

DEPARTMENT OF ENGLISH

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**DEPARTAMENTO DE INGLES**

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STRATEGIC PLANNING DOCUMENT

Department of English 2016-2021

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As stated in the Strategic Planning documents of the UPRM and the College of Arts and Sciences (2012), the vision of the University of Puerto Rico is to be a leading institution in higher education and guarantee that our students receive the best education through strengthening the research, teaching, and creative endeavors of our faculty and administration. The Department of English, a department within the College of Arts and Sciences, we continue to refine this fundamental goal in this strategic planning document.

The English Department's role in the university is threefold. First, it serves all university students who enter as freshmen through its gateway, or general education, courses. As each student is required to enroll in either 6 to 12 credits of English, depending on their ESLAT scores, courses at three levels are offered to meet their needs. Students fall into ESL courses, which are taught in accordance with their proficiency level in English: Basic English (INGL 3101-02), or Intermediate English (INGL 3103-04). Students who pass the advanced English exam on the College Board take 6 credits of Advanced English (INGL 3211-12) and are waived from the other six credits.

The English Department is also a department in its own right which offers two tracks leading to a BA in English: Literature and Linguistics. A third track, Writing and Communication, has been proposed and the courses are in line, and pending approval from the Academic Senate.

The MAEE, Master in English Education is the third important part of the English Department. This program serves students who wish to become English educators or who intend to pursue doctoral studies. Within the MAEE, students have the opportunity to teach the proficiency entrance courses described above and are eligible for teaching assistantships. To gain teaching proficiency, they must enroll in a 1-credit course over three semesters in teacher training. There is also a plan for a Masters in English Literature. Courses have been developed and some are in the process, and the program awaits approval.

Current State of the English Department and Strategic Planning

Since the last Strategic Planning document, in 2009, although the university has undergone financial duress and constraints, the English Department continues to operate and serve the student population. In spite of the reduced operating funds and frozen positions for new professors, one way the Department has overcome the need for teaching positions is through the use of Teaching Assistants and adjunct professors, which will be addressed in this document. This document has been created with the understanding that the university is undergoing a financial crisis.

English Department Mission, Goals and Objectives

English Department Mission

The English Department, which exists in an academic environment in which English is a Second Language, addresses the needs of all students who enter the UPR-Mayagüez. It directs its efforts towards the development of educated, responsible, and cultured citizens and professionals in English and its disciplines, including Linguistics, Literature, Writing and Communication, English Education, and English as a Second Language. Graduates

of departmental programs will be qualified to contribute in an effective manner to the social, cultural, and economic development of Puerto Rico and the world at large. The English Department focuses its efforts and initiatives equally in three fundamental areas: instruction, research and creative work, and service to the university community.

MAEE Mission Statement

The Master of Arts in English Education (MAEE) program directs its efforts toward preparing professionals from Puerto Rico and abroad with the theoretical and practical knowledge in linguistics, literature, and pedagogy and the social awareness necessary to meet the educational needs of the learners they encounter. We address students' needs to think critically in a complex, culturally diverse, highly technological world in order to continue on a path of life-long learning which will enable students to develop to their fullest potential.

Goals and Objectives of the Strategic Plan

The goals and objectives in this strategic plan are divided into educational goals and administrative goals. Within each of these, the objectives for strategic planning are described with their form of assessment.

Education Goals

Goal #1: To ensure that all university students in general education courses receive English instruction that will help them in their university and professional careers.

A. Strategies: Gateway (Freshmen) Courses

1. Reexamine and revise the mission and objectives for general education courses offered by the department. to guarantee student learning
2. Align course objectives with general education learning outcomes.
3. Establish common learning goals and objectives across placement tracks.

Assessment- Measures of Success

- Satisfaction level among graduates and employers
- Graduation, retention, and placement rates
- Proportion of students with enriching educational experiences

- Time period needed to complete approval of new courses, programs and curricular changes
- Task strategy 1 to a sub-committee to report to director each semester
- Task Strategy 2 to Assessment Committee and representative to report to director and department at the end of each semester
- Task strategy 3 to ESL sector and Course coordinators for 3201-02, 3103-04, and 3211-12 to meet and coordinate. Report to director at the end of each semester

Goal #2 Ensure that English majors in undergraduate linguistics, literature and writing programs are up to date on current theory, knowledge and technology related to English studies in pursuing a BA in English

A. Course offerings

1. Review and revise current course offerings for the current tracks in the English Department.
2. Create new courses as needed to reflect new ideas and technologies related to English studies.
3. Instate the Writing and Communication track.

