

ANDREWS UNIVERSITY DEPARTMENT OF ENGLISH PROGRAM 2023 PROGRAM REVIEW

CRITERION 1: MISSION, HISTORY, IMPACT, AND DEMAND

1. Mission

Review Question #1: How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

The Andrews University Department of English constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. It draws together a diverse community of learners committed to seeking knowledge, affirming faith, and changing the world. Within the framework of Christian faith and purpose, it develops students into graduates who are competent, creative and critical readers, writers and thinkers capable of a variety of careers and scholarly pursuits.

The above mission statement was crafted and voted on by faculty of the Department of English at Andrews University. It acknowledges the department's home in the larger institution, frequently referred to as the worldwide Seventh-day Adventist church's flagship university. The Department of English's mission statement describes the faculty and students together as constituting "a diverse community." This diversity can be seen in the range of nationalities, ethnicities, and languages represented within the department. We currently have several bilingual professors, many bilingual students, as well as classes and subject matter that emphasize and affirm diversity. The diversity represented in the department's faculty, students, and course offerings creates numerous and ongoing opportunities to explore and "apply understanding of cultural differences," as stated in the university's vision statement.

This community's commitment to "seeking knowledge" can be seen in its well-qualified faculty. Six tenured or tenure-track faculty have completed doctoral degrees, as have two of the adjunct professors. Additional information on the faculty's educational accomplishments and ongoing learning, research, and scholarship is discussed later in this document. Some of the areas in which this group continues to seek, acquire, and share knowledge beyond the borders of their pedagogy can be seen in the services provided to the church and the academic community. Services to the church by faculty members include leading Sabbath school, serving as elders, and preaching sermons. Services to the community include editing academic journals, serving as representatives for professional associations in our fields, peer reviewing for academic journals, and serving as editorial board members of professional journals.

The students in the English Department are also afforded many opportunities to seek knowledge both within the traditional confines of the classroom and outside of the classroom. Students both learn and serve through participation in such organizations as the English honor society—the Nu Sigma chapter of Sigma Tau Delta, the Society of Andrews Scholars, the Theatre Wing, and the numerous musical, sports, and service organizations on campus. Students of the Department of English, together with their peers in the Department of Music, also demonstrate their commitment to learning and service by annually presenting a Vespers in Music and Poetry at the

Howard Performing Arts Center on campus. This service draws worshipers from across campus and the wider community. At this annual event, as many as ten Department of English students beautifully demonstrate their skills as “competent, creative, and critical readers,” who “commit [themselves] to humble service” (Department of English mission statement and *Mission Statement of the Seventh-day Adventist Church*).

Students present themselves as “writers and thinkers” both in class and out of class. Every English class requires thoughtful, well-crafted writing and oral responses. English students also regularly contribute their writing talents in service of the wider campus, university alumni, and the church. Last year’s editor of the *Student Movement* was an English major, and of the five section editors for this year’s *SM*, three are English majors. English majors have been regular writers for *Focus* magazine, contributors to *Envision* (including this year’s cover story), and we have recently had students in English classes writing articles for the *Lake Union Herald* and *Adventist Review*.

During their tenure at Andrews University, students in the Department of English prepare themselves, as the mission statement asserts, for competency and contributions in “a variety of careers and scholarly pursuits. We have recent alumni engaged in graduate programs, the publishing industry, journalism, law degrees and careers, medical and dental degrees, and a variety of other pursuits. Students are also encouraged to explore a range of career options with their advisors who often put them in contact with English alums working in a wide range of careers.

English majors in the last decade have successfully secured positions—often fully funded-- at an impressive array of graduate schools in the United States and beyond, including Ball State University, Catholic University of America, Columbia University, Loma Linda University, Michigan State University, Northwestern University, Oxford University, Purdue University, Tulane University, University of California-Davis, University of Chicago, University of Edinburgh, University of Maryland, Miami University of Ohio, University of Texas at Austin, University of Toronto, Syracuse University, Western Michigan University, University of Maryland, and University of Kentucky. [SM1] These same English majors, along with their peers, have demonstrated their fitness for “a variety of careers and scholarly pursuits.” Some of the fields currently employing graduates of the Andrews University Department of English are academia, academic publishing, academic support, elementary and secondary education, teaching English as a second language, creative writing, information and library sciences, journalism, law, medicine, ministry, museumology, executive assisting, patient advocacy and support, and theater technician. The demand for The Department of English’s well-trained and versatile graduates is further demonstrated in the frequent solicitations that faculty members receive by telephone and email, often beginning, “Do you have a recent graduate who might be interested in and well-suited to” The answer is invariably “Yes, we do.”

2. History

Review Question #2: How does the history of the program define the contributions of the program to Andrews University?

English studies have been an integral part of the curriculum at Andrews University and its forebears since Battle Creek College was established in the 1870s. The school bulletin of 1876-

1877, for instance, outlines two branches of the Collegiate Department: the Classical Course and the English Course. With these offerings, Battle Creek College followed the general trends of late 19th-century American higher education in which English studies were beginning to take a prominent role.

Once the college moved to Berrien Springs in 1901 and finally turned to a more traditional academic program (after a period of a highly experimental curriculum), English once again took a primary role in the institution's curriculum. The Program of Studies for 1906-1907, for example, lists courses of Literature, Reading, Rhetoric, Grammar, and Advanced English taught every term. In 1910, Emmanuel Missionary College (EMC) was incorporated under the College Act of Michigan, empowering the school "to bestow literary honors upon its graduates," including the Bachelor of Arts degree to those who had completed the College Literary Course. Specialized courses in all areas began to proliferate and were gathered together in subject areas under the heading "Description of Studies." Under the title "English Language," in the 1913-1914 bulletin, the program lays out its purpose and mission: "It will appear that the course in English is made sufficiently strong to meet the requirements of students who expect to engage in clerical, literary, or public professions in connection with the last proclamation to the world of the everlasting gospel" (42).

We know that English as a subject also flourished during this same era as a general education offering or composition class because the "English Language" division's head teacher and heroine-to-all-English-teachers, Laura Foster Rathbun, regularly bombarded the EMC board with requests for load reductions. She was required to teach five classes no matter what the enrollment in each section. In one class, for example, she had thirty-eight students.

By 1917-1918, students were required to choose a "major" (40 hours) and a "minor" (30 hours). English was one of the areas in which a "major" is available for the first time in the history of EMC, and subsequently Andrews University. When Frederick Griggs became president of EMC in 1918, in an ongoing effort to raise the academic standards of the institution, he initiated the idea that "The colleges should be organized into departments, and the heads of departments should be such as have education sufficient to meet the college standards." By the school year of 1923-1924 the *General Catalog of Emmanuel Missionary College* testifies that President Griggs had put his vision into practice. For the first time a School of Liberal Arts and Sciences had been formed at EMC, and it included the Department of English Language and Literature, also making its first official appearance under the title of "Department" (58). Beginning with the catalog or bulletin of 1927-1928, the English department, now under the chairmanship of Professor Harry M. Tippet, prefaced its list of course descriptions with two quotations that served as its statement of purpose. From the secular realm: "The late Dr. Eliot of Harvard, in a list of what he considered the distinguishing marks of an educated man, puts first 'the ability to use the mother tongue with precision.'" And from the Advent movement itself: "Unless we can clothe our ideas in appropriate language, of what avail is our education."—*Counsels to Teachers*.

For the next forty years or so the English department offered primarily the traditional literary English major, at one point adding a Major in Journalism, which was discontinued in 1972-1973, the same year that the University inaugurated its Communication Department, into which journalism was moved. That same year the English department began offering a Major in Teaching English as a Second Language. As of 1987-1988 the department added another

potential area of study and reconfigured the English BA with three emphasis options: literature, writing, and TESL. The TESL emphasis was dropped—or demoted to a minor—in 2002-2003 because a minor was adequate for certification, and benchmarking suggested that other positions available in the field required an MA—a degree which the department already offered. Currently, the Department of English offers three undergraduate concentrations: literature, writing, and English education (added in 2014-2015 in an effort to package clearly and efficiently the English requirements for certification).

Throughout its history, the Department of English has offered the critical general education component of writing coursework for virtually all undergraduate students at Andrews University. Since the days when Laura Rathbun begged for fewer students in fewer writing classes, the writing program has undergone many changes as it adapts to broad curricular shifts at the university level (such as the change from semester to quarters—in 1967—and back again to semesters in 2000) and innovates to reflect the best practices of the profession. Since the mid-1980s, the writing program has been directed by a faculty member with a doctorate in the field of rhetoric and composition, leading to an even more focused awareness of developments in the area of writing pedagogy. In 1980, the English department added to its writing services an academic writing center that offered free tutoring to student writers. Over 40 years later, that service continues—available to all students at Andrews University—and has also changed with the times, offering online tutoring during the recent pandemic, for instance. In the current iteration of the writing program, the department offers, for the Andrews Core Experience, a 100-level course, ENGL115 College Writing, and a 200-level course, ENGL215 College Writing II. English faculty and adjuncts teach about 7 to 8 sections of these classes on the main campus each semester and an additional 7-8 online.

Graduate Programs

The MA in English began at Potomac University in Maryland before the graduate programs were moved to Berrien Springs in 1959. Until the university moved and eventually merged with Emmanuel Missionary College to become Andrews University, however, the program was merely “on the books,” so to speak, and no students were enrolled. In early spring of 1960, Dr. John O. Waller was recruited from Walla Walla College to join the “Emmanuel Missionary college and Potomac university English department” One of the primary reasons Waller was brought to Andrews was for the purpose of developing and launching the graduate program. On July 29, 1960, in “The President Reports on Andrews University,” the official announcement was made: “Doors to graduate work in English at Andrews university will open in September. Besides providing more effective preparation in language and literature for teachers of English at all levels in Seventh-day Adventist schools, this advance step is intended to make possible sharpening in powers of communications for those who preach and those who write” (*Student Movement 2*). The program graduated its first MA student in 1961.

