PROGRAM REVIEW
Fairmont State Board of Governors

☐ **Program with Special Accreditation** **X** **Program without Special Accreditation**

Date Submitted 1 February 2010

Program   Bachelor of Arts in English Literature

Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

__x___1.   Continuation of the program at the current level of activity;

_____2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);

_____3. Identification of the program for further development (for example, providing additional institutional commitment);

_____4.   Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;

_____5. Discontinuation of the Program

Rationale for Recommendation:

The bachelor of arts in English literature serves both Fairmont State University's general studies program and students majoring in English. The program prepares majors for graduate school by equipping them with a broad understanding of literary history and a functional grasp of literary practice. The program develops analytical and writing skills that majors can use in law school and in a variety of careers.

_____   _____
Signature of person preparing report: **Date**

_____   _____
Signature of Dean   **Date**

_____   _____
Signature of Provost and Vice President for Academic Affairs: **Date**

_____   _____
Signature of President: **Date**

FAIRMONT STATE UNIVERSITY
DEPARTMENT OF LANGUAGE AND LITERATURE
BACHELOR OF ARTS IN ENGLISH LITERATURE
PROGRAM REVIEW
JANUARY, 2010

PROGRAM CATALOG DESCRIPTION:

Within the English Program are composition, literature, and creative and technical writing courses. In addition to the Bachelor of Arts degree in English and a teaching specialization in English Education, two minors are also available, one in business and technical writing and one in literature. The English Program supports the University's general studies curriculum by providing instruction in English language and literature. Advanced standing and credit for Written Composition I (ENGL 1104) is awarded based on a student's high school record and ACT or SAT score. To qualify, a student must have semester grades of no lower than B in each of the four units of high school English, and a score of 25 or higher on the English section of the Enhanced ACT or 570 on the English section of the SAT. Students in any major may select from a variety of courses to enhance their writing skills and knowledge of English.

VIABILITY (§ 4.1.3.1)

ENROLLMENTS
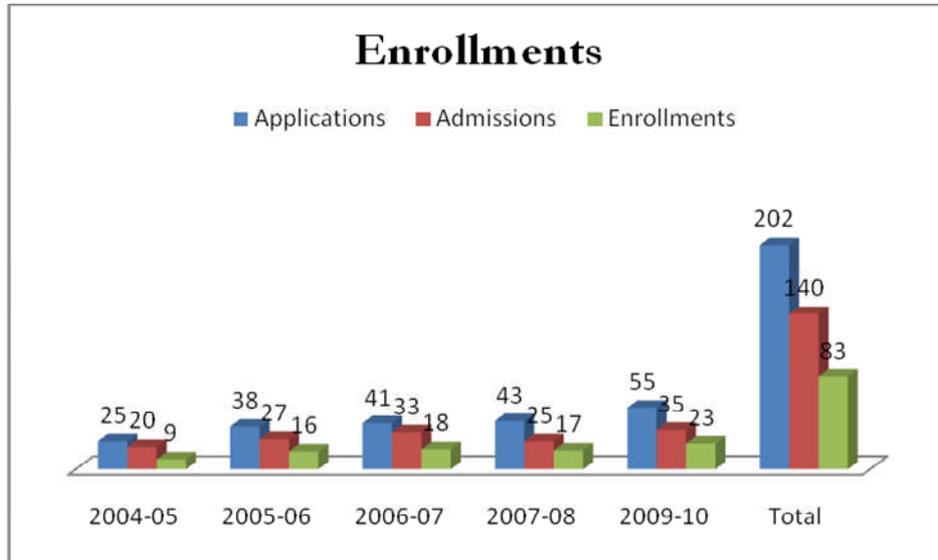
	2004-05	2005-06	2006-07	2007-08	2009-10	Total
Applications	25	38	41	43	55	202
Admissions	20	27	33	25	35	140
Enrollments	9	16	18	17	23	83

