Marshall won 2021 Impact Awards for their important contributions in the lives of first-year students at ISU; Rachel Gramer and Mark Vegter were recipients of the RISE to the COVID Challenge Recognition; Ricardo Cortez Cruz won the John A. Dossey Award for Outstanding Teaching by a Tenured Faculty Member; Barbi Smyser-Fauble won the CAS Excellence Award for Outstanding Teaching by a Non-Tenure Track Faculty Member; Lisy Seloni won the Outstanding College Teacher Award for the Humanities; Ricardo Cortez Cruz won the University Outstanding Service Award; and Ela Przybylo won the University Creative Activity Initiative Award.

B. FY22 Goals

- Goal 1—Recruit New Faculty (supports ECE goals 1, 2, and 3): The Department of English generates more total credit hours than almost any other academic department in the University, third only to Math and COM. While enrollments in the major and graduate programs are not as robust as in prior years (although with 519 graduate and undergraduate students in FY21, ENG continues to have among the highest enrollments in CAS), the fact that our faculty members also mentor master's and doctoral students who generate a very large number of credit hours for the University (13,567 in FY21) must be considered in decisions about funding for tenure-line positions. The tenure-line faculty in English has been reduced by 30% over the past 21 years, from 45 faculty in 2001 to 31 faculty in 2022.
- Goal 2—Revise the Major in English Studies (supports ECE goals 1 and 2, and particularly pertains to goals concerning diversity, inclusion, and global awareness): The Department will consider substantial changes to the major in English Studies, including requirements that students take courses in U.S. ethnic or global literatures; historical (pre-1900) texts; and rhetoric.
- Goal 3—Support the Development of a Master's Degree Program in English Education/AMD (supports ECE goals 1, 2, and 3, and particularly pertains to goals concerning diversity and inclusion; enriching engagement; and enhancing the strength and the stability of the institution): In fall 2020, the Department approved a proposal for a new master's program in English Education that will make available to practicing teachers in Illinois and beyond—mainly via online course—socially just English Language Arts pedagogy. The program includes an accelerated master's degree (AMD) option for talented students currently enrolled in the English

Teacher Education sequence at ISU. In FY22, the Department intends to move forward with the planning of the curriculum as well as recruitment strategies.

- Goal 4—Tangibly Support Diversity and Inclusion (supports ECE goals 1 and 2, and particularly pertains to goals concerning diversity and inclusion): At the heart of the Department’s Strategic Plan is the goal of tangibly supporting diversity and working toward increased diversity among students, faculty, and staff. In FY22, the Department intends to increase these efforts by reinvigorating its Equity and Diversity Committee; scheduling microaggressions training for faculty and staff; revising curricula; responding to students’ calls for more explicitly anti-racist policies and procedures in the Department; supporting the work of the graduate student-led Anti-Racist Writing Pedagogies Advisory Board; and pursuing a cluster hire with the Latin American and Latina/o Studies Program at ISU.
- Goal 5—Laptop Initiative to Support Teacher Candidates from Underrepresented Groups (supports ECE goals 1 and 2, and particularly pertains to goals concerning diversity and inclusion): The Department intends to pursue an initiative to support teacher candidates from underrepresented groups committed to socially just ELA (English Language Arts) teaching and research. This initiative would provide technology support to a small cohort of five diverse teacher candidates from underrepresented groups as they move toward graduation, licensure, and the classroom. United in its commitment to socially just ELA, this cohort would move through our program’s curriculum together, engaging in common coursework, clinical experiences, and professional development designed to ignite a sustained commitment to the work of teaching for justice in secondary classrooms, schools, and communities through culturally restorative and sustaining pedagogies, pedagogies that open opportunities for all students’ learning by being explicitly antiracist, anticlassist, and antihomophobic.
- Goal 6—Hire a Digital Media Specialist to Support the Publications Unit and the Department More Broadly (supports ECE goals 1, 2, 3, and 4): The Publications Unit and its affiliated publications and presses, together with the Department of English more broadly, have more of a digital media presence than ever before. In the contemporary literary and scholarly publishing milieu, most successful brands are able not only to publish print and digital core content, but also to attract potential subscribers and keep readers interested in and informed about the brand with a steady stream of peripheral digital content on social media, websites, and in email marketing initiatives between issue and book launches. With these trends in publishing in mind, we will request funding for a Digital Media Specialist to complement the existing staff of the Publications Unit and assist the Unit in its teaching/service mission.