At the beginning the program emphasized the study of literature along with language and writing. The English Department also established, in cooperation with the Education Department, a Master of Arts in Teaching degree with a concentration in English. A Teaching English as a Second Language (TESL) track was added to the MA and MAT in 1976. In 1982, the MA degree was restructured to include three emphases: literature (the original and traditional emphasis); composition and rhetoric (a track designed to respond to new directions in the English profession that emphasized the teaching of writing); and language (a program that

prepared teachers of English as a Second Language). All three tracks also prepared students to continue graduate studies in English at the doctoral level. At the time the University changed to the semester system in 2000, the Department of English reviewed its programs and made the decision to discontinue the composition track based on relatively low enrollments, thereby reducing the number of specialized courses offered by the department at the graduate level. The literature track became a “general” English track, and enrollment in the graduate courses in literature and writing was consolidated and increased. The language track remained because the preparation for teaching ESL is specialized. When the School of Graduate studies moved, in 2014-2015, to drop all emphases in graduate programs, the Department of English undertook a revision of the TESOL (Teaching English to Speakers of Other Languages) track to move it from an emphasis to degree status, using the occasion to research, benchmark and professionalize the program. This new degree was approved and appeared in the 2017-2018 bulletin.

Changes in the landscape of English master’s programs across higher education (i.e. increased online degree offerings) caused the number of candidates in the Andrews MA in English to drop steadily through the mid to late 20-teens. Due to this diminished student interest and enrollment, and in the face of waning support for the graduate programs in English, the department made the painful decision, in the Spring semester of 2020, to discontinue the MA degrees in English after sixty years of leading Seventh-day Adventist higher education in graduate English studies. The programs were in teach-out until December of 2022.

Center for Intensive English Programs

For many years, the Center for Intensive English Programs found its academic home in the Department of English. It began to offer classes to non-native speakers in the fall of 1977 as the Andrews University English Language Institute (AU-ELI), with Stella Greig as its first director. Since its inception, AU-ELI and then CIEP has served students across the University whose proficiency does not meet the standards required by the University for regular admission and matriculation. Its programs are designed specifically to assist students in improving the skills needed for academic work in English. The Center has also always welcomed students’ family members as well as community members who wish to learn English.

After 40 years of affiliation and collaboration with the Department of English, the Center for Intensive English Programs was relocated by the University administration during the 2018-2019 school year to the College of Education in the stated interest of bringing all aspects of international education under one umbrella.

Contributions to the University

The Department of English has historically contributed to the life of the University well beyond its own curricular offerings for majors and minors and its general education writing courses. It has always sponsored literary clubs, such as the Reboses Club of the 1920s, and literary magazines like *Parnassus*, published intermittently from the 1960s into the 2000s.

That tradition continues with the Nu Sigma chapter of Sigma Tau Delta, an international English honor society, and sponsorship of poetry and drama clubs across campus.

For much of its history, the *Student Movement*, the campus newspaper, has been sponsored by an English faculty member, as is still the case. Dr. Scott Moncrieff is in his fifteenth year of serving as faculty advisor to the paper, whose head editor often also represents the English department.

The J. N. Andrews Honors Program has a close association with the Department of English and has been directed for well over half of its more than fifty years by a professor of English. The brand-new program developed under the dedicated and enthusiastic direction of Dr. Merlene Ogden from the late 1960s into the 1990s and has thrived under the leadership of Dr. L. Monique Pittman from 2007 to the present. Dedicated honors courses in writing and literature are part of the English curriculum every year.

Core to the liberal arts curriculum at Andrews University, the Department of English serves as both an anchor and a catalyst for the university community. Its history stretches back to the beginning of the institution in Battle Creek. It bears testimony to the stability that made it possible for the program and the school to mature from a small missionary college into a university. Its traditions are historic. But the English department, by the very nature of its discipline, also often pushes ahead with new ideas and initiatives, leading the way to try new pedagogies and address contemporary social issues, encouraging exploration and diversity among its majors and minors and the university at large.

3. Impact

Review Question #3: How does the program contribute to the academic success of Andrews University?

The Department of English directly and significantly contributes to the academic success of Andrews University through its dedication to writing, both within the department and for students across the institution. During the 2021–2022 academic year, the Department of English supported approximately 250 students each semester in writing courses alone, and more than 50 students in the summer. The courses represented in this count include composition courses which form part of the core requirements for all BA and BS degrees, as well as creative writing classes and advanced research classes.

In addition to the writing education that takes place in the formal classroom, all students registered at the university can also avail themselves of free writing assistance offered by the Writing Center located in Nethery Hall, attached to the Department of English, and directed by Ivan Davis, associate professor of English. The Writing Center employs several tutors (about eight each semester) who are available by appointment to assist in any writing tasks, including book reports, response papers, formal essays, project papers, and theses. These tutors have been well-trained to meet the needs of their clients by taking the required course for tutors, ENGL437: Teaching and Tutoring Writing. Part of the course requirements for prospective tutors is 20 hours of observation and monitored tutoring. Most tutors are English majors or minors who have distinguished themselves as strong writers as well as effective and supportive communicators. During the fall and spring semesters of the 2021-2022 school year, 392 appointments were logged in the Writing Center. In that year, the Writing Center served students representing more than 50 degree programs and for more than 30 distinct courses.

In addition to the importance of the department's emphasis on writing instruction and support, The Department of English is instrumental in strengthening other programs on campus beyond the services performed by the required composition sequence and by the assistance offered in the Writing Center. Many students elect to take ENGL255: Studies in Literature to complete the Theory portion of their Andrews Core Experience. The following programs include Department of English courses as requirements or electives for their degrees:

- Department of International Languages
 - Global Studies BA requires ENGL 440: Language and Culture as a core requirement.
 - Speech-Language Pathology and Audiology BS includes ENGL 460: Linguistics as an elective.
- Department of Teaching, Learning, & Curriculum
 - BS in Elementary Education requires ENGL 407: Literature for Children as a required cognate for Arts & Humanities.
- Liberal Arts, General Studies, & Interdisciplinary Studies
 - Liberal Arts BA with Humanities concentration includes ENGL 255: Studies in Literature as an option among its core courses.

Outside the classroom, the Department of English faculty serve the broader campus in a number of significant ways. In addition to the writing education and support coordinated by Ivan Davis, many faculty members contribute to the life of Andrews University. Monique Pittman directs the J.N. Andrews Honors Program. Vanessa Corredera and Kylene Cave teach in the Honors Program and serve as faculty Senators, as well as the Senate Communication Officer (Corredera). Scott Moncrieff serves as faculty advisor for the *Student Movement*, the campus-wide student newspaper. All of the aforementioned tasks figure into the faculty loads of these department members. In addition, Meredith Jones Gray serves as unofficial campus historian and is currently working on the second volume of a history of Andrews University. Kristin Denslow serves as the faculty advisor for AU Theater Wing. Department of English professors are also often recruited for writing tasks such as accreditation reports, honorary degree and award citations, special events, *Focus* articles, and many other *ad hoc* writing and editing tasks.

Clearly, the reach of the Department of English is strongly felt across the entire campus.

4. Demand

Review Question #4: What is program enrollment and state of demand for graduates of the program? How has it changed over time?

English departments across the United States are reporting a significant drop in English majors over the past several years. Essentially, the numbers have been declining rather steadily since the recession of 2008. Anecdotal evidence abounds. *Inside Higher Ed*, reporting on 11 January 2016 on the annual Modern Language Association convention, the major professional conference for academics in the field of English, cited several examples of the national plunge in English enrollment. One professor reported a quick drop in her school from 122 majors to 55. The University of Maryland at College Park reports that the number of English majors is down about 40 percent in just over three years (“Selling the English Major”). A similar account from the 2015 MLA convention reported that George Mason University has half the English majors it did twenty years ago. The program has lost ten percent of its majors every year for the past seven years (“Major Exodus,” *IHE* 26 January 2015). Florida State University’s English major count, one of the more robust in the country, dropped by ten percent from 2013 to 2015 (“Major Exodus”). From large universities to small colleges, the trend is the same. Closer to home, at a recent meeting of the Michigan Colleges Alliance, one of our fellow Alliance members, a small liberal arts college, reported one English major (Andrea Luxton, personal report). This slump in English major enrollment appears to be part of the overall crisis in the humanities. The American

Academy of Arts and Sciences records in its “Humanities Indicators” project: “The number of bachelor’s degrees conferred in the ‘core’ humanities disciplines (English language and literature, history, languages and literatures other than English, linguistics, classical studies, and philosophy) declined 8.7% from 2012 to 2014, falling to the smallest number of degrees conferred since 2003.”

The most recent information (2021) from the American Academy of Arts and Sciences, which has analyzed recorded data through 2018, indicates that these trends continue: the number of bachelor’s degrees in English Language and Literature has dropped every year since 2012. From 2017 to 2018 the total fell by 3.2%. One veteran researcher in this area notes that “the speed at which humanities majors are dropping has decreased in the last few years, after the free fall between 2011 and 2014” (Schmidt, “The Humanities Are in Crisis,” *Atlantic* 23 August 2018).