GRADUATES
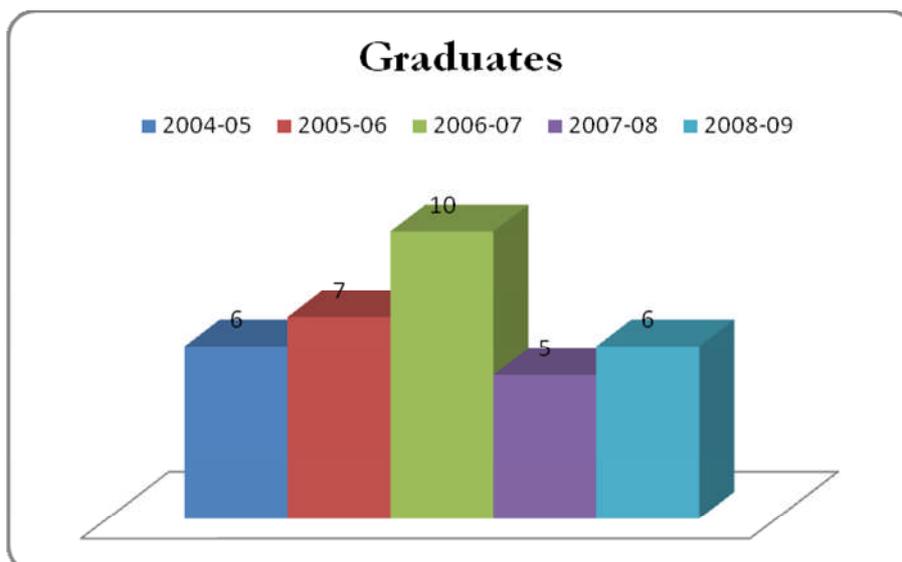
PROGRAM COURSES

Row Labels	2004-05	2005-06	2006-07	2007-08	2008-09	Grand Total
ENGL	400	510	450	377	349	2086
3301 Theory Lang & App to Eng I		22	22	23	18	85
3302 Theories Lang & App to Eng II	2	6	5	9	8	30
3303 Survey American Literature: I	19	21	20	23	22	105
3304 Survey American Literature: II	21	23	24	16	24	108
3313 Survey British Literature I	22	16	27	24	19	108
3314 Survey British Literature II	25	21	38	20	15	119
3320 Literary Criticism	11	16	15	11	9	62
3331 Study of English Language	19					19
3332 Narrative/Descriptive Writing	38	42	38	22	22	162
3333 Writing Non-Fiction	20	1	13	30	20	84
3344 Writing Poetry			13			13
3345 Writing Fiction		17				17
3349 Adv Technical Communication					12	12
3356 Fantasy, S. F. & Magic Realism					18	18
3361 American Romanticism				8		8
American Writers 1820-1870		35				35
3362 American Realism & Naturalism				1	6	7
American Writers 1870-1940	18		15			33
3363 The American Novel		20	2	22		44
3370 Literature of the Middle Ages		8		9		17
3373 Chaucer	18		13		12	43
3374 Shakespeare	20	24	21	21	12	98

Code	Course						Total
3375							
	17th Century British Lit		16				16
	Later Renaissance Literature				17		17
3377							
	18th Century Brit Lit-ONLINE		20				20
	Literature of the Enlightenment				11		11
3378							
	Literature: Romantic Period		21		17		38
3379							
	Literature Victorian Period	15		22		9	46
3380							
	20th Century British Lit	16		8			24
3381							
	The British Novel		12		4		16
3382							
	The World Novel	12		23		2	37
3383							
	Epic Tradition					9	9
3385							
	The Arthurian Tradition	20		20		16	56
3386							
	The Bible as Literature			20			20
3387							
	Folk Literature		16		7		23
3388							
	Women's Literature	14	29			14	57
3389							
	Minority Literature		12			11	23
3390							
	Modern Drama		18		11	2	31
3391							
	The Short Story	17		25	4	18	64
3392							
	Contemporary Poetry	18		16			34
3393							
	Southern Literature				11		11
3394							
	The Art of the Motion Picture	23		18			41
3395							
	Journeys in Comparative Myth		8		19		27
3396							
	Literature and Film					14	14
3399							
	Special Topics	31	86	32	34	21	204
4400							
	Senior Seminar					5	5
4441							
	Independent Study	1					1

4490						
Capstone					5	5
4491						
Writing Internship				3	2	5
4998						
Undergraduate Research					4	4
Grand Total		400	510	450	377	349	2086

SERVICE COURSES

	2004-05	2005-06	2006-07	2007-08	2008-09
ENGL	6101	6257	6088	5858	5632
1104 Written English I	1928	1875	1867	1829	1949
1108 Written English II	1664	1761	1690	1541	1398
1109 Technical Report Writing	252	204	259	288	291
2220 Literature of Western World I	418	447	16		
World Lit I: Origins to 1650			403	393	377
2221 Literature of Western World II	347	373	84		
World Lit II: 1650 to Present			294	406	437
2230 Intro to Literature I: Prose	746	795	748	665	566
2231 Intro to Literature II: Poetry	578	620	665	590	498
3332 Narrative/Descriptive Writing	38	42	38	22	22
3354 Children's Literature	122	109	91	91	71
3355 Young Adult Literature		22	20	14	9
4431 Methods/Materials Teaching Eng	8	9	13	9	4
6360 Literature and Response				10	10
Grand Total	6101	6257	6088	5858	5632

When Pierpont Community and Technical College acquired its own faculty in 2005, an administrative decision assigned English 1104 and 1109 to Pierpont C&TC. The division of "ownership" of the composition classes between two institutions that are now legally distinct poses problems for the coherence and integrity of the writing program. While the faculties of the two institutions are still cooperative, it may be time to revisit that administrative decision to ensure that the University can continue to offer a coherent writing program.