C. Major Accomplishments for FY22 Goals

- Goal 1—Recruit New Faculty: The Department was authorized to conduct a search for a tenure-line hire in TESOL. We have completed the on-campus interview process and have made an offer to our top candidate.
- Goal 2—Revise the Major in English Studies: The Department successfully revised the Major in English Studies, adding requirements in global literature and US ethnic writers/writing, rhetoric, and historical texts (pre-1900).
- Goal 3—Support the Development of a master’s degree Program in English Education/AMD: The Department gained IBHE approval for a major new MA/MS program in English Education that offers a predominantly online education in socially just English Language Arts teaching to practicing teachers throughout Illinois. Additionally, the Department created an Accelerated English Education Sequence for undergraduates at ISU interested in the new graduate program. The program had a “soft launch” in the spring 2022 semester with the first graduate course in the

program currently being offered under the full cost recovery model.

- Goal 4—Tangibly Support Diversity and Inclusion: Successful work toward this goal in FY22 included additional revisions of departmental ASPT Guidelines to include work toward diversity and inclusion as a factor in ratings of faculty productivity; the creation of the Equity and Diversity Committee Speaker Series, which features guest scholars presenting on anti-racist pedagogies; increased teacher support structures for international GAs; and professional development forums for graduate students, including anti-racist listening sessions, processes for handling discrimination and harassment issues, and feminist CV design.
- Goal 5—Laptop Initiative to Support Teacher Candidates from Underrepresented Groups: The Department was successful in obtaining funding to launch EESPARC, an initiative to support teacher candidates from underrepresented groups committed to socially just English Language Arts teaching and research.
- Goal 6—Hire a Digital Media Specialist to Support the Publications Unit and the Department More Broadly: We have requested this position for four or five years now, and unfortunately, our request was not funded by the Office of the Provost.

D. Accomplishments related to Academic Program Development

- New Master's/AMD program in English Education (see above)
- Revision to the Major in English Studies (see above)
- Revision of the undergraduate sequence in Publishing Studies.
- New course in Queer Theory and Cultures
- New course in Digital Publishing
- New course in Copyright Law for Writers, Editors, and Publishers
- New course in Science Writing
- New course in Critical Conversations in the Teaching of English

E. Accomplishments related to Equity, Diversity, and Inclusion

- Revisions of departmental ASPT Guidelines to include work toward diversity and inclusion as a factor in ratings of faculty productivity.
- Creation of the Equity and Diversity Committee Speaker Series, which featured (and will feature) guest scholars presenting on anti-racist pedagogies, research, and professional/civic development.
- Increased teacher support structures in the Writing for international Gas.
- Increased professional development forums for graduate students, including anti-racist listening sessions, processes for handling discrimination and harassment issues, and feminist CV design.
- The Writing Program created cross-institutional collaborations with two other universities for a special issue of the *Grassroots Writing Research Journal* focusing on literate activity, health and medicine, and equity.

F. Accomplishments related to Faculty Success

- The Writing Program created new teacher support programming for writing instructors to address the multiple challenges that the pandemic has created.
- The Writing Program worked with others in the University to renovate teaching spaces to be more innovative and contemporary.
- Outstanding College Teacher in the Humanities, 2021: Sarah Hochstetler
- University Research Initiative Award: Ela Przybylo
- Impact Award: Heidi Bowman, Maggie Morris Davis, and Kristin Marshall
- Year-Long Fellowship at the National Humanities Center: Paul Ugor
- RISE to the COVID Challenge Award: Rachel Gramer and Mark Vegter
- John A. Dossey Award for Outstanding Teaching by a Tenured Faculty Member: Ricardo Cruz