The trend in the Andrews University Department of English is, painfully, no different from these national trends, as evidenced by the following information received through the College of Arts and Sciences dean’s office and adjusted by the department to reflect as accurately as possible our departmental rosters:



English Enrollments

	2018	2019	2020	2021	2022
Majors	28	31	33	26	22
Minors	3	8	5	4	9
MA	12	7	6	4	1

Similar trends are evident in data on class size, which include all English classes taught, provided by the dean’s office:

Average Class Size

	2018	2019	2020	2021	2022
Overall	10.6	11.5	11.5	13.5	12
100-200	12.3	12.1	13.8	15.6	14
300-400	6.8	10.5	5.8	10.8	7
500 & Up	2.5	2.1	2	2	NA

Credits Generated

	2018	2019	2020	2021	2022
Count	3469	3375	2486	2746	NA

The crisis in the discipline of English has elicited considerable philosophical discussion, self-analysis, and even some skepticism in the profession. The *Digest of Education Statistics*, put out by the National Center for Education Statistics, shows that the number of bachelor's degrees awarded by postsecondary institutions in the field of English has declined relatively slowly over the past five years, falling from 53,229 in 2009-2010 to 50,404 in 2013-2014. The figure doesn't seem to comport with the more dramatic losses experienced by many departments and may underline the perennial difficulty in tracking numbers in English departments. In the field of English, many graduating majors are transfers from other majors or second majors. Freshmen who declare an English major from the beginning of their college careers represent even lower numbers. But departments of English can usually expect to add steadily to every cohort as it progresses through the four years of undergraduate school. For example, in our own department, we registered 12 freshmen English majors in 2011 and four years later had 24 senior English majors.

The most pragmatic reasons for the decline in English majors that are being recorded across the country seem to lie primarily in the widespread perceptions in the American public that an English major does not lead to gainful employment. This concern is especially acute in a period of economic uncertainty such as the nation and the world have experienced since 2008. *The Washington Post* characterizes the mood of the country in this way: "The Great Recession of 2008-09 led a growing number of students, urged by parents who want a 'return' on their tuition investment, to pick majors they perceived as more likely to enhance their career prospects. This preoccupation with an economic rationale for going to college had been building for many years. But the economic downturn and its aftermath compounded job worries" (Nick Anderson, "Going for the Hard Sell As Interest in English Major Declines," 10 April 2015).

In reality, the idea that English majors can't get jobs does appear to be mostly a matter of perception. In *The Atlantic*, in an article entitled "The Best Argument for Studying English? The Employment Numbers," published in 2013 and exploring the employment statistics since the 2008 recession, shows that employment for English majors is on a par with the job market for such majors as computer and math as well as psychology and social work (Georgetown Center on Education and the Workforce). Even more recently, in *Fortune* of November 2015, Wilson Peden addresses the "myth of the unemployed humanities major." Not only do humanities majors fare only slightly lower than the average of all college graduates in the job market, their earnings are more than respectable, particularly in the long term. Citing a report entitled [*How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths*](#), published in 2016 by AAC&U and the National Center for Higher Education Management Systems, Peden writes, "The report shows that humanities and social science graduates earn only slightly less than their peers with degrees in professional fields upon graduation from college, and by mid-career the earnings of humanities and social science graduates surpass those of graduates with professional degrees. Humanities majors are also more likely to go on to earn graduate degrees, a move which takes their median annual salary up to \$71,000. All told, it's hard to see a degree in the humanities as a bad investment" ("Why Critics Are Wrong about Liberal Arts Degrees").

More recent research also continues to confirm that the exodus from humanities programs results largely from a matter of perception. That the humanities, including degrees in English, are a bad educational investment is not the quantitative reality. Benjamin Schmidt, who has been tracking the issue since at least 2013, points out that *still*, in 2018, "Much of that evidence does indicate

that humanities majors are probably slightly worse off than average—maybe as much as one more point of unemployment and \$5,000 to \$10,000 a year in income. Finance and computer-science majors make more; biology and business majors make about the same. But most of the differences are slight—well within the margins of error of the surveys.” It seems, he concludes, that the trends are influenced mostly by students “trying to guess what the job market will reward several years later” and not educating themselves about the actual job market figures.

The limited data provided by the Office for Institutional Effectiveness for the Andrews Department of English bears out the national numbers. Alumni surveys of Andrews undergraduate English majors conducted in 2012 and 2014 of students who graduated in 2008 and 2009 showed that 66% of the BA graduates were employed either full-time or part-time and 22% were enrolled in further studies. The remaining 11% were both employed and enrolled. Of those who are employed, 71% say that their current employment is “very related” to their English studies and the remaining 29% say that their employment is “somewhat related” to English. None report that their employment is not at all related to their degree in English. Alumni survey results for Andrews MA graduates are similar, although based on a very small number of responses. Of the MA graduates who responded 100% are either employed or employed *and* enrolled, and 100% say their current employment or enrollment is “very related” to their English studies.

The quantitative data suggests that perhaps one of the most important initiatives departments of English, including Andrews University, can take to increase demand is to educate public perceptions regarding job prospects and the value of a degree in English. In our meetings with prospective students and their families we are emphasizing very strongly the wide range of employment options open to English majors and giving the prospective incoming students information about how to find additional information about jobs for English majors, i.e. dearenglishmajor.com. The Andrews Department of English has also launched a series of departmental assemblies that specifically addresses career choices for English majors. Thus far, we have featured a panel of alumni who are teaching at various levels, a panel of alumni and adjuncts who represent writing careers such as publishing and technical writing, and an interview with an alumnus who has recently graduated from law school and secured a position with a law firm. In addition, we have sponsored an almost annual assembly as well as small, focused meetings about applying to graduate programs.

Recently, the Department of English has also undertaken a revision of its curriculum that re-emphasizes professional skills such as critical thinking and writing in order to better meet the needs of current students.

CRITERION 2: PROGRAM QUALITY

1. Inputs and Processes

Review Question #5: Document and describe how the available human and physical resources contribute to a strong program of high quality that mentors students to succeed.

Programs and Faculty

The Andrews University Department of English offers three undergraduate programs that reflect the main aspects of our discipline—literature, writing, and English Education—and the teaching of English studies. All of these are core in a Department of English.

The success and reputation of a department of English within the broader academic world is based on coverage of the areas within the discipline, represented by the programs we offer. The Andrews University Department of English is extraordinarily well rounded for a department of its size, although we have some gaps in coverage. Each faculty member contributes to this reputation through their expertise, making it possible for Andrews University to offer well-balanced, respected degrees in each of these areas.

During the 2022-2023 academic year, the Department of English was comprised of six tenured and tenure-track faculty whose primary appointment lies in English, as well as two visiting professors. Two administrators, the President and the Dean of the School of Graduate Studies and the School of Distance Education and International Partnerships, also have faculty appointments in the Department of English. All of the full-time faculty hold PhD degrees from high quality doctoral programs: Northwestern University, Ball State University, Purdue University, Michigan State University, University of Michigan, University of California-Riverside, and University of Florida.

The Department of English serves not only its majors and minors, but also the entire institution by providing general education writing instruction for all university students through the composition program it administers: College Writing I and College Writing II. In a typical academic year, the English faculty teach writing to about 340 students. In addition, the Department of English supports excellence in writing through the Writing Center, which is financially supported by the departmental budget and serves all University students with free tutoring and writing assistance. English faculty members also have a long history of teaching, mentoring, and serving as thesis advisors within the Honors program.

Departmental faculty are also especially involved in service to the university. Scott Moncrieff is the *Student Movement* faculty sponsor; Vanessa Corredera and Kylene Cave are the faculty sponsors for Nu Sigma—The National English Honors Society, Vanessa Corredera and Kylene Cave serve on the Faculty Senate and Vanessa Corredera serves as on Senate Executive Committee; and L. Monique Pittman directs the J.N. Honors Program.

Furthermore, as documented in the following table, our faculty have maintained robust research and publishing agendas in addition to their contributions to teaching and service. Publications, presentations, and awards listed are from the five-year period of program review.

Courses Taught	Publications/Presentations/Awards
Dr. Vanessa I. Corredera, PhD Associate Professor	
Major Courses:	Publications