SUCCESS RATES[1] FOR SERVICE COURSES

Success Rates

- 2220 Literature of Western World I
- 1108 Written English II
- 2230 Intro to Literature I: Prose
- 2231 Intro to Literature II: Poetry
- 4431 Methods/Materials Teaching Eng
- 1109 Technical Report Writing
- 2221 World Lit II: 1650 to Present
- 1104 Written English I
- 3354 Children's Literature
- 6360 Literature and Response

% Success 1104	% Success 1108	% Success 1109	% Success 2220	% Success 2221	% Success 2230	% Success 2231	% Success 3354	% Success 4431	% Success 6360
56.65	56.36	63.69	66.33	65.67	66.62	63.65	68.75	54.55	75.00

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[1] A grade of C constitutes successful completion of ENGL 1104 and 1108. A passing grade is sufficient for the other courses.

OFF CAMPUS COURSES

Row Labels	2004-05	2005-06	2006-07	2007-08	2008-09	Grand Total
Barbour County		19	29	25	17	17	107
ENGL 1104							
Written English I	10	13	10	11	10	54
1108						
Written English II	9	13	9	6	7	44
1109						
Technical Report Writing		3				3
2230						
Intro to Literature I: Prose			6			6
Braxton County	15			6		21
ENGL 1104						
Written English I	8			6		14
1108						
Written English II	7					7
Calhoun County	8					8
ENGL 1108						
Written English II	8					8
Caperton Center – Clarksburg	783	865	823	770	728	3969
ENGL 1104						
Written English I	287	291	308	274	264	1424
1108						
Written English II	263	283	247	224	227	1244
1109						
Technical Report Writing	34	17	18	21	15	105
2230						
Intro to Literature I: Prose	117	145	151	128	123	664
2231						
Intro to Literature II: Poetry	82	129	99	123	99	532
Correct. Facilities (z plan)	28	26		21	26	101
ENGL 1104						
Written English I	28	17		13	14	72
1108						
Written English II					12	12
1109						
Technical Report Writing		9		8		17
	650	561	508	528	558	2805

High School Dual Enrollment

ENGL						
1104						
Written English I	344	301	292	283	308	1528
1108						
Written English II	189	150	115	113	133	700
2230						
Intro to Literature I: Prose	117	110	101	132	117	577
Lewis County	172	182	167	166	131	818
ENGL						
1104						
Written English I	60	65	52	67	55	299
1108						
Written English II	54	51	44	28	26	203
1109						
Technical Report Writing	24	19	22	44	28	137
2230						
Intro to Literature I: Prose	15	23	27	12	11	88
2231						
Intro to Literature II: Poetry	19	24	22	15	11	91
Monongalia County	147	126	134	128	184	719
ENGL						
1104						
Written English I	63	51	46	50	54	264
1108						
Written English II	41	36	25	37	52	191
1109						
Technical Report Writing			22	8	30	60
2230						
Intro to Literature I: Prose	23	25	25	18	23	114
2231						
Intro to Literature II: Poetry	20	14	16	15	25	90
Preston County	43	39	24	20	27	153
ENGL						
1104						
Written English I	20	19	10	10	20	79
1108						
Written English II	23	20			7	50
2230						
Intro to Literature I: Prose			14	10		24
Randolph County	29	48	32	32	11	152
ENGL						
1104						
Written English I	11	9	14	12	11	57
1108						
Written English II	18	12	12	13		55

2230 Intro to Literature I: Prose		12				12
2231 Intro to Literature II: Poetry		15	6	7		28
Taylor County			10	46	30	86
ENGL						
1104 Written English I			10	18	14	42
1108 Written English II				28	16	44
Upshur County		19	16		14	49
ENGL						
1104 Written English I		11	10		9	30
1108 Written English II		8	6		5	19
Grand Total	1894	1895	1739	1734	1726	8988

Off-campus courses remain largely outside the control of the Department of Language and Literature. While the chair of the department is asked to review the credentials of adjunct faculty when they are hired, there is no mechanism for supervision.

