

RSU STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS
2011-2012 Unit Action Plan – Year Two

Unit Name: Department of English and Humanities

Unit Mission: The Department of English and Humanities supports the mission of RSU and the School of Liberal Arts by offering innovative, interdisciplinary degrees that foster students who think critically, creatively, and independently, and who have the skills to work in all types of situations and communicate with all types of people.

Goal 1: Advance Academic Excellence
This *Unit Action Plan* Specifically Supports Commitments 1.1 and 1.2.

Plan for 2011-2012 This section due by April 1, 2011.				Report for 2011-2012 This section due by April 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
1.1 Provide creative and innovative learning environments	<p>A. Add survey item to the senior exit-survey: "the new learning areas of Baird Hall provide increased innovation."</p> <p>B. Successful filling of participant slots and presentations over an academic year.</p> <p>C. Number of adjuncts who attend these sessions.</p> <p>D. Number of Guest lectureships in an academic year</p>	<p>A. 70% of seniors surveyed will agree or strongly agree with the statement.</p> <p>B. Creation of a monthly interdisciplinary colloquia series.</p> <p>C. 60% of adjuncts will attend these sessions.</p> <p>D. At least one guest lectureship per semester.</p>	<p>A. Expansion of Baird Hall Writing Center, Composition Classroom, and Foreign Language Classroom facilities and use.</p> <p>B. Provide faculty opportunities to share scholarship with colleagues.</p> <p>C. Provide adjuncts with workshops and orientation to RSU, SLA and E&H policy and procedures.</p> <p>D. Bring SLA focused Guest Lecturers to the University.</p>	<p>A. <u>Exit Survey</u>: This initiative was not fully achieved due to a change in department leadership.</p> <p>B. <u>Interdisciplinary Colloquia</u>: The monthly colloquia series was a great success, with presenters from a variety of disciplines and departments:</p> <p>August 26 – Dr. James Ford (EH) September 23 – Dr. Michael McKeon (FA) October 28 – Dr. Kenneth Hicks (HPS) November 18 – Dr. Holly Kruse (Comm.) January 27 – Dr. David Tait (HPS) February 24 – Dr. James Ford (EH) March 23 – Mr. Lee Williams (Comm.) April 20 – Dr. William D. Hart (Health Sci.)</p> <p>C. <u>Adjunct Attendance at Colloquia</u>: No empirical data were collected; however, anecdotally, the attendance by adjuncts was poor given that they were never informed when or where the colloquia would take place. Going forward, greater effort will be taken to keep adjuncts in the loop.</p> <p>D. <u>Guest Lecturers at Colloquia</u>: This initiative was not fully achieved due to a change in department leadership.</p>	<p>A. Not Completed</p> <p>B. Completed</p> <p>C. Not Completed</p> <p>D. Not Completed</p>

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience	<u>Curricular:</u> A. Placement of new courses in catalog. B. Number of majors that attend.	<u>Curricular:</u> A. New courses placed in catalog by Fall 2012. B. 75% of AALA and BALA majors will attend the Meet-the-Majors gatherings.	<u>Curricular:</u> A. Additional language offerings in French, Italian, German, Special Topics, and Studies- At-Large B. Offer Meet-the-Majors gatherings once in the fall and once in the spring.	<u>Curricular (A), New Courses:</u> The department proposed multiple courses, which were recently approved by the university curriculum committee: HUM 4213 Will Rogers' America HUM 3833 Studies-At-Large: The Americas HUM 4833 Studies-At-Large: International HUM 3950 Special Topics in Humanities PHIL 3343 Advanced Ethics PHIL 3950 Special Topics in Philosophy ENGL 3950 Special Topics in English ENGL 4533 English Linguistics ENGL 4513 English Grammar and Usage ENGL 3513 Literature for Children and Young Adults ARAB 1113 Beginning Arabic I ARAB 1223 Beginning Arabic II CHIN 1113 Beginning Chinese I CHIN 1223 Beginning Chinese II FREN 1113 Beginning French I FREN 1223 Beginning French II GERM 1223 Beginning German II ITAL 1113 Beginning Italian I ITAL 1223 Beginning Italian II GERM 1113 Beginning German I	Curricular (A): Completed Curricular (B): Not Completed Co-curricular: Completed
	<u>Co-curricular:</u> Production of Cooweescoowee, theatre productions and the Hillpost.	<u>Co-curricular:</u> Continued Student participation in producing Cooweescoowee; theatre productions; Hillpost by Fall 2011.	<u>Co-curricular:</u> Provide opportunities for students to gain practical experience through interdisciplinary projects.	These are awaiting approval by Academic Council. <u>Curricular (B), Meet-the-Majors:</u> This initiative was not fully achieved due to a change in department leadership. <u>Co-curricular, Cooweescoowee, et al.:</u> There continues to be abundant student involvement in the production of Cooweescoowee and the Hillpost.	