<p>New Global Literature Independent Study Travel Writing Shakespeare, Ethnicity & Race Gender Studies in Literature English Literature to 1600 Approaches to Theoretical Discourse</p> <p>ACE: College Writing 2 Approaches to English Studies/Much Ado About English</p> <p>Honors: Western Heritage 1 Western Heritage 2 Senior Honors Research</p> <p>Grad Courses: New Global Literature Independent Study Project Research Seminar: Shakespeare, Ethnicity & Race Gender Studies in Literature Project Continuation Program Continuation Thesis Continuation Prep for Comprehensive Exams Comprehensive Exams</p>	<p><u>Monograph and Edited Collection</u> <i>Reanimating Shakespeare's Othello</i>, Edinburgh University Press, 2022.</p> <p><i>Shakespeare and Cultural Appropriation</i>, co-edited with Geoffrey Way and L. Monique Pittman, Routledge, 2023.</p> <p><u>Journal Articles</u> "When the Master's Tools Fail: Racial Euphemism in Shakespeare Appropriation, or, the Activist Value of Premodern Critical Race Studies." <i>Literature Compass</i>. Special Issue: RaceB4Race Appropriations, 2022. "Lessons for Whiteness: Keith Hamilton Cobb's <i>American Moor</i>." <i>Shakespeare</i>, vol. 17, no. 1, 2021, pp. 54-57. "Get Out and the Remediation of Othello's Sunken Place: Beholding White Supremacy's Coagula." <i>Borrowers and Lenders: The Journal of Shakespeare and Appropriation</i>, vol. 8, no.1, 2020, n.p. Invited "How dey goin to kill Othello': <i>Key & Peele</i>, Race, and Shakespearean Universality." <i>Journal of American Studies</i>, vol. 54, no. 1, 2020, pp. 27-35. Invited. "Far More Black than Black: Stereotypes, Masculinity, and Americanization in Tim Blake Nelson's <i>O</i>." <i>Literature/Film Quarterly</i>, vol. 45, no. 2, 2017, n.p.</p> <p><u>Book Chapters</u> "Resources." <i>The Arden Research Handbook to Shakespeare and Adaptation</i>, edited by Stephen O'Neil and Dianna Henderson, Bloomsbury, 2022, pp. 351-367. Invited. Co-authored with L. Monique Pittman, Karl Bailey, and KristIn Denslow. "Were I human': Beingness and the Postcolonial Object in <i>Westworld's</i> Appropriation of <i>The Tempest</i>." <i>Variable Objects: Shakespeare and Speculative Appropriation</i>, edited by Louise Geddes and Valerie Fazel, Edinburgh UP, 2021, pp. 85-107. "The Moor Makes a Cameo: <i>Serial</i>, Shakespeare, and the White Racial Frame." <i>The Routledge Handbook to Shakespeare and Global Appropriation</i>, edited by Christy Desmet, Sujata Iyengar, and Mariam Jacobson, Routledge, 2019, pp. 359-69. Invited. "Complex Complexions: Racializing the Face in Thomas Dekker's <i>Lust's Dominion</i>." <i>Shakespeare and the Power of the Face</i>, edited by James Knapp, Ashgate 2015, pp. 93-112. Invited.</p> <p>Paper Presentations <u>Invited Presentations</u></p>
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Master's Thesis	<p>Keynote, "Diversity and Inclusion in the College Classroom: Tools for Our Twenty-First Century Students (a.k.a. the Advantages of Discomfort)." Andrews University Teaching and Learning Conference. Online, March 2022.</p> <p>"Racism Across (Crumpled) Time in <i>American Moor</i>." The Western Early Modern Society, Western Ontario University. Online, March 2022.</p> <p>"Anti-Racist Shakespeare: <i>A Midsummer Night's Dream</i>." The Globe Theatre. Online, May 2021.</p> <p>"Objectifying Images and the Imagination Gap: Othello as Prop in <i>Kill Shakespeare</i>." Columbia University Early Modern Colloquium. Online, April 2021.</p> <p>"Teaching Race in the Literature Classroom." Idaho State University. Online, April 2021.</p> <p>"Shakespeare, Race, and Pedagogy." Chicago Shakespeare Theater Lecture. Online, March 2021.</p> <p>"The Power of the Particular: Jordan Peele's <i>Get Out</i> and the Challenge to Universalizing Whiteness." Trinity University. Online, March 2021.</p> <p>"'Speak of Me As I Am' Part 1: A Conversation on <i>Othello</i> with Vanessa Corredera and Aldo Billingslea." Santa Clara University. Online, February 2021.</p> <p>"Shakespeare, Race, and Pedagogy Roundtable." Chicago Shakespeare Theater. Online, February 2021.</p> <p>"What's Wrong with Critical Race Theory?" Decolonizing Lancaster. Online, December 2021.</p> <p>"Making 'Things' Through Darkness in <i>Kill Shakespeare: Things of Darkness</i> and Shakespearean Adaptation/Appropriation." Renaissance SRS, Online, November 2020.</p> <p>Keynote, "Perspective, Identity, and Intersectionality: Literature, Theory and Tools for Better Understanding." Spectrum Identities Conference. Orlando, February 2020.</p> <p>"Resisting Lobotomized Shakespeare: Race in/and Appropriation." Arizona Center for Medieval and Renaissance Studies RaceB4Race 3 Conference. Tempe, January 2020.</p> <p>"Race and Shakespearean Universality in <i>Key & Peele</i> and <i>Get Out</i>." Adelphi University. Garden City, October 2019.</p> <p>Keynote, "Reflecting the Colorblind Nation on the Post-Racial Stage: Hip Hop, Comedy, and Cultural Appropriation in <i>Othello: The Remix</i>." Ohio Valley Shakespeare Conference. Marietta, June 2019.</p> <p><u>Paper Presentations</u></p>
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	<p>Seminar Co-Leader (with L. Monique Pittman), Shakespeare, Race, and Popular Culture, Shakespeare Association of America, Minneapolis, Spring 2023.</p> <p>Seminar Co-Leader (with James M. Sutton and Stephanie Chamberlain), Shakespeare and the Staging of Exile, Shakespeare Association of America. Jacksonville, April 2022.</p> <p>Respondent, Embodying Differences Seminar, Shakespeare Association of America. Online, March 2021.</p> <p>Panelist, “‘No tools with which to hear’: <i>American Moor</i>, Race, and Adaptative Re-vision.” Shakespeare, Race, and Adaptation Panel. Shakespeare Association of America. Online, March 2021.</p> <p>“Race Making and the Disabled Body in Spenser’s <i>The Faerie Queene</i> Book 1.” Invited paper for the Spenser and Disability Panel. Modern Language Association. Online, January 2021.</p> <p>“Generic Clashing and Colorblind Performance: Comedy Meets Hip Hop in the Q Brothers’ <i>Othello: The Remix</i>.” British Shakespeare Association. Swansea, July 2019.</p> <p>Seminar Co-Leader (with Geoffrey Way), Shakespeare and Cultural Appropriation Parts 1 and 2, Shakespeare Association of America. Washington D.C., April 2019.</p> <p>“‘I told you not to go in...’: Horror and the Framing of Blackness in <i>Get Out</i> and <i>Othello</i>.” Shakespeare Association of America. Los Angeles, CA, March 2018.</p> <p>Awards RaceB4Race Second Book Institute Selectee, 2023, Arizona Center for Medieval and Renaissance Studies.</p> <p>Daniel A. Augsburger Excellence in Teaching Award, 2021, Andrews University.</p> <p>Faculty Teaching Fellow, 2020-Present, Andrews University</p> <p>Faculty Research Grant, 2016-2020, Andrews University.</p> <p>Undergraduate Research Mentor Award, 2018, Andrews University.</p> <p>Fellowships 2023 Folger Shakespeare Library Virtual Fellowship</p>
<p style="text-align: center;">Dr. Meredith Jones Gray, PhD Full Professor</p>	
<p>Major Courses:</p>	<p>Publications: “Stories to Tell: Preface.” <i>FOCUS</i> 56.3 (Summer 2020): 19.</p>

<p>Approaches to English Studies Literature for Children Independent Study Senior Seminar Topics: Medieval Romance Topics: Chaucer</p> <p>ACE: College Writing 2 Approaches to English Studies</p> <p>Grad Courses: Literature for Children Independent Study Project Research Project Continuation Prep for Comprehensive Exams Comprehensive Exams Master's Thesis</p>	<p>“Go into All the World.” <i>Lake Union Herald</i> 110.8 (Sept. 2018): 37.</p> <p>Paper Presentations: <u><i>Invited Presentations</i></u></p> <p>“James White Library: A History.” James White Library 85th Anniversary Celebration. Berrien Springs, September 2022.</p> <p>With Beverly Matiko. “Increasing Student Engagement in the Language Arts Classroom: An Activity Sampler.” Lake Union Conference English Teachers Professional Learning Community. Berrien Springs, October 2019.</p> <p>Paper on the Integration of Faith and Learning at Battle Creek College. Andrews University Faculty Institute. Berrien Springs, August 2018.</p> <p>“From College to University.” History Center at Courthouse Square. Berrien Springs, July 2018.</p> <p>Presentations: With Ronald A. Knott. “Where We Shall Be As One.” Script and Readers’ Theater Performance. Andrews University Faculty Institute. Berrien Springs, August 2019.</p>
<p style="text-align: center;">Dr. Scott Moncrieff, PhD Full Professor Faculty Sponsor for the <i>Student Movement</i></p>	
<p>Major Courses: Literary Criticism & Theory Independent Study English Lit 1800-1914 Creative Writing: Poetry Creative Writing: Short Stories</p> <p>ACE: Level 4 Listening & Speaking (??)</p>	<p>Publications “Leveraging Collaboration and Peer Support to Initiate and Sustain a Faculty Development Program.” Co-authored with Anneris Coria-Navia. <i>To Improve the Academy: A Journal of Educational Development</i> 40.2 (2021): 152-73.</p> <p>“‘Kind of Magic Back Here’: Gardening and Human Limitations in George Saunders’s ‘The Semplica Girl Diaries.’” <i>Christianity and Literature</i> 70 (March 2021): 52-67.</p> <p>“Assessing the Impact of a Faculty Book Club on Self-Reflection and Teaching Practice.” Co-authored with Anneris Coria-Navia. <i>Transformative Dialogues: Teaching & Learning Journal</i> 11.2 (August 2018): 1-10.</p>

<p>College Writing 1 Level 3 Listening & Speaking (??) English Composition I Studies in Lit Social Justice & Graphic Novel</p> <p>Grad Courses: Literary Criticism & Theory Independent Study Project Research Creative Writing</p>	<p>“The How and Why of Starting a Faculty Book Club.” Co-authored with Anneris Coria-Navia. <i>The Journal of Adventist Education</i> 80.2 (April-June 2018): 40-44.</p> <p>Published Poetry “Etc.” <i>One Art</i>, May 29, 2022. “Dictionary Illustrations.” <i>Rust + Moth</i>, Fall 2019. “First Days with Parkinson’s” and “Postlude.” <i>Spectrum Magazine</i>, 47.2 (May 2019)</p> <p>22 book reviews in <i>Spectrum Magazine</i> 2 articles in <i>Adventist Review</i></p> <p>Paper Presentations “A Better U: How Knowledge Brokers Hook Readers with Social Science Research.” With Julia Kim. <i>Adventist English Association</i>, June 2019, Andrews University.</p> <p>“Assessing the Impact of Faculty Book Club on Self-Reflection and Teaching at Andrews University.” With Anneris Coria-Navia. <i>Scholarship of Teaching</i> conference, March 2017, Andrews University.</p> <p>“Using Best Practices and Current Technology to Improve the Feedback Loop for Writing Students.” <i>Adventist English Association</i>, June 2016, Southwestern Adventist University.</p>
<p style="text-align: center;">Dr. L. Monique Pittman, PhD Full Professor Director of JN Andrews Honors Program</p>	
<p>Major Courses: English Lit 1600-1800 Independent Study Epic & Renaissance Adap/Epic Narratives Shakespeare and Film</p> <p>Honors: Literature & the Arts Research Pro Seminar</p>	<p>Publications:</p> <p>Pittman, L. Monique. <i>Shakespeare’s Contested Nations: Race, Gender, and Multicultural Britain in Performances of the History Plays</i>. Routledge, 2022.</p> <p>Pittman, L. Monique. <i>Authorizing Shakespeare on Film and Television: Gender, Class, and Ethnicity in Adaptation</i>. New York: Peter Lang, 2011.</p> <p>Corredera, Vanessa I., L. Monique Pittman, and Geoffrey Way, Editors. <i>Shakespeare and Cultural Appropriation</i>. Routledge, 2023.</p>