COST/STUDENT CREDIT HOUR

College or School	Liberal Arts	Scie & Tech	Business	Fine Arts	Education	Nursing	Total
Direct Cost/Student FTE Major	$3,766.70	$5,960.33	$2,036.83	$17,369.83	$2,529.21	$3,066.53	$3,721.40
Direct Cost/Instruct. Cr Hour	$66.08	$139.13	$77.05	$131.85	$176.06	$195.34	$108.94
FTE Majors	789.67	630.37	809.07	97.53	949.33	433.03	3709.00
Cr Hours Enrolled by Majors	23690	18911	24272	2926	28480	12991	111270
Number of Majors	1079	817	1083	122	1450	611	5162
Total Cr Hours in Org Sections	45016	27005	21389	12849	13638	6798	126695
Total Enrollment in Org. Sections	15117	10291	7114	4678	5088	3373	45661
FTE Faculty	75.33	54.75	38.00	24.54	29.00	8.42	230.04
Org. Sections for Total Faculty Cr. Hours	1808	1314	912	589	696	202	5521
# of Sections >=5	610	539	303	229	264	176	2121
Total Labor & Expenses	$2,974,440	3,757,196	1,647,932	1,694,138	2,401,064	1,327,910	$13,802,679

The direct cost per instructional credit hour in the College of Liberal Arts, $66.08, is the lowest in the University.

ASSESSMENT

The current English faculty inherited a set of student learning program outcomes that had been drafted some years before, and we voted to keep that list intact. However, the need to isolate individual outcomes for assessment revealed considerable overlap. In response to this overlap, we arrived at these revised outcomes:
1. English majors will be able to use several different methods of interpreting literature, understanding principles and arguments that support readings from different perspectives.
2. English majors will be able to discuss literary and cultural history, being aware of the distinctions between literary periods, along with the developments that establish those distinctions and the authors who define and/or resist them.
3. English majors will be able to analyze their language by focusing on at least one of the following: English grammar, semantics, rhetoric, or the language of texts from early periods of English literature.
4. English majors will be able to analyze texts from various genres.
5. English majors will be able to recognize and analyze the work of authors who present a range of diverse backgrounds.
6. English majors will be able to write in several modes for different audiences and purposes.
7. Additionally, English education majors will be able the use the reading process and teaching methodology, and to analyze adolescent literature.

The revision in outcomes led, in turn, to a revision in the program that established new assessment practices for our majors. This was based in part on a common complaint from faculty that our students did not make connections between their courses, treating each as a separate entity. All this took place just prior to the institution's drive toward an outcomes-based curriculum

Instruments for Direct Measurement

Our program assessment plan contains two direct measures, an examination, and a system of portfolios and reflections.

Traditionally, the English programs at Fairmont State have administered the ETS Field Exam in English every year. That practice had several drawbacks. First, it was not given to English Education majors. Second, the exam was not administered as part of any course in the program. This limited student participation, which was purely voluntary. An additional concern for some faculty was that ETS's conception of what our students should know may differ from our own. Since faculty were restricted from access to the contents of the exam, we had no good information on this possibility. This has become a more serious problem since the institution and our accreditors have begun demanding hard assessment data.

In order to solve these problems, we have designed our own in-house exam, which is administered to all majors (both English and English Education) as an entrance exam during their first upper level course and as an exit exam during a new capstone course required of all seniors (English) or the Young Adult Literature course taken during the next to last semester of course work (English Education.) This enables us to give each student the same exam for control purposes, to link specific questions to specific outcomes, and to provide a structure and incentive for students to participate.

Again, the idea of a portfolio has been used in our English program for quite some time, but the system has not been working in many ways. Our old portfolio system asked each faculty member to submit a copy of the work of all majors in his/her upper level courses to that student's advisor, who kept a file of such materials. However, faculty rarely participated, usually because they

forgot, institutional records about advising were inaccurate, advisors had no relationship to the portfolios beyond storage, and the portfolios served no clearly defined purpose.

Our new assessment plan still calls for faculty to submit student work, but portfolios will be maintained by a student's mentor. The mentor assists the student in writing a reflection on the work of the previous semester, which is also included in the portfolio. All papers included in the portfolio are to have an accompanying cover sheet that indicates how that paper fulfills the program learning outcomes. This process is coordinated by the Chair of the departmental Assessment Committee.

<div align="center">Results</div>

During the 2008-2009 academic year, we piloted our exam to test our delivery method through Blackboard. Only seven of sixty-eight majors took the exam, slightly more than ten percent.   In order to provide reliable numbers, we need to see both entrance and exit exams from as many students as possible.

Given that caveat, we were asked by the institution to isolate and report on a single outcome. Our departmental Assessment Committee chose Outcome One. The committee will be reviewing the 2009-2010 exam data at the end of spring 2010. At present, we have insufficient data to institute a feedback loop for changing instruction.

As with the exams, we focused our efforts during 2008-2009 in testing our system of collecting and storing assessment information rather than striving for one hundred percent coverage. At the end of that time, we had portfolios for thirty students, none of which had more than two items in them and only about half of which had reflections. During fall 2009, we concentrated on increasing participation, and all English majors now have portfolios, although the materials contained therein are still too little to be truly representative. We have held general meeting with our majors to inform them about the need for assessment and to encourage their participation.