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Goal 2: Strengthen Enrollment Management
This *Unit Action Plan* Specifically Supports Commitments 2.1 and 2.3.

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
2.1 Develop, implement, and advance a comprehensive enrollment management plan, including student recruitment, retention, and persistence toward graduation	<p>A. Number of students being placed on "M" holds and/or probation/suspension compared with previous year.</p> <p>B. Number of faculty attending sessions.</p> <p>C. No courses offered only every two years.</p> <p>D. Hours of operation; Percentage of consultants attending training sessions; percentage of faculty presence during operation hours; logo radio spots, flyers and web presence completed.</p> <p>E. Number of students utilizing the Bartlesville and Pryor Developmental Studies Labs.</p>	<p>A. 25-30% decrease in the number of developmental students being placed on "M" holds and/or probation/suspension</p> <p>B. 75% of E&H faculty will attend advisor training "refreshers" and will use video</p> <p>C. Revise rotation so that there are only three semesters between the last offering of a course.</p> <p>D. Center is open from 7:30 am to 9:00 pm and weekend hours. 85% of Consultants will attend three training sessions for a total of 6 hours per semester. Faculty presence in the Writing Center for 60% of hours open. Center is "branded" with a logo, promotion occurs via radio promotional spots, web presence and flyers.</p>	<p>A. Improved advising and tracking of developmental students, especially during their first year after clearing their deficiencies.</p> <p>B. Create workshops and videos on fundamentals of advising.</p> <p>C. Revise course rotations so that students have a clearer path to graduation and knowledge of when courses are planned to be offered.</p> <p>D. Improve Writing Center hours, consultant training, supervision, and promotion.</p> <p>E. Create labs and tutoring opportunities for Developmental</p>	<p>A. <u>Advising/Tracking Developmental Students</u>: During the past academic year, 77% of students who passed Basic Writing passed Composition I with a C or better. As for the number of students with M holds, approximately 50% fewer students were placed on M holds this past year than in previous academic years—and that's representing all deficiency areas.</p> <p>B. <u>Workshops and Videos on Fundamentals of Advising</u>: This initiative was not fully achieved due to a change in department leadership.</p> <p>C. <u>Revise Course Rotations</u>: The department curriculum committee has worked-up a three year rotation for all courses taught by English and Humanities faculty.</p> <p>D. <u>Improve Writing Center Hours, et al.</u>: The department continues to advertise for the Writing Center using various media (RSU Website, Stationary with Writing Center Logo, etc.). Laura Gray, Writing Faculty Coordinator, vets all student writing tutors. Student tutors are hired based upon successful completion of Composition I and II (with a B or higher in each class), a recommendation by their writing instructors in Composition courses and beyond, and a submission of a writing sample that shows mastery of expository writing, research, and documentation. Student tutors fill out a form for each tutoring appointment. Through these, Dr. Gray monitors tutor production, assignments, and faculty sending students to the Writing Center. From these forms, it is clear that students across the Liberal Arts school utilize the Writing Center tutors and space. Dr. Gray does not office within the Center, but checks in with the tutors throughout the week as much as possible to ensure that the space is being utilized appropriately and to address any questions or concerns. She and department secretary, Bonnie Paul, set the tutoring schedule each</p>	<p>A. Completed</p> <p>B. Not Completed</p> <p>C. Completed</p> <p>D. Completed</p> <p>E. In Progress</p>

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		E. 75% of students in Developmental Studies Students in Bartlesville and Pryor will utilize labs for Reading, Writing, and Math.	Studies students at Bartlesville and Pryor campuses.	<p>term. The goal is for the Writing Center to be open to students for tutoring, study, and computer work, Monday through Thursday, 8 a.m. to 7 p.m. and Friday 8 a.m. to 5 p.m., contingent on student tutor availability. Since it opened in August 2010, the Writing Center has been a vibrant and busy space, with approximately 450-500 students using the Center on average per month. To better serve our students, Laura Gray, Frank Grabowski (Dept. Chair), and Dean Frank Elwell recently submitted a request to hire a fulltime Writing Center Coordinator, who would oversee all activity in this space.</p> <p>E. <u>Labs and Tutoring Opportunities at Bartlesville and Pryor</u>: There is currently no official tutoring lab in either Bartlesville or Pryor. In Bartlesville, there is a “floating” tutor who meets with students for Basic Writing, Composition I, and Composition II (she’s not solely a Basic Writing tutor), and in Pryor there is a writing tutor who likewise works with students from all classes. The tutor in Bartlesville comes out of the department’s budget, but the tutor in Pryor does not.</p>	
2.3 Involve all constituencies of the university in student recruitment and retention efforts	<p>A. Publication of new brochure</p> <p>B. Percentage of faculty and adjuncts using turnitin.com.</p>	<p>A. New brochure in place by fall 2011</p> <p>B. 60% of faculty and adjuncts in E&H require students to use turnitin.com for papers.</p>	<p>A. Develop new brochure</p> <p>B. Add Turnitin.com to the resources students and teachers can use in writing, reviewing, marking, and grading papers.</p>	<p>A. <u>New Brochure</u>: This initiative was not fully achieved due to a change in department leadership.</p> <p>B. <u>Turnitin.com</u>: Several faculty members volunteered to participate in the pilot program but, because of heavy workloads, none have had an opportunity to use the service.</p>	<p>A. Not Completed</p> <p>B. In Progress</p>