<p>Senior Honors Research</p> <p>Grad Courses: Independent Study Project Research Epic & Renaissance Adap</p>	<p>Forthcoming. Pittman, L. Monique. "Citational Performances as Anti-Fandom in Heritage Drama: Shakespeare's Whiteness and the British Monarchy in Netflix's <i>The Crown</i>." <i>Shakespeare and Anti-Fandom</i>. Eds. Johnathan Pope and Kavita Mudan Finn. Arden, 2023.</p> <p>Forthcoming. Denslow, Kristin N. and L. Monique Pittman. "Hamlet as Resisting Subject: Intersecting Artistic Tactics in the <i>Mousetraps</i> of Doran and Godwin." <i>Ethical Appropriation in Shakespearean Performance</i>. Eds. Louise Geddes, Geoffrey Way, and Kathryn Vomero Santos. Edinburgh UP, 2023.</p> <p>"Introduction: Shakespeare and Cultural Appropriation in the Third Millennium." <i>Shakespeare and Cultural Appropriation</i>. Eds. Vanessa I. Corredera, L. Monique Pittman, and Geoffrey Way. Routledge, 2023. 1-25.</p> <p>Radulescu, Ingrid and L. Monique Pittman. "Romanian <i>Hamlet</i>: Translated Shakespeare as Soft Power for the Post-Communist Nation." <i>Shakespeare and Cultural Appropriation</i>. Eds. Vanessa I. Corredera, L. Monique Pittman, and Geoffrey Way. Routledge, 2023. 37-51.</p> <p>Pittman, L. Monique, Vanessa I. Corredera, Kristin N. Denslow, and Karl G. Bailey. "'Were I human': Beingness and the Postcolonial Object in <i>Westworld</i>'s Appropriation of <i>The Tempest</i>." <i>Variable Objects: Shakespeare and Speculative Appropriation</i>. Eds. Valerie M. Fazel and Louise Geddes. Edinburgh UP, 2021. 85-107.</p> <p>Pittman, L. Monique. "Too Soon Forgot: The Ethics of Remembering in <i>Richard III</i>, <i>NOW</i>, and <i>House of Cards</i>." <i>Borrowers & Lenders</i> 13.1 (Spring 2020).</p> <p>Pittman, L. Monique. "Resisting History and Atoning for Racial Privilege: Shakespeare's <i>Henriad</i> in HBO's <i>The Wire</i>." <i>Routledge Handbook of Shakespeare and Global Appropriation</i>. Eds. Christy Desmet, Sujata Iyengar, and Miriam Jacobson. Routledge, 2019. 378-387.</p> <p>Pittman, L. Monique. "Colour-Conscious Casting and Multicultural Britain in the BBC <i>Henry V</i> (2012): Historicizing Adaptation in an Age of Digital Placelessness." <i>Adaptation</i> 10.2 (2017): 176-191.</p>
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Pittman, L. Monique. "Shakespeare and the Cultural Olympiad: Contesting Gender and the British Nation in the BBC's *Hollow Crown*." *Borrowers and Lenders* 9.2 (Spring 2016).

Pittman, L. Monique. "Heroes, Villains, and Balkans: Intertextual Masculinities in Ralph Fiennes's *Coriolanus*." *Shakespeare Bulletin* 33.2 (2015): 215-244.

Pittman, L. Monique. "Big-Shouldered Shakespeare: Three *Shrews* at Chicago Shakespeare Theater." *Shakespeare Survey* 67 (2014): 244-64.

Pittman, L. Monique. "Dressing the Girl/Playing the Boy: *Twelfth Night* Learns Soccer on the Set of *She's The Man*." *Literature/Film Quarterly* 36.2 (2008): 122-36.

Pittman, L. Monique. "Locating the Bard: Adaptation and Authority in Michael Radford's *The Merchant of Venice*." *Shakespeare Bulletin* 25 (2007): 13-33.

Pittman, L. Monique. "A Son Less Than Kind: Iconography, Interpolation, and Masculinity in Branagh's *Hamlet*." *Early Modern Literary Studies* 11.3 (2006).

Pittman, L. Monique. "Taming *10 Things I Hate About You*: Shakespeare and the Teenage Film Audience." *Literature/Film Quarterly* 32.2 (2004): 144-52.

Presentations:

"Histories Remembered: A Diasporic *Richard II* at Shakespeare's Globe." Shakespeare Association of America Annual Meetings. Jacksonville, FL. 6-9 April 2022.

"The Trouble with History: Intersections of Nation and Race in *King Charles III*." Shakespeare Association of America Annual Meetings. March 30 – April 4, 2021.

"Margaret's Tiger Hide: Coloring Queenship in a Brexit *Hollow Crown*." Montpellier Congress 2019: Shakespeare on Screen in the Digital Era. Montpellier, France. September 2019.

"The Disappearing Moor: Race, Authenticity, and the Nation's History in *Wolf Hall* and *Bring Up the Bodies*." British Shakespeare Association. Swansea, Wales, UK. July 2019.