We have received feedback from two sources about improving this process. Our departmental Assessment Advisory Board met for the first time during September, 2009. We also added a student member to our Assessment Committee in order to engage with student concerns. As a result, we are instituting a more defined schedule of dates for completing assessment related tasks as well as specific academic penalties for failure to do so.   The committee is also considering alternative means of delivery and storage for the portfolios, examining alternative models already in use by the School of Fine Arts as well as English departments at comparable institutions.

ADJUNCT USE
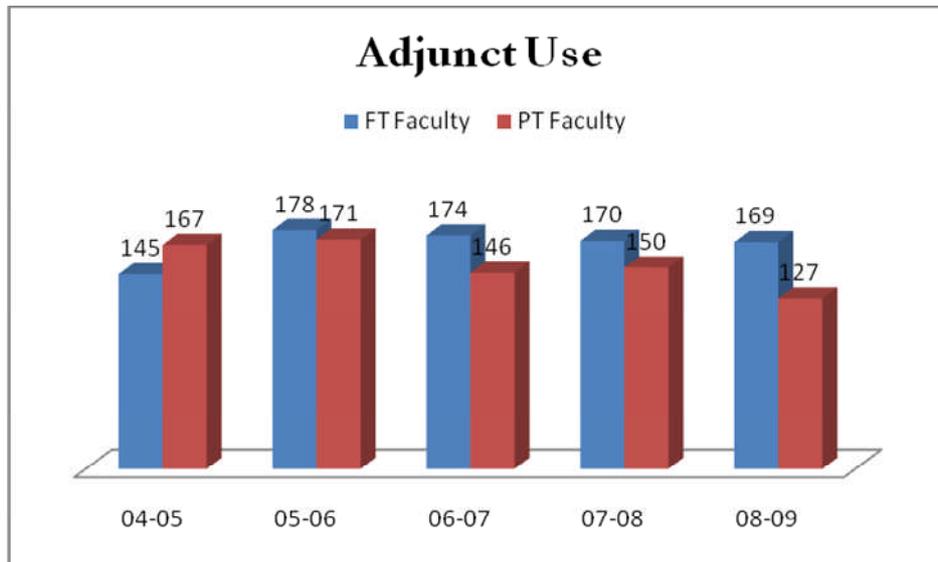
Our use of adjunct faculty remains high as part of the institutions fiscal reality.

## RETENTION RATES

First-time Students

Fall	Cohort Size of English First-time Freshmen	Count of this Fall Cohort Retained until Next Fall In the English Program	English FT Program Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	PCTC Retention of English FT Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of English FT Cohort
2003	4	2	50.00%	3	75.00%	3	75.00%
2004	2	1	50.00%	1	50.00%	1	50.00%
2005	4	3	75.00%	3	75.00%	3	75.00%
2006	5	3	60.00%	4	80.00%	4	80.00%
2007	5	4	80.00%	5	100.00%	5	100.00%
2008	11	4	36.36%	5	45.45%	5	45.45%
6-Yr Mean	5.17	2.83	58.56%	3.50	70.91%	3.50	70.91%

Transfer-In Students

Fall	Cohort Size of English Transfer-In Student	Count of this Fall Cohort Retained until Next Fall IN the English Program	English Transfer-In Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	PCTC Retention of English Transfer-In Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of English Transfer-In Cohort
2003	2	2	100.00%	2	100.00%	2	100.00%
2004	3	0	0.00%	0	0.00%	0	0.00%
2005	0	0	0.00%	0	0.00%	0	0.00%
2006	5	3	60.00%	4	80.00%	4	80.00%
2007	3	1	33.33%	2	66.67%	2	66.67%
2008	3	2	66.67%	3	100.00%	3	100.00%
6-Yr Mean	2.67	1.33	52.00%	1.83	69.33%	1.83	69.33%

This data omits students transferring within the institution from other majors into the English program. Therefore, the retention rates shown are artificially low.