Goal 3: Increase Diversity
This Unit Action Plan Specifically Supports Commitments 3.1, 3.2, 3.3 and 3.4.

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
3.1 Provide curricular and co-curricular experiences that increase student understanding of and appreciation for other cultures	Number of Studies-at-Large opportunities that embark in summer 2012.	Four Studies-at-Large opportunities will embark in summer 2012.	Studies-At-Large will successfully expand offerings from two to four in summer 2012. At least one of the four will involve a non-western nation.	<u>Studies-at-Large</u> : Although the department was unable to meet its ambitious objective to offer four studies-at-large opportunities in summer 2012, Dr. Ford was able to organize one to Scotland and Ireland.	Not Completed
3.2 Recruit, retain, advance and recognize a diverse faculty, staff and administration	Obtaining increased net positions to reduce reliance on adjunct faculty.	A net increase of two faculty members for 2011-12, thus above the current number of 15.	Fill two vacant faculty positions.	<u>Vacant Faculty Positions</u> : Because of budget constraints, the department has not been able to fill any of its vacant tenure-track English positions, although we are in the process of filling a vacant tenure-track position in Humanities.	Not Completed
3.3 Promote an environment of tolerance and acceptance of diverse peoples and opinions	Number of students outnumbers number of faculty/staff participants by at least one.	A majority of the participants in the activities will be students.	Faculty and students to support the Martin Luther King Day of Service and Black History Month activities.	<p><u>MLK Day of Service and Black History Month Activities</u>: Multiple instructors were able to involve students in both on- and off-campus activities.</p> <p>Diana Lurz gave extra credit to her Studies in African American Culture class for: 1) attendance and/or participation in the Tulsa Parade; and 2) service given in honor of Dr. King (e.g., participation in neighborhood cleanup day, flowers donated to a church, stories read to a children's group at a daycare, et al.). For Black History month, Ms. Lurz had four separate assignments (short journal entries) on: 1) a current black humanitarian that has made a difference in Oklahoma; 2) black film maker who presents black culture in a positive way; 3) he role of African Americans in politics, sports, or entertainment; and 4) a "field trip" to the new History of African Americans in Music Museum.</p> <p>Frances Morris served on the Multicultural Committee which plans the MLK Day Of Service. This year, she worked with Nancy Gill and Dr. Kirk Weller so that the RSU choir and the RSU band could perform at the opening ceremonies. In addition, Frances worked with Sherry Alexander to help develop an activity that took place on the Pryor</p>	Completed

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				campus. She also took her Humanities I class to the opening ceremony, and I required them to write a one page response to the event.	
3.4 Increase enrollment of minority populations	Number of recruiting opportunities with historically Black, Latino, and Native American schools per semester.	At least two recruiting opportunities with historically Black, Latino, and Native American schools per semester.	Recommend recruiting visits to English and Humanities classes at historically Black, Latino, and Native American schools.	Recruiting Students: This initiative was not fully achieved due to a change in department leadership.	Not Completed

Goal 4: Leverage Resources
This Unit Action Plan Specifically Supports Commitment 4.5.

Plan for 2011-2012 This section due by April 1, 2011.				Report for 2011-2012 This section due by April 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
4.5 Develop, implement and advance comprehensive fundraising	Submission of at least one grant proposal each fiscal year.	At least one grant proposal will be submitted each fiscal year to support the action.	Submit grant proposals for development of projects related to improving learning opportunities and resources.	<u>Grant Proposals:</u> The department submitted a proposal for a Writing Coordinator whose responsibilities include establishing new and upholding established best practices and protocols for the day-to-day operations of the Writing Center. This proposal is currently under consideration. The department is hopeful to hire said coordinator by fall 2012.	Completed

Goal 5: Enhance Institutional Accountability
This Unit Action Plan Specifically Supports Commitments NA.