	<p>“Hollow Refuge: The BBC’s <i>The Wars of the Roses</i> and This Fortress Built by Nature.” Shakespeare Association of America Annual Meetings. Washington, DC. 18-20 April 2019.</p> <p>“History’s Now: Immediacy in <i>Richard III</i>, <i>NOW</i>, and <i>House of Cards</i>.” Shakespeare Association of America Annual Meetings. Los Angeles, CA. 28-31 March 2018.</p> <p>“History by Candlelight: Authenticity Claims, Shakespeare, and the BBC’s <i>Wolf Hall</i>.” Shakespeare Association of America Annual Meetings. Atlanta, GA. 5-9 April 2017.</p> <p>“Color-Conscious Casting and Multicultural Britain in the BBC <i>Henry V</i> (2012): Historicizing Adaptation in an Age of Digital Placelessness.” Ohio Valley Shakespeare Conference. Wright State University, Dayton, OH. 20-22 Oct. 2016.</p> <p>“Color-Conscious Casting and Multicultural Britain in the BBC <i>Henry V</i> (2012): Historicizing Adaptation in an Age of Digital Placelessness.” World Shakespeare Congress. Stratford-upon-Avon, Eng. 30 July – 7 August, 2016.</p> <p>“‘Is not the truth the truth?’: HBO’s <i>The Wire</i> and Shakespearean History.” Appropriation in the Age of Global Shakespeare. University of Georgia. Nov. 2015.</p> <p>“The Badge of Adaptation: Cinematic Knowing in the Theater of <i>Hamlet</i>.” Shakespeare Association of America Annual Meetings. Vancouver, BC. 1-4 April 2015.</p> <p>“Interpretation and the Masculine in Ralph Fiennes’s <i>Coriolanus</i>: The Reverberations of Intertextuality.” Popular Culture Association/American Culture Association Annual Meetings. Chicago, IL. 16-19 April 2014.</p> <p>“Shakespeare’s Henriad and the BBC’s <i>The Hollow Crown</i>: Schooling Women in the Canon and on Film.” Adventist English Association. Berrien Springs, MI. 26-30 June 2013.</p> <p>“Olympic Shakespeare Goes Wrong?: Women and British Nationhood in the BBC’s <i>Hollow Crown</i>.” Shakespeare Association of America. Toronto, Can. 28-30 March 2013.</p> <p>“Shakespeare’s Henriad and the BBC’s <i>The Hollow Crown</i>: Women in the Canon and in History.” Oxford Round Table: Women and Education. Oxford, Eng. 17-21 March 2013.</p>
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	<p>“Big-Shouldered Shakespeare: Two Shrews at Chicago Shakespeare Theater.” Shakespeare Association of America, Boston, MA, April 2012.</p> <p>“Tracing <i>Hamlet</i> in <i>Slings and Arrows</i>: The Shadow of Paternal Authority in Adaptation.” Midwest Modern Language Association Annual Meetings, St. Louis, MO, November 2009.</p> <p>“The Bard and the Beeb: Television Authority in <i>Shakespeare Retold</i>.” Ohio Valley Shakespeare Conference, Athens, OH, October 2009.</p> <p>Invited Presentation. “Roman Shakespeare.” University of Akron. Shakespeare in the Spring. April 2008.</p> <p>“ HBO Reads Shakespeare: <i>Rome</i> and the Fictions of History.” Midwest Modern Language Association Annual Meetings, Cleveland, OH, November 2007.</p> <p>Invited Presentation. “Cross-dressing the Teaching College: Transforming the 4-4 Load or <i>She’s the Man</i> Goes to College.” University of California, Davis, Early Modern Cluster at the Davis Institute for the Humanities, Davis, CA, February 2007.</p> <p>“Locating the Merchant: Venetian Landscape and Adaptive Authority in Michael Radford’s Shakespeare.” Annual Conference of the Popular Culture Association/American Culture Association, Atlanta, GA, April 2006.</p> <p>“The Rhetoric of Interpolation: Authority and Manhood in Branagh’s <i>Hamlet</i>.” 26th Annual Conference of the Southwest/Texas Popular Culture Association/American Culture Association, Albuquerque, February 2005.</p> <p>“‘I see the imminent death of twenty thousand men’: Warring over Gender in the Shakespeare adaptations of Kenneth Branagh.” Film and History: War in Film, Television, and History, Dallas, November 2004.</p> <p>“Deep-Fried American Dream: <i>Macbeth</i> Under the Heat Lamp in <i>Scotland, PA</i>.” 34th Popular Culture Association Conference, San Antonio, 7-10 April 2004.</p>
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	<p>“Access Denied: Trespassing on the Heterosexual in Geoffrey Sax’s <i>Othello</i>.” 33rd Popular Culture Association Conference, New Orleans, 16-19 April, 2003.</p> <p>“Last Rites: The Perils of Marriage in Lodge’s <i>A Margarite of America</i>.” Renaissance Society of America Conference, Toronto, 29-31 March, 2003.</p> <p>“Taming <i>Ten Things I Hate About You</i>: Shakespeare and the Teenage Film Audience.” 32nd Popular Culture Association and 24th American Culture Association Annual Conference, Toronto, 13-16 March 2002.</p> <p>“The Mother Doth Protest Too Much: Elizabeth Joceline’s <i>A Mother’s Legacie to Her Unborn Childe</i>.” Unruly Women’s Colloquium, Purdue University, 14 November 1995.</p> <p>“The Pursuit of Cultural Change: Bacon’s Virgil and the <i>New Atlantis</i>.” English Renaissance Prose Conference, Purdue University, 10-12 November 1995.</p> <p>“Authority, Law, and Commerce in Aphra Behn’s <i>The Fair Jilt</i> and Eliza Haywood’s <i>The Mercenary Lover</i>.” 26th Annual Midwest American Society for Eighteenth-Century Studies, University of Minnesota, 5-7 October 1995.</p> <p>“A Kingdom Lost: Husbands, Brothers, and Heirs in <i>Cymbeline</i>.” 25th Annual Interdisciplinary CAES Conference, Ball State University, 21-22 October 1994.</p> <p>Awards:</p> <p>URS Scholarship Awarded to Isabella Koh (2022)</p> <p>URS Scholarship Awarded to Taylor Uphus (2021)</p> <p>URS Scholarship Awarded to Daniel Self (2020)</p> <p>URS Scholarship Awarded to Nicole Hwang (2017)</p> <p>URS Scholarship Awarded to Ingrid Radulescu (2017)</p> <p>College of Arts & Sciences, Humanities Division: Undergraduate Research Mentor (2016)</p> <p>URS Scholarship Awarded to Emma Magbanua (2016)</p> <p>URS Scholarship and Winner of NCHC Arts & Humanities Poster Competition to Alejandra Castillo (2015)</p> <p>URS Scholarship Awarded to Alaryss Bosco (2015)</p> <p>J. N. Andrews Medallion (2013)</p> <p>Erhard Emerging Scholar Awarded to Shanelle Kim (2014)</p>
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	<p>Undergraduate Research Scholarship Awarded to Shanelle Kim (2014)</p> <p>Erhard Emerging Scholar Awarded to Matthew Chacko (2014)</p> <p>Undergraduate Research Scholarship Awarded to Matthew Chacko (2013)</p> <p>Bruce A. Ronk Excellence in Research Award (2010)</p> <p>Recipient of Faculty Research Grant (\$4500), Andrews University (2009)</p> <p>Ronk Research Recognition Awards (2008, 2007, 2006, 2004, 2003)</p> <p>Augsburger Excellence in Teaching Award, Andrews University (2006)</p> <p>Advisor of the Year, Andrews University (2004)</p> <p>Honors Teacher of the Year, Andrews University (2002)</p> <p>Teacher of the Year, Pacific Union College (1998)</p>
<p align="center">Dr. Ivan Davis, PhD Associate Professor Director of the Writing Studies Program</p>	
<p>Major Courses: Intro to Rhetoric Independent Study Writing Internship Teaching and Tutoring Writing Advanced Composition</p> <p>ACE: English Composition 1/College Writing 1 English Composition 2/College Writing 2</p> <p>Grad Courses: Independent Study Practicum Project Research</p>	<p>Citations Ivan and Christian Stuart. "Content(s), Culture(s) and Transfer(ability): Implications from a Multicultural 'Writing About Writing' Approach to College Writing." Adventist English Association, Southern Adventist University, June 20, 2019.</p> <p>Grants <i>Andrews University Faculty Research Grant</i>, 2018-2019.</p>
<p align="center">Dr. Kylene Cave, PhD Assistant Professor</p>	
Major Courses:	Conferences and Presentations

<p>Independent Study Approaches to Theoretical Discourse 20th Century English and American Lit Afrofuturism (ENGL 403)</p> <p>ACE: College Writing I English Composition II /College Writing 2 Popular Lit Genres: Mystery Fiction</p> <p>Honors: Transcribing the Self</p>	<p>“When You Love the Criminal More Than You Hate the Crime: Commodity and Fetish in True Crime Narratives,” Popular Culture Association, San Antonio, April 2023.</p> <p>ary Landscapes of Science: The Intervention of Crime Fiction in Cognitive Science,” Popular Culture Association, Digital Conference, April 2022.</p> <p>cting A Human Error: How Crime Narratives of Amnesia Illuminate the Mind,” Michigan Academy of Science, Arts, and Letters, Digital Conference, March 2021.</p> <p>Memory Spectrum: Theorizing Memory Through Amnesia Narratives in Crime Fiction,” International Crime Fiction Association Conference, Bath (UK), July 2020 (Conference Canceled).</p> <p>etwork Crimes: When Golden-Age Crime Fiction and Rural Industry Collide,” Popular Culture Association, Philadelphia, April 2020 (Conference Canceled).</p> <p>Evolution of the <i>Enslaved</i> Project,” Global Digital Humanities Symposium, Michigan State University, March 2020 (Conference Moved Online).</p> <p>atizing the Void: Crime Fiction’s Journey to Forgetting,” Andrews Research Conference, Berrien Springs, May 2019.</p> <p>ated Version] Memory’s Many Drafts: Witness and Psychology of Mind in Crime Fiction Post-1945,” Popular Culture Association and American Culture Association National Conference, Washington D.C., April 2019.</p> <p>ory’s Many Drafts: Witness and Psychology of Mind in Crime Fiction Post-1945,” International Crime Fiction Association Conference, Bath (UK), June 2018.</p> <p>ated Version] Mysterious Memories: Revisionary Memory and Environments of Recall in <i>The Santa Klaus Murder</i>,” National Popular Culture Association Conference, Indianapolis, March 2018.</p> <p>Digital Humanities Projects, Presentations, and Workshops</p> <p>“AI In the Classroom,” Middle East University, Zoom, August 2023.</p> <p>Digital Humanities Summer Institute, Victoria, BC, Summer 2023.</p> <p>Senior Editorial Staff, <i>Journal of Slavery and Data Preservation</i>, 2019-2020.</p>
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	<p>Graduate Student Humanities Liaison, “Enslaved: Peoples of the Historic Slave Trade,” 2018-2020.</p> <p>Editorial Staff, <i>The Public Philosophy Journal</i>, 2018-2019</p>
<p style="text-align: center;">Dr. Kristin Denslow, PhD Visiting Associate Professor</p>	
<p>Major Courses: Writing About Digital Media and Technology</p> <p>ACE: English Composition 1/College Writing 1 College Writing 2 Approaches to English Studies</p>	<p>Publications: “Hamlet as Resisting Subject: Intersecting Artistic Tactics in the <i>Mousetraps</i> of Doran and Godwin.” Co-authored with L. Monique Pittman. In <i>Ethical Appropriations in Shakespearean Performance</i>, edited by Louise Geddes, Geoffrey Way, and Kathryn Vomero Santos, forthcoming, Edinburgh UP.</p> <p>“‘Were I human’: Beingness and the Postcolonial Object in <i>Westworld’s</i> Appropriation of <i>The Tempest</i>.” Co-authored with L. Monique Pittman, Vanessa I. Corredera, and Karl G. Bailey. In <i>Variable Objects: Shakespeare and Speculative Appropriation</i>, edited by Valerie M. Fazel and Louise Geddes, 2021, Edinburgh UP.</p> <p>“Guest Starring <i>Hamlet</i>: The Proliferation of the Shakespeare Meme on American Television. In <i>Shakespeare/Not Shakespeare</i>, edited by Christy Desmet, Natalie Loper, and Jim Casey, 2017, Palgrave.</p> <p>Presentations “The Observed and the Observer: Surveillance and Social Media in Gregory Doran’s <i>Hamlet</i>.” Shakespeare Association of America, 2019.</p> <p>“Teaching Media Literacy and Diversity through Drama.” With Vanessa I. Corredera, North American Division Teachers’ Convention, 2018.</p> <p>“A Proposal for Teaching Shakespeare in Freshman Composition.” Shakespeare Association of America, 2018.</p> <p>Participant in “A Digital Textbook for DH Shakespeare” workshop, Shakespeare Association of America, 2017.</p> <p>Campus/Community Presentations “Drama and Film in the Classroom” and “Best Practices in Writing Good Writing Assignments.” Southwestern Union Conference English Teacher Professional Development, 2019.</p> <p>“Writing Good Writing Assignments.” Lake Union Conference English Professional Learning Community, 2019.</p>