GRADUATION RATES
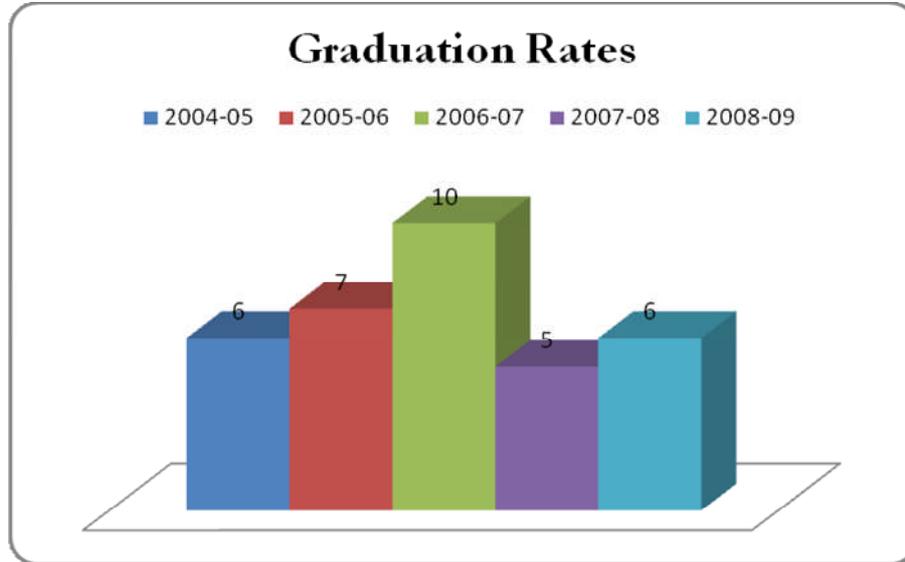
PREVIOUS PROGRAM REVIEW RESULTS

The previous review of the baccalaureate in English was submitted on 30 March 2005. At its 30 June 2005 meeting, the Board of Governors voted to accept the report, noting in their minutes "that the Bachelor Science [sic] in English be continued at the current level of activity" (http://www.fairmontstate.edu/admin/bog/minutes/06_30_05.asp).

ADEQUACY (§ 4.2.4.2)

Program Requirements for Bachelor of Arts in English	128 SEM. HRS.
General Studies Requirements	41 SEM. HRS.
English Curriculum (see below)	42 SEM. HRS.
Minor	21 SEM. HRS.
Free Electives	24 SEM. HRS.

General Studies

THE FIRST YEAR EXPERIENCE   15-16 HOURS
(To be completed within the first 45 credit hours)
(Students are required to complete all Developmental Skills courses within their first 32 credit hours.)

		HRS.
ENGL 1104	Written English I *	3
ENGL 1108	Written English II *	3
INFO 1100	Computer Concepts & Applications (or demonstrated competency)	3
MATH 1102 or above (excluding 1106 and courses below 1102)		3 - 4
COMM 2200, 2201, 2202 *		3

        * Designates courses with prerequisites.

SCIENTIFIC DISCOVERY   8
        (Courses selected from the approved University list.)

CULTURAL/CIVILIZATION EXPLORATION   9
        (Courses selected from the approved University list.)

ARTISTIC/CREATIVE EXPRESSION & INTERDISCIPLINARY / ADVANCED STUDIES OPTION   6
        (Courses selected from the approved University list.)

SOCIETY/HUMAN INTERACTIONS   6
        (Courses selected from the approved University list.)

APPROVED WRITING INTENSIVE COURSE
ENGL 3303, 3304, 3313, 3314, 3332, 3333, 3344, 3345, 3349, and 3375
fulfill this requirement.

Major

Core Requirements:
ENGL 3301 THEORIES OF LANGUAGE AND THEIR APPL. TO ENGLISH I..3
ENGL 3303 SURVEY OF AMERICAN LITERATURE I   3
ENGL 3304 SURVEY OF AMERICAN LITERATURE II   3
ENGL 3313 SURVEY OF BRITISH LITERATURE I   3
ENGL 3314 SURVEY OF BRITISH LITERATURE II   3
ENGL 3320 LITERARY CRITICISM   3
ENGL 3374 SHAKESPEARE   3
ENGL 4400 SENIOR SEMINAR   3
ENGL 4490 CAPSTONE   3
All English majors should select one course from each of the following four groups plus one additional course for a total of 15 hours. A single course may not be used to fulfill more than one category requirement.
GROUP A: LITERARY PERIODS: EARLY BRITISH LITERATURE
Select one (3)
ENGL 3370 LITERATURE OF THE MIDDLE AGES   3
ENGL 3373 CHAUCER   3
ENGL 3375 LATER RENAISSANCE BRITISH LITERATURE   3
ENGL 3377 LITERATURE OF THE ENLIGHTENMENT 3
ENGL 3385 ARTHURIAN TRADITION   3
GROUP B: LITERARY PERIODS: LATER LITERATURE
Select one (3)
ENGL 3361 AMERICAN ROMANTICISM   3
ENGL 3362 AMERICAN REALISM AND NATURALISM 3
ENGL 3363 AMERICAN NOVEL   3
ENGL 3365 AMERICAN MODERNISM   3
ENGL 3366 CONTEMPORARY LITERATURE   3
ENGL 3378 BRITISH ROMANTICISM   3
ENGL 3379 VICTORIAN LITERATURE   3
ENGL 3380 TWENTIETH CENTURY BRITISH LITERATURE 3
ENGL 3381 THE BRITISH NOVEL   3
ENGL 3390 MODERN DRAMA   3
ENGL 3391 THE SHORT STORY   3
ENGL 3392 CONTEMPORARY POETRY   3
ENGL 3393 SOUTHERN LITERATURE   3
GROUP C: STUDIES IN LITERATURE AND CULTURE
Select one (3)
ENGL 3302 THEORIES OF LANGUAGE PART II   3
ENGL 3356 FANTASY, SCIENCE-FICTION, AND MAGICAL REALISM3
ENGL 3364 APPALACHIAN LITERATURE   3
ENGL 3382 WORLD NOVEL   3
ENGL 3383 EPIC TRADITION   3
ENGL 3386 BIBLE AS LITERATURE   3