- CAS Excellence Award for Outstanding Teaching by a Non-Tenure Track Faculty Member: Barbi Smyser-Fauble
- Outstanding College Teacher Award for the Humanities, 2022: Lysya Seloni
- University Outstanding Service Award: Ricardo Cortez Cruz
- University Creative Activity Initiative Award: Ela Przybylo
- Scholarship and creative activity included the following publications: 2 authored books & monographs (1 with one or more international collaborators); 5 edited books; 16 journal articles (2 with one or more students, 1 with one or more undergraduate students, 1 with one or more graduate students, and 1 with one or more international collaborators); 16 book chapters (1 with one or more students, and 1 with one or more international collaborators); 20 peer-recognized creative efforts (14 with one or more international collaborators); 25 conference papers delivered in the U.S. (2 with one or more students, 1 with one or more undergraduate students, 3 with one or more graduate students, and 1 with one or more international collaborators); 19 conference papers delivered outside of the U.S. (2 with one or more international collaborators); and 5 other published/creative works (3 with one or more students, 1 with one or more undergraduate students, and 4 with one or more international collaborators).

G. Accomplishments related to student success

- Journal articles, book chapters, and conference papers with faculty-student collaboration (see section F above)
- Spring formal sponsored by Sigma Tau Delta English Honor Society
- *Euphemism* journal written and edited by students
- *Euphemism* public reading of fiction and poetry by students
- Publications Unit creative writing reading series featuring graduate students and organized by undergraduate students
- Sigma Tau Delta English Honor Society Award Ceremony for student scholarships and recognition of faculty by students
- Regular meetings of and events sponsored by the English Studies Association (ENSTA)
- Sigma Tau Delta English Honor Society book drive and book give-away for students
- Virtual graduation celebrations for graduate students and undergraduate students
- Virtual graduation celebration for graduates of English Education program
- Welcome/orientation meetings for undergraduate majors, transfer students, graduate students, and new GAs

II. Internal Reallocations and Reorganizations in FY20

- A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.

Mark Vegter, Assistant to the Chair—Human Resources shifted his position from Administrative Professional to Civil Service Exempt effective January 1, 2022. Therefore, funds for Mark’s salary will be permanently moved from the AP to CS Exempt budget.

- B. Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity. Additional Provost Office funds could include funding sources such as: Instructional Capacity funds, Summer Session funding, Academic Enhancement Funds, or variance dollars.

FY22 Instructional Capacity funding:

- GA Base IC funds: \$16,212.00
- NTT Base IC funds: \$10,188

FCR funds for Spring 2022 NTT: \$5,000

FY22 Summer Session Funding:

- GA Summer 2021 funds: \$5,250.00
- GA Summer 2022 funds: \$7,000.00
- Faculty Summer 2021 funds: \$17,252
- Faculty Summer 2022 funds: \$62,084

Provost EDEP funds for two faculty: \$10,000

Faculty Recruitment funds: \$2,000

Awards: \$2,500

- 2021-2022 University Outstanding Service Award, Ricardo Cruz, \$2,000
- 2021-2022 Creativity Activity Initiative Award, Ela Przybylo, \$500

Variance dollars:

- TT faculty course buyout Fall 2021 and Spring 2022: \$10,000 total
- \$9,032 support for Obsidian
- \$968 for English Department's commitment toward faculty EDEP funds.

C. Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity. Additional College/Department/School/Unit funds could include such as: external funding, Foundation funds, variance dollars (note: this does not include variance dollars from AIF), or external contracts.

- **CTLT Teaching Innovation Grant:** \$2,500: English Publications Unit
- **Office of Student Research award:** \$2,500 Undergraduate English Education student
- **Temporary funding from CAS:**
 - \$13,000: Obsidian journal
 - \$16,500: Faculty professional travel
 - \$4,240.85: CAS Graduate Student Travel Grants
 - \$500: CAS undergraduate travel
 - \$7,000: CAS EDEP funds for two faculty
 - \$10,000: Faculty/Staff computer upgrades (not yet transferred or ordered)
 - \$15,000: English Education EESPARC program computers (not yet ordered)
 - \$500: College Teaching Award – Lisy Seloni
 - \$200: Ryan Clark's book launch event
- **SBC funds from FY21 to FY22:** \$14,984.04
 - \$5,000 Interdisciplinary Grant, English Publications Unit—need to request SBC to FY23
 - \$9,984.04 New faculty startup funds
- **FY22 English Foundation general fund:**
 - \$11,00.00: Student Scholarships (restricted)
 - \$1,998.09: Faculty Recruitment