	<p>“Writing Good Writing Assignments.” Faculty Colloquium, Southwestern Adventist University, 2019.</p> <p>“Why is Juliet never blonde?: Examining the (Lack of) Diversity in Adaptations of <i>Romeo and Juliet</i>.” English Departmental Assembly, Southwestern Adventist University, 2018.</p> <p>“The Hero’s Journey in Literature and Life.” Southwestern Adventist University Outdoor Church, 2018.</p> <p>“Strategies for Writing Across the Curriculum.” Faculty Colloquium, Southwestern Adventist University, 2017.</p> <p>Digital Humanities Presentations and Workshops</p> <p>“AI In the Classroom,” Middle East University, Zoom, August 2023.</p> <p>Digital Humanities Summer Institute, Victoria, BC, June 2023.</p>
<p style="text-align: center;">Dr. Brian Urias, PhD Visiting Assistant Professor</p>	
<p>Major Courses: Writing About Your 21st Century Life</p> <p>ACE: English Composition 1/College Writing 1 English Composition 2/College Writing 2</p>	<p>Publications</p> <p>Book Review of Bad Ideas About Writing. Kairos: A Journal of Rhetoric, Technology, and Pedagogy. Collaboratively written with Brandie Bohney, Jonathan Brownlee, Renee Drouin, Randy Meyer, Bailey Poland, and Lena Ziegler. Issue 24.2 (Spring 2020).</p> <p>Review of “Session C.09: ‘It Was the Best of Times, It Was the Worst of Times’: A Tale of Two Approaches for Developing and Implementing Online and Hybrid Composition Courses.”2019 CCCC Reviews, <i>Sweetland’s Digital Rhetoric Collaborative</i>. April 2019.</p> <p>“Keeping Time: The Rhetoric & Memory of Calendars.” Digital exhibit located within <i>Voices, Visions, and Public Memory</i>. Bowling Green State University Libraries, May 2018.</p> <p>Invited Talks</p> <p>“Teaching at the End of the World: An Online Writing Research and Pedagogies Webinar.” With Jessie Male and Lauren Salisbury. Bowling Green State University, Bowling Green, OH. Digital attendance. April 2020.</p> <p>Presentations</p>

	<p>“Writing Transfer in First-Year Online Writing Courses: Student Perceptions and Instructor Practices.” Digital Poster. 2022 Conference on College Composition and Communication. March 2022.</p> <p>“Student Perceptions of Writing, Transfer, and Dispositions in Online First-Year Writing Courses.” 2021 Global Society of Online Literacy Educators Annual Conference. Digital attendance. January 2021.</p> <p>“The Alumni Writing Transfer Project: How Alumni Negotiate Prior Writing Knowledge at Work.” With Annie Cigic. 2020 Writing Through the Lifespan Conference. Athens, OH. July 2020. (Canceled)</p> <p>“Teacher to Teacher.” 2020 Conference on College Composition and Communication. Milwaukee, WI. March 2020. (Canceled)</p> <p>“Mentoring in the Liminal Space: Cross-rank Perspectives.” With Lyra Hilliard, Elizabeth Keenan Knauss, Jennifer McSpadden, Mandy Olejnik, and Craig Wynne. Council of Writing Program Administrators 2019 Conference. Baltimore, MD. July 2019.</p> <p>“Not Exactly Location, Location, Location: Language Diversity and Inclusion in Classrooms and Other Locations.” With Brandie Bohney. College English Association of Ohio Spring 2019 Conference. University of Findlay, Findlay, OH. April 2019.</p> <p>“Unmasking Student Success: Reframing Conversations and Student Perceptions of Revision, Failure, and Risk-Taking in the Writing Process.” With Brandie Bohney and Randy Meyer. 7th Biennial Threshold Concepts Conference. Miami University, Oxford, OH. June 2018.</p> <p>“Bring Your Online Students Closer: Instructional Design Tips to Create Engaging Videos.” With Andrew Rice, Alya A. Suliman, and Stephanie Wilczynski. Andrews University Teaching and Learning Conference. Andrews University, Berrien Springs, MI. Digital attendance. March 2018.</p> <p>“Overcoming Challenges at the Start of Graduate Study.” With Brandie Bohney, Renee Drouin, Randy Meyer, Bailey Poland, and Lena Ziegler. 21st Century Englishes Conference. Bowling Green State University, Bowling Green, OH. October 2017.</p>
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Literature Concentration BA

The area of literature specialization is typically organized, within the discipline, by cultural traditions and literary eras, in addition to considerations such as specialization in a theoretical framework of literary studies, or literary criticism. A department that mentors its students to be successful in literary studies is staffed by specialists in most of the areas represented by the sweep of British and American literary history, as well as in theory and diversity. Below is a summary of the cultural backgrounds and historical periods one would expect to have covered in a Department of English with an indication of how that coverage is specifically met by the Andrews faculty:

British Literature

Medieval: Jones Gray

Early Modern: Pittman, Corredera

Restoration and 18th Century: Pittman

Romantic: no primary specialist; Moncrieff (who teaches this material in our survey courses) has graduate coursework in the Romantic period and a postgraduate seminar on the transition from the Romantic to the Victorian era

Victorian: Moncrieff, Cave teaches Victorian literature in Mystery Fiction and Approaches to Theoretical Discourse

20th Century: Cave

21st Century: no primary specialist; Corredera teaches 21st century material in both Gender Studies in Literature and New Global Literature. Cave teaches 21st century material in Approaches to Theoretical Discourse.

American Literature

18th-19th Century: No professor assigned, no Americanist in the department

20th Century: Cave

Diversity/Global Literature: Corredera, Cave

Critical Theory: Moncrieff, Pittman, Corredera, Cave

Media Studies: Cave, Corredera, Denslow, Pittman

In summary, the Andrews English department has or has had coverage by a primary specialist in almost every literary area but one or two, most notably the Romantic era of British literature and early American literature. This breadth is commendable in a department of (depending on the year) seven or eight full-time faculty.

Writing Concentration BA and English MA

In the field of composition and rhetoric successful students are exposed to and develop an understanding of a variety of genre conventions and exhibit rhetorical adaptability in applying

those conventions. At the undergraduate level, the Andrews writing curriculum emphasizes a breadth of exposure to various writing genres and tasks, from writing poetry to writing business memos. With graduate students, the writing courses focus primarily on the pedagogical aspects of writing with the intention of preparing professionals in English who may teach composition at the secondary or college levels. What follows is an overview of the writing topics and genres covered in the Andrews writing curriculum and the faculty who teach those areas:

Composition and Rhetoric: Davis,

Creative Writing: Moncrieff (poetry)

Professional and Technical Writing: Adjunct with professional experience

Pedagogy of Writing: Davis

Media and Digital Humanities: Cave and Denslow

The teaching of writing in the English department is rounded out by important contributions from additional faculty who are qualified in this area but also currently teach primarily in other areas or who are adjuncts.

- Scott Moncrieff, as mentioned in the literature faculty profiles above, is an active poet and teaches the course in Creative Writing: Poetry.
- Kylene Cave and Kristin Denslow, as mentioned in the literature faculty profiles above, teach courses that engage with media and digital humanities.
- In the area of technical writing, the department has contracted with John Frambach, who received his undergraduate degree in technical writing from Michigan Technological University and has since practiced the craft professionally, thus giving our students the benefits of learning from a professional in the field.

In summary, the Andrews University Department of English is very well qualified, especially for a department of its size, in the area of composition and rhetoric as it serves several audiences: the general student and English majors and minors.

English Education Concentration BA

English Education core courses have been covered as follows:

ENGL 125	Approaches to Literature—Corredera, Denslow, Jones Gray
ENGL 300	Modern English Grammar – no specialist, contract out if possible
ENGL 403	20th-century English and American Literature –Cave
ENGL 404	New Global Literature—Corredera
ENGL 408	Literature for Young Adults – no specialist, contract out if possible
ENGL 415	Gender Studies in Literature--Corredera
ENGL 437	Teaching and Tutoring Writing –Davis

The Andrews English Education students enjoy the benefit of contact with two current English classroom teachers at the secondary level, Rebecca Wright (Andrews Academy) and Kendra Manuel-Smith (Berrien Springs High School), both of whom frequently adjunct with the Department of English. Their up-to-date perspective of English Education and years of “hands-on” experience bring an invaluable dimension to the Methods and Literature for Young Adults classrooms.

The other core courses in the English Education curriculum are taught by well qualified faculty whose expertise is covered under the specific areas addressed above (literature and writing) and below (TESOL).

In summary, although there is strong faculty support in many areas of the current English Education program, Douglas Jones’s and Bruce Closser’s retirement has left a large deficit in the English Education program, particularly in the areas of current professional activity in the field and accreditation issues. The department was not allowed to fill Jones’s or Closser’s position following his retirement due to budget constraints.

Threats/ Challenges

The main threat to the quality of programs in the Department of English is the loss of qualified professors without replacement. The department historically has been the premiere Adventist English program because of its stable, well-qualified faculty offering representative expertise in all three areas of the discipline: literature, writing, and language. Beyond that, in the area of literary studies, the Andrews English department offered exceptional coverage of literary periods for a relatively small institution, one of the standards by which English programs are judged.

With recent efficiencies and retirements and no new hires to fill those positions, the quality of the department has begun to erode. We currently have no specialists in American literature, which is indefensible. We have a limited number of writing specialists to teach courses within the writing emphasis. We have not been able to replace our English education specialist and so have no one who is familiar with the processes of accreditation or who can mentor upcoming secondary English teachers, which is a critical component in our program and in our cooperation with the College of Education. Not only does this diminish our abilities to serve our students, but it also jeopardizes the health of the Seventh-day Adventist K-12 educational system, as traditionally we have been a primary source of supplying qualified teachers. This seriously undermines our mission to the broader church. With retirements and the administrative removal of the Center for Intensive English Programs, the other branches of our program areas are also being weakened.

In order to mitigate these threats, the department will need to engage in careful succession planning, and the university administration will need to support that planning through faculty replacements from here on. The department has reached a critical point beyond which it cannot be further diminished without severely jeopardizing the quality of its programs.

If the department is expected to return to exemplary status within the Adventist system of higher education, it must receive support to replace any future retirements. Within the next 5 years, the department can probably expect at least 2 retirements: one .75 FTEs (professor) and one full FTE (professor). Both positions should be funded as full FTEs, but if the department is able to recruit young faculty, which would be desirable for many reasons, the savings from the reductions in rank/salary should be able to cover most of the additional .5 FTE.