ENGL 3387 FOLK LITERATURE   3
ENGL 3388 WOMEN'S LITERATURE   3
ENGL 3389 MINORITY LITERATURE   3
ENGL 3390 MODERN DRAMA   3
ENGL 3391 THE SHORT STORY   3
ENGL 3392 CONTEMPORARY POETRY   3
ENGL 3394 ART OF THE MOTION PICTURE   3
ENGL 3395 JOURNEYS IN COMPARATIVE MYTHOLOGY   3
ENGL 3396 LITERATURE AND FILM   3
GROUP D: WRITING
Select one (3)
ENGL 3332 NARRATIVE AND DESCRIPTIVE WRITING   3
ENGL 3333 WRITING NON-FICTION   3
ENGL 3344 WRITING POETRY   3
ENGL 3345 WRITING FICTION   3

FACULTY DATA

Please see Appendix A

ACCREDITATION/NATIONAL STANDARDS

The National Council for Accreditation of Teacher Education (NCATE) accredits the English education program. The National Council of Teachers of English (NCTE) executes the review on behalf of NCATE. This oversight extends to courses in the English BA, certifying them as more rigorous and, therefore, more valuable to the students.

The National Council of Teachers of English and the Modern Language Association both organizations have guidelines on faculty workload and employment of adjunct faculty.

Faculty Workload

The English Department at Fairmont State University observes the following guidelines on faculty workload approved by the National Council of Teachers of English:
1. Faculty workload is limited to no more than 12 hours of teaching per week for full-time faculty. Our adjunct faculty are limited to no more than 9 hours.
2. No more than 20 students are permitted in any writing class. Our sections of English 1108 are all capped at 20.
3. English faculty members should teach no more than 60 writing students in a single term. Our tenure-track faculty generally only teach no more than two writing classes.
4. None of our full-time faculty teach only a single course.
5. The majority of our faculty have no more than three different preparations per semester.

The only NCTE workload guideline we are consistently unable to meet is the number of students we accept into our introductory literature classes, which NCTE says should be limited to 25 students per class. Only our upper-division English courses meet this standard.

Employment of Adjunct Faculty

The Modern Language Association has recently come out strongly in favor of better working conditions and compensation for part-time instructors, recommending in its "Academic Issue Brief: Academic Workforce" that "the percentage of course sections taught by full-time faculty members should never drop below the majority of the course sections a department offers in any given semester."

At Fairmont State, tenured or tenure-track faculty teach the overall majority of courses in the English Department. As the table on adjunct use shows, our use of adjuncts is falling marginally, although the picture is complicated somewhat by the issue of course "ownership" already alluded to.

Adjunct Salaries

While this staffing pattern seems within the general MLA Academic Workforce Guidelines, the salary paid to our adjuncts is not. The MLA recommends a salary range of $6,600–$9,500 per course section, with fringe benefits and cost-of-living increases, as the reasonable minimum compensation for part-time faculty members. Fairmont State's English Department pays around $1,500 per course to adjunct faculty with Ph.D. and about $1,200 to adjunct faculty with a master's degree. Even with the lower cost of living in West Virginia, and a salary increment for years of service (capped at 10 semesters of service), this rate of payment, the standard for all adjuncts throughout Fairmont State, is inadequate.

21st Century Literacy and Classroom Facilities

The NCTE "Position on Multimodal Literacies" suggests that literature instruction must include visual and technological literacy. To further enable us to engage our students, we have now installed computer projection systems in the majority of our departmental classrooms. Our faculty regularly use video resources to enhance and extend their teaching, including the video databank Films on Demand to which our college library subscribes. We also have one computer-equipped classroom which is scheduled heavily for writing instruction, and faculty can reserve computer lab space in the college library when students need to work on their research projects.