Assessment - Level of Success

- Satisfaction level among graduates and employers
- Graduation, retention and placement rates
- Proportion of students with enriching educational experiences
- Time period needed to complete approval of new courses, programs and curricula

Strategies 1 and 2 are tasked to sectors to review and revise courses in their sectors on a yearly basis and recommend changes or creation of new courses. The curriculum committee will oversee that the process moves swiftly through its stages.

Strategy 3 is tasked to the Linguistics sector and Task 4 is tasked to the Writing Sector. At the end of each semester, these sectors will provide data to show the progress in these tasks.

B. Academic Counseling: To improve student registration and academic counseling services

Student Registration

1. Recruit more professors/advisors to work during the registration process.
2. Provide more training to professors who would like to help with student advising and registration

Orientation

1. Improve the existing orientation system to ensure greater participation behalf of advisors and students.

ASSESSMENT- Level of Success

- Student participation in counseling meetings
- Student satisfaction surveys
- Record keeping on behalf of advisors

These strategies are charged to the Orientation Committee in conjunction with the Department Assessment Coordinator and the Director of English.

C. Promotion of Programs and Partnerships with other Institutions

1. Continue to support and offer community service courses that recruit students from all majors to serve as mentors and tutors for children in local shelters.
2. Establish Memorandum of Understanding/Agreement with institutions to support students and faculty.
3. Continue to support the international student community with English courses with the implementation of a Language Institute.
4. Promote our programs more avidly inside and outside PR.

Assessment-Level of Success

- Number of students who sign up for community service courses, organizations and institutions
- Number of memos of understanding, those in place and success rate of those in place
- Number of students recruited from other universities, number of students in the annual institutional open house, how many students from internal and external transfers

These tasks are charged to the Director of English who will report each semester on the status of these tasks

GOAL #3. To ensure students in the MAEE graduate program achieve their goals in pursuing an MA in English Education by offering the most up to date theory, content and technology in the field.

- A. Continue to create and revise graduate courses in keeping with new ideas in the field of English studies .
 - Create a data base with courses created, passed and implemented
 - Special topics courses listed and used to evaluate new special topics courses.
- B. Develop and Implement a graduate TESOL Certificate.

Assessment- Level of success

- Approval of program
- Number of students who sign up and follow through the program

- C. Create a mentoring system for graduate students who desire it.

Assessment- Level of Success

- Number of students and professors involved
- Student satisfaction level with mentoring program

- Create a historical database for the MAEE program to identify accomplishments, needs, and suggestions for curricular changes as needed.

D. University Teaching Development Course

- Provide intensive training to all graduate students who are selected to become Teaching Assistants through the UTD teaching course, which should be re-assessed yearly in accordance with results of student surveys, professor evaluations, and innovations in the teaching of ESL and writing.
- Keep records of Teaching Assistants and Research Assistants training and progress through their observation records, individual interviews, grades and student records kept on an online file through the UTD course. These files should be made available each semester to the Director of the English Department and the chair of the Graduate Committee.
- Establish clear lines of communication between the instructors of the UTD course and the Graduate Committee in order to assess policy on selecting GTAs and the needs of GTAs in teaching the Gateway courses.

Assessment- Level of Success

- Number of students satisfied with UTD course
- Number of professors satisfied with course

In coordination with the Graduate Committee, the University Teaching instructors as a committee are charged with these areas. The UTD Course will be re-evaluated yearly by the coordinators and results shared with the Graduate Committee. The English Department Assessment Coordinator will maintain files on the course and provide information online each semester.

4. Continually assess and offer opportunities for training of GTAs inside and outside the English Department through Professional Development programs that are in addition to the University Teaching Development course.

Assessment Level of success

Graduation, retention, and placement rates, proportion of students with enriching educational experiences, satisfaction levels among graduates and their respective employers.

These tasks are charged to the Assessment Committee who will report to the Department each semester on the progress of these tasks

Goal #4 to maintain and expand research opportunities for students and faculty in the English Department

- A. Promote research for both faculty and students by sponsoring conferences at UPRM, maintaining or increasing funding for presenting at conferences, maintaining or increasing the course release time for research (descargas), maintaining or increasing the number of graduate and undergraduate students granted research assistantships.