Plan for 2010-2011 This section due by January 28, 2011.	Report for 2010-2011 This section due by April 1, 2011.
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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
NA	NA	NA	NA	NA	NA

Goal 6: Promote Community Engagement
This Unit Action Plan Specifically Supports Commitments 6.1, 6.5 and 6.6.

Plan for 2011-2012 This section due by April 1, 2011.				Report for 2011-2012 This section due by April 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
6.1 Expand collaborations and partnerships with business and industry as well as regional schools and community organizations	Number of area schools, businesses and community organizations involved.	Two area high schools, two area community organizations and two local businesses will have a participating role in the Shakespeare productions.	Create the Oklahoma Shakespeare Project. This will be a conference/festival that will include productions of plays, presentations, and workshops in June. Create the OSP governing committee consisting of campus and off campus members. Develop relationships with other campus departments and programs, area high schools, businesses and community organizations.	<u>Oklahoma Shakespeare Project</u> : This initiative was not fully achieved due to a change in department leadership.	Not Completed

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
6.5 Increase opportunities for area residents to participate in educational, cultural and recreational activities	The number of opportunities provided during each semester.	A minimum of four opportunities each semester for community members to engage in ECR activities.	Make available to the community theatrical productions, publications, discussion groups, and clubs.	<u>Theatrical Productions, Publications, et al.</u> : It is unclear why the previous department head included theatrical productions, publications, et al. in the unit action plan for the Department of English and Humanities, given that the theatre program belongs to a different unit in the School of Liberal Arts, namely the Department of Communications.	Not Completed
6.6 Establish an institutional structure to promote community engagement and regional stewardship	A. The number of service-learning sections of classes offered. B. Composition of the committee and the number of times the committee met.	A. At least two sections of department courses will carry a service-learning tag, with 30 hours of community service required. B. A minimum of four meetings will be held over the academic year.	A. Promote service-learning sections of courses. B. Create an E&H advisory committee made up of faculty, students, staff and community participants.	A. <u>Service Learning</u> : In Fall 2012, the Department of English and Humanities will offer one section of Composition I with a service-learning component with 30 hours of community service required. B. <u>Department Advisory Committee</u> : This initiative was not fully achieved due to a change in department leadership.	A. Not Completed B. Not Completed

Budget Request Supplement for Academic Year 2011-2012
Year Two – Strategic Planning Cycle

Unit Name: Department of English and Humanities

This section due by April 1, 2011.						
University Objective	Action for 2011-2012	Requested Resources				Estimated Cost
		Human	Financial	Physical/Capital	Other (e.g., Technology)	

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1.1 Provide creative and innovative learning environments	1.1.D Bring SLA focused Guest Lecturers to the University.		Request funding to provide lecturers, hosted by the SLA, that will be apropos to degrees offered by the SLA.			\$2,000.00
2.1 Develop, implement, and advance a comprehensive enrollment management plan, including student recruitment, retention, and persistence toward graduation	2.1.D Improve Writing Center hours, consultant training, supervision, and promotion.		Until we are able to hire a full time writing professional to staff the Center and manage the day to day operations we must staff with highly qualified student consultants under the supervision of full time English faculty. Our staffing needs include a student demand for extended hours into the evening. Our proposed funding would cover 70 hours of operation.			\$35,000.00 (\$22,300 is already budgeted. We are asking for an increase of \$12,700)
2.1 Develop, implement, and advance a comprehensive enrollment management plan, including student recruitment, retention, and persistence toward graduation	2.1.E. Create labs and tutoring opportunities for Developmental Studies students at Bartlesville and Pryor campuses.		The satellite campuses in Bartlesville and Pryor currently lack any space for Developmental Studies. We are looking add lab space for Reading, Writing and Math and to provide student workers as tutors to staff these labs.			The total for this proposal is \$29,866.00 This number would be shared by Mathematics and Physical Sciences and English and Humanities E&H total \$14,933.00
2.3 Involve all constituencies of the university in student recruitment and	2.3.B. Add Turnitin.com to the resources students and teachers can use in		Add turnitin.com to the instructors' available resources. The system provides three useful tools			\$7,788.00

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retention efforts	writing, reviewing, marking, and grading papers.		that aid students and instructors in the writing process. First is the originality tool which checks for and discourages instances of plagiarism. Second is a peer review system so that students enrolled in classes like Composition I and II can share papers electronically and instructors can keep an eye on those exchanges. Third is a system that marks up the paper making the initial grammar and spelling marks that take valuable time from the instructors' content analysis.			
3.2 Recruit, retain, advance and recognize a diverse faculty, staff and administration	Fill two vacant faculty positions.	There are two vacant positions on our manning table that have been vacant for four years. To reduce the strain on current faculty, to reduce the number of adjuncts and to free faculty for other activities such as community more involvement we would like to fill these two vacant positions.				\$90,000 + benefits