Preparation of Pre-Service Teachers

Our department also provides pre-service Elementary and pre-service English Education teachers with courses in Children's Literature (ENGL 3354) and Young Adult Literature (ENGL 3355). In accordance with the NCTE "Guideline on Preparing Teachers with Knowledge of Children's and Adolescent Literature," these classes are "taught by a professional with a depth of knowledge in children's or adolescent literature," and offer "a broad knowledge of children's and adolescent literature, children's and adolescent authors, illustrators and poets, resources about children's and adolescent literature, as well as topics related to children's and adolescent literature."

NECESSITY (§ 4.1.3.3)

Of the graduates whom we were able to contact, we found that six went on to graduate school and three to law school. Four are pursuing careers as writers and three in sales. Two are working in businesses, and one became a VISTA volunteer.

There are similar programs at West Virginia University and the other state institutions. The B.A.in English remains a necessity for Fairmont State University's service region because it affords students in that region an education at a relatively low tuition close to home. The English program serves the general studies program at Fairmont State; all students enrolled in baccalaureate programs are required to take English 1108 and two surveys of literature at the sophomore level. The English faculty were trained at nationally recognized schools, such as MIT, UCLA, Notre Dame, Boston College, Dusquesne, the University of Colorado, Indiana University, the University of Nebraska at Lincoln, the University of Wisconsin at Milwaukee, and Florida State University. Our enrollments are holding steady and even increasing slightly.

Consistency with Mission (§ 4.1.3.4)

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the welfare of all.

The B.A. degree in English is designed to prepare students to fit this University's mission with special focus on literature studies and writing. Courses in these programs emphasize knowledge of major literary texts and areas, as well as teaching our students to think critically and communicate clearly. They are designed to ensure that graduates emerge with a rich literary background, strong analytical abilities, and powerful communication skills. These provide students the flexibility of advancing to graduate study in the humanities or to vocational goals in the widest spectrum of opportunities in the professions, business, or education.

A degree in English Literature (B.A.) opens up an exciting array of career opportunities or graduate and professional studies for students who enjoy the critical study of literature; those who want a career in teaching pursue a major in English Education (B.A. Education). Students with English degrees might choose to explore careers in teaching, journalism, magazine publishing, public affairs and marketing, or book editing, to name only a few possibilities. The B.A. in English is most effective for students who wish to pursue a law degree, and, of course, prepares students for graduate study in English at the master's level.

At least six faculty teaching in the English B.A. curriculum also teach in other undergraduate or graduate programs.[2] More than half of the full-time faculty have taught in learning communities involving other degree programs. The English program shares facilities with two majors, four minors, and the master's programs.[3] The program also provides office space for a faculty member from another department. The general studies and English education programs include substantial course offerings taught exclusively by faculty in English.

With reference to the "Philosophy and Objectives" section (pages 7-**8 of the current** catalogue), clarifying the University mission statement:

- The baccalaureate in English contributes to the breadth of range of traditional degree programs in the arts and sciences.
- The business and technical writing minor affords students opportunity for occupational study.
- English courses are routinely offered at branch campuses and online.
- English faculty exert themselves consistently to welcome non-traditional students and military personnel, and to support their progress; the faculty are sensitive to the large number of first-generation college students.
- The committees responsible for textbook selection take costs into consideration. The faculty are also studying means of supplying course materials to replace textbooks; a number

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[2] Professors: Byers, Long, Matthews, Sanford, Smith, and Baker; programs: English Education, Folklore, Journalism, and master's programs

[3] Folklore studies, foreign languages, journalism.

of scholarships and prizes help students defray costs; and, as a group, faculty have contributed monies to support students financially in emergencies.

- English faculty have helped students secure internships at Raytheon, the United Way of Marion County, Morgantown's Chamber of Commerce, and the Fairmont State Foundation.
- English faculty formally and informally counsel students about academic, career, and personal matters. Two advisors have won the University's advising award.
- The English department in collaboration with the Honors Program offers the Shakespearean Road Trip, which annually takes participants to Shakespeare festivals. Faculty coordinate the annual Honors study/travel course, which has taken students to London and Rome.

The Department of Language and Literature boasts a distinguished group of teachers. Two have won the prestigious Boram Award for Teaching Excellence, two have won the Straight award for teaching, one was named the West Virginia Teacher of the Year, and two others received faculty recognition awards. The first Abelina Suarez Endowed Professorship was held by a member of the department.

APPENDIX A

FACULTY DATA

Judy Prozillo Byers

Leland M. George

H. Suzanne Heagy

Matthew Hokom

Susan M. Kelley

Donna J. Long

James Matthews

Deborah Nestor

Rhonda L. Sanford

Elizabeth Savage

M. Angela Schwer

J. Robert Baker, Chair