- \$11,150.00: Guest speakers
- \$458.30: Sigma Tau Delta English Honor Society
- \$1,729.66: GA Conference Registration/Travel
- \$1,500 Faculty immigration expenses
- \$540 Graduate Student orientation
- \$4,870.39 Fringe Benefits for FY22 for Tara Reeser, Obsidian Magazine Managing Editor
- \$240 English Education EESPARC program launch
- **Sage Foundation grants:** \$15,845
 - “Zine-Making Toward Social Change: Artivism, Rhetoric, and Publishing Minoritarian Cultures”, \$1,500
 - Claudia Rankine Poetry Reading and Discussion, \$3,360
 - Ryan Clark and Jose-Luis Moctezuma book launch and poetry reading, \$6,985
 - Jennifer Givhan reading, \$4,000
- **Fell Trust Grant:** \$2,500
 - “Zine-Making Toward Social Change: Artivism, Rhetoric, and Publishing Minoritarian Cultures”, \$2,500
- **Grants**
 - Cinema of Femi Odugbemi, \$28,462
 - Obsidian Amazon Literacy Partnership, \$7,000
 - FY22 Obsidian IACA GOS, \$8,100

III. Major Objectives for FY23

A. Objective #1—Recruit new faculty

The Department of English generates more total credit hours than almost any other academic department in the University, third only to Math and COM. While enrollments in the major and graduate programs are not as robust as in prior years (although with 519 graduate and undergraduate students in FY21, ENG continues to have among the highest enrollments in CAS), the fact that our faculty members also mentor master’s and doctoral students who generate a very large number of credit hours for the University (13,567 in FY21) must be considered in decisions about funding for tenure-line positions. The tenure-line faculty in English has been reduced by 30% over the past 21 years, from 45 faculty in 2001 to 31 faculty in 2022. The Department has urgent and ongoing hiring needs in the areas of Children’s Literature; English Education; Latino/a Literature; Hemispheric American Comparative Literatures and Cultures; and other areas.

Strategic Plan Alignment: ENG Goals 1 and 4; CAS Strategic Focus 1; ECE Goals 1, 2, 3, and 4

B. Objective #2—Hire a Digital Media Specialist to Support the Publications Unit and Department More Broadly

The Publications Unit and its affiliated publications and presses, together with the Department of English more broadly, have more of a digital media presence than ever before. In the contemporary literary and scholarly publishing milieu, most successful brands are able not only to publish print and digital core content, but also to attract potential subscribers and keep readers interested in and informed about the brand with a steady stream of peripheral digital content on social media, websites,

and in email marketing initiatives between issue and book launches. With these trends in publishing in mind, we maintain as a major objective the hire of a Digital Media Specialist to complement the existing staff of the Publications Unit and assist the Unit in its teaching/service mission. *Strategic Plan Alignment:* ENG Goals 2, 3, and 6; CAS Strategic Focus 1 and 3; ECE Goals 1, 2, 3, and 4

C. Objective #3—Tangibly Support Diversity and Inclusion

At the heart of the Department’s Strategic Plan is the goal of tangibly supporting diversity and working toward increased diversity among students, faculty, and staff. In FY23, the Department will increase these efforts by continuing to support its Equity and Diversity Committee; scheduling microaggressions training for faculty and staff; revising curricula; responding to students’ calls for more explicitly anti-racist policies and procedures in the Department; supporting the work of the graduate student-led Anti-Racist Writing Pedagogies Advisory Board; and if our request for funding this year is unsuccessful, pursuing again an interdisciplinary hire with the Latin American and Latina/o Studies Program at ISU in the area of Latino/a Literature. *Strategic Plan Alignment:* This objective supports the mission/goals of the Department, College and *Educate, Connect, Elevate* pertaining to diversity, inclusion, and global awareness.

D. Objective #4—Strategic Planning in the Department of English

The Department of English will see a major transition of leadership in FY23, with a new Interim chair, Director of Graduate Studies, and Director of Undergraduate Studies. This transition brings with it the opportunity for faculty and staff to begin working toward a new Strategic Plan for the Department of English to help define goals over the next five years. *Strategic Plan Alignment:* This objective is pertinent to virtually all goals in the College and University strategic plans.

IV. Tentative SBC Amounts

- \$5,000: CAS Interdisciplinary Grant Initiative Proposal—“Inaugural Publishing Symposium” (Steve Halle, Publishing Unit)