Assessment: Level of Success

- Attendance to conferences,
- Presentations by faculty and students,
- Active participation in associations

- B. Support faculty in their efforts to apply for and receive federal funding by creating stronger ties to the PDU (Professional Development Unit) through workshops.

Assessment- Level of success

- Number of projects funded, creative projects, submitted by Director on a yearly basis to Department, faculty, and institution

C. Increase faculty and student publication to academic journals and other publications.

Assessment –Level of Success

- Number of release time for research, number of students working in INTD courses, Yearly data base updated to show increment

D. Develop a peer-reviewed online publication for the Department of English.

E. Support creative projects and curriculum revisions based on research undertaken in the ESL/Literature/Writing classroom.

Assessment- Evaluate the number of projects faculty has conducted in the last five years to find a research trajectory for accomplishment and goal setting. Set up a plan for training with the PDU for English professors and students on potential opportunities for research funding. Create a sub-committee of professors who are willing to search and share funding opportunities to the English Department.

Administrative Goals

Goal 1: To improve administrative efficiency

A. Committees

1. Revise and establish clear policies and procedures for all Departmental Committees.
2. Charge committees with strategic planning tasks and assessment

Assessment –Level of Success

- Proportion among critical services revised and improved within a two-year period
- Satisfaction levels among the university community (faculty, non-faculty personnel and students) with key administrative and regulatory processes

Compliance level with administrative assessment processes

Tasks- Committees are charged with reviewing their policies and presenting them to the director and the English Department. Assessment Coordinator charged with reviewing and maintaining records on strategic planning which will be reviewed annually to the Director

and the English Department faculty. Recommendations for change based the assessment of the Strategic Plan.

B. Personnel

1. Justify and argue for the reinstatement of lost positions, even with current economic crisis in the areas of literature and linguistics.
2. Offer more opportunities for continuing education to current professors.
As an alternative, allow for four one-year temporary lectureships particularly instructors with background in linguistics, literature, writing and other areas of expertise under the umbrella of English studies.

Level of Success

- Number of positions reinstated
- Number of lectureships obtained

Assessment- The Personnel Committee is charged with arguing for the reinstatement of positions and providing reports on the success of this endeavor each semester. They are also in charge of looking for alternative temporary lectureships. Sectors should assess and ask for lectureship possibilities as needed.

C. Adjuncts, Teaching and Research Assistants

1. Ensure the hiring of highly qualified adjuncts, teaching assistants and research assistants in the department and professional opportunities both inside and outside the English department.
2. Ensure there are qualified coordinators and supervisors for teaching assistants who have a strong background in excellent teaching, and as shown through their areas of expertise, research, and professional development endeavors.

Level of Success-

Evaluations of adjuncts, teaching assistants, and coordinators by director of Department

A semester survey by students basis showing 75% or higher satisfaction level of their adjuncts or teaching assistants
Satisfaction level of supervision of courses with 75% or higher satisfaction level

D. Facilities

1. Provide clean air-conditioned office spaces to teaching assistants and faculty.
2. Air-condition all classrooms that belong to the English department.
Level of success- Number of rooms air-conditioned

E. Technology

1. Write proposals to obtain funds to improve technology.
2. Equip more rooms with computers and software.
3. Promote and Support development of hybrid and online courses.
4. Design program for virtual language laboratory.

Assessment - Level of Success

- Number of hybrid courses submitted and approved,
- Number of hybrid courses taught,
- Number of students impacted,
- Satisfaction of students in hybrid courses,
- Number of new computers and other technology

F. Administration of Webpage and Department Calendar

1. Maintain the website with current information regarding faculty and student activity as well as information regarding programs.
 - a. Contract a graduate student as an Research Assistant and an advisor for the Webpage.
2. Create a online talent bank for graduate and undergraduate students showing professor expertise by area and research interests.

3. Maintain current research and teaching interest and Curriculum Vitae for all faculty online.
4. Assign Department calendar to Department secretary

G. Develop projects to generate funds to use within the English Department

1. Establish a maintenance fee to use the language lab for non-English faculty, courses, conferences, and workshops
Level of Success Number of uses and income generated
2. Establish fellowships through retired faculty
Level of Success Number of fellowships established
3. Development of language lab materials with a user fee to go to the English Department
4. Establish a language institute for international students.
Level of Success-The income generated yearly and student satisfaction

The English Department will report on the outcome of the plans suggested in this document at the end of a four-year cycle. Yearly assessment of specific aspects will be undertaken by the assessment coordinator for the department and reported to the English Department.