Question #6: Are library holdings adequate for the program, and to what extent are they available and utilized?

Library Resources

For a university and program of our size, we enjoy a robust collection of library resources--print books, ebooks, print journals, online journals, and digital archives--at the James White Library.

The library has steadily expanded the electronic databases accessible to faculty and students. They have been highly responsive to requests that funds be utilized for improved digital archive access.

Increasing numbers of ebooks, access to the MELCAT system, and a responsive interlibrary loan program facilitate improved student scholarship and the speed with which students can respond to changes in the field. This ready access to materials also fosters continual course improvements on the part of faculty and supports faculty research. The Digital Commons platform promises to helpfully display and archive the achievements of the Andrews English community.



**PROGRAM AND DEPARTMENT REVIEW COMMITTEE REPORT ON
LIBRARY SUPPORT FOR DEPARTMENT OF ENGLISH**

March 29, 2023

Library holdings include books, media, and digital materials comprised primarily of subscription e-books, e-journals, and databases.

Table I: Library Holdings for the English Department

Topics	Books	eBooks	DVD	Total
Creative Writing	138	1	4	143
Authorship	39	1	0	40
American Literature	1,514	4	11	1,529
English Literature	1,864	14	55	1,933

Technical Writing	4	0	0	4
Rhetoric	109	0	2	111
Linguistics	56	0	3	59
English Language, etc.	266	1	9	276
English Language -- History	See English Language, etc.			
English Language -- Grammar	See English Language, etc.			
English Language -- Study and Teaching	See English Language, etc.			
English Language -- Composition and Exercises	See English Language, etc.			
Language and culture	22	1	0	23
Research Methods	82	0	0	82
Literary Criticism	28	1	0	29
Young Adult Literature	6	0	0	6
Journalism	90	0	13	103
Global Literature	0	0	0	0
Gender Studies in Literature	0	0	0	0
Writing Life	1	0	0	1
Total	4,219	23	97	4,339

**Table II: Library Holdings for the English Department
By Select Date Range**

Topics	2005- 2009	2010- 2014	2015- 2019	2020- 2023	Total
Creative Writing	39	62	36	6	143
Authorship	16	18	3	3	40
American Literature	440	451	406	232	1,529
English Literature	839	615	319	160	1,933
Technical Writing	2	2	0	0	4
Rhetoric	42	43	24	2	111
Linguistics	28	22	9	0	59
English Language, etc.	141	83	51	1	276
English Language -- History	See English Language, etc.				
English Language -- Grammar	See English Language, etc.				
English Language -- Study and Teaching	See English Language, etc.				
English Language -- Composition and	See English Language, etc.				

Exercises					
Language and culture	14	5	2	2	23
Research Methods	43	17	17	5	82
Literary Criticism	15	11	0	3	29
Young Adult Literature	3	2	1	0	6
Journalism	42	43	17	1	103
Global Literature	0	0	0	0	0
Gender Studies in Literature	0	0	0	0	0
Writing Life	1	0	0	0	1
Total	1,665	1,374	885	415	4,339

EBOOKS

In addition to the 23 library owned e-books, the library licenses more than 25,000 e-books related to topics in English/American Literature and Language and related topics.

MEDIA RESOURCES

Streaming media is available upon request from Films on Demand, Kanopy, Swank, and other providers.

E-JOURNALS

Journals about English literature and aspects of the English language are numerous. Here are seven accessible e-journals indexed in Scopus.

1. **English Historical Review (OXFORD)** - publishes original and high-quality historical research. No “typical” EHR article.
2. **English for Specific Purposes – International and peer reviewed journal that publishes** research/discussion notes on topics relevant to the teaching and **learning** of discourse for specific communities: academic, occupational, or otherwise specialized.
3. **English in Education (Wiley)** - The academic journal of the National Association for the Teaching of English (NATE), publishes papers and articles which report on research related to all aspects of English teaching from early years to university and later life. The journal welcomes articles from the United Kingdom and from other nations where English language and literature are part of the school and Higher Education curriculum and are taught to mother-tongue English speakers.
4. **Journal of English for Academic Purposes (Elsevier B.V.)** - A forum for the dissemination of information and views which enables practitioners of and researchers in EAP to keep current with developments in their field and to contribute to its continued updating. *JEAP* publishes articles, book reviews, conference reports, and academic exchanges regarding the **linguistic, sociolinguistic, and psycholinguistic** description of **English** as it is used for the purposes of academic study and scholarly exchange.

5. **Journal of English Linguistics (SAGE)** -The premier resource for original linguistic research based on data drawn from the English language, encompassing a broad theoretical and methodological scope. Highlighting theoretically and technologically innovative scholarship, the Journal provides in-depth research and analysis in a variety of areas, including the history of English, English grammar, corpus linguistics, sociolinguistics, and dialectology
6. **Research in the Teaching of English (NCTE)** -A broad-based, multidisciplinary journal composed of original research articles and short scholarly essays on a wide range of topics significant to those concerned with the teaching and learning of languages and literacies around the world, both in and beyond schools and universities.
7. **World Englishes (Wiley Blackwell)**- Integrative in its scope and includes theoretical and applied studies on language, literature, and English teaching, with emphasis on cross-cultural perspectives and identities. The journal provides recent research, critical and evaluative papers, and reviews from Africa, Asia, Europe, Oceania, and the Americas. Thematic special issues and colloquia appear regularly.

DATABASES

The James White Library subscribes to 227 databases. All are accessible on and off-campus at the point of need from the library's website. Major disciplinary databases for English include:

The *MLA International Bibliography* is an essential tool for research in all aspects of modern languages and literature. Available as a searchable online database of more than 3 million records and constantly updated by scholars in the field. Includes the ***MLA Directory of Periodicals*** and the ***MLA Bibliography Thesaurus***. **\$5,195**

The Oxford English Dictionary (OED)._ The definitive record of the English language. Includes historical thesaurus, timelines, categories of words by subject, wage, region or origin, and the dictionary from A to Z. **\$965**

Literary Research Center Researchers can find up-to-date analysis, biographical information, overviews, full-text literary criticism, and reviews on more than 130,000 writers in all disciplines, from all time periods, and from around the world. *Gale Literature Resource Center* brings together materials that support interdisciplinary approaches, information literacy, and the development of critical thinking skills. Researchers with a literature, history, arts, gender studies, or cultural studies focus can use this resource to analyze authors and works throughout time.

Poetry & Short Story Reference Center a rich full-text database containing thousands of classic and contemporary poems, short stories, biographies, essays, lesson plans and learning guides. It also includes high-quality videos and audio recordings from the Academy of American Poets.

Early English Books Online (EEBO) features page images of almost every work printed in the British Isles and North America, as well as works in English printed elsewhere from 1470-1700. From the first book printed in English through to the ages of Spenser, Shakespeare and of the English Civil War, EEBO's content draws on authoritative and respected short title catalogues of

the period and features a substantial number of text transcriptions specially created for the product. \$5,674

Eighteenth Century Collections Online contains over 180,000 titles (200,000 volumes) and more than 32 million pages, making ECCO the premier and irreplaceable resource for eighteenth-century research. \$1,218.

NoveList – Premiere database for recommendations of fiction, nonfiction in print and audiobooks. Includes expert reviews, articles, lists, and more.

Humanities Source is a valuable full-text database covering literary, scholarly, and creative thought. It includes 2,246 active indexed and abstracted journals. 1,912 of them are peer-reviewed.

Arts & Humanities Citation Index, 1975- Present. Included in **Web of Science**.

MULTI-DISCIPLINARY DATABASES

These are some licensed databases with significant English Language and Literature content accessible from the library's website.

JSTOR features journals, books, images, and primary sources are integrated on a single platform that uses the latest digital technologies and best practices. \$10,950

The ProQuest platform hosts multidisciplinary content containing scholarly journals, books, video & audio, dissertations & theses, newspapers and more. The ProQuest platform makes hundreds of full text and A&I (Abstracts & Indexes) collections available to researchers around the world. \$3,857

Academic Search Complete (EBSCO) includes full-text access to peer-reviewed journals, as well as indexing and abstracts for magazines, monographs, reports, conference proceedings and a growing number of open access journals. Items date back to the nineteenth century, with most full text titles in searchable PDF format. Searchable cited references are provided for over 1,300 journals. \$24,336

Digital Commons at Andrews University - Collects, preserves, and makes accessible scholarly and creative works, research data and other materials produced by Andrews University faculty, staff, and students. \$20,693

ProQuest Dissertations and Theses Global – The world's most comprehensive curated collection of multi-disciplinary dissertations and theses from around the world. \$6,745

Web of Science – A global citation database that provides reference and citation data from academic journals, conference proceedings, and other documents in various academic disciplines. \$38,000

EXPENDITURES

Books & Media Budget

Fiscal Year	Allocation	Expenditure
2022-23	\$1882.74	\$ 431.43 (Year to Date)
2021-22	\$1882.74	\$1164.45
2020-21	\$4040.93	\$ 82.52
2019-20	\$6313.95	\$1298.29
2018-19	\$6313.95	\$3202.10
2017-18	\$6313.95	\$2424.55

Library expenditure for English databases totals \$12,000+ with a 3-5% annual subscription price increase. Some databases are provided through the generous support of the [Michigan eLibrary](#)

LIBRARY SERVICES

Chat Reference: 9:00 AM to 10:00 PM Sunday to Thursday and 9:00 AM to 12:00 PM on Friday

The **ASK US** button is displayed on every page of the library's website.

Opening Hours: 86 hours/week. In-person circulation, reference assistance, social and study spaces.

LibGuides: Course guides and topic guides that assist in the information search process.

Individual and small group consultations by appointment with subject librarian.

Classroom presentations and workshops on request.

Dissertation & Theses support by appointment.

Tuesday mini-courses: A variety of library topics presented in-person or via videoconference most Tuesdays between 11:30 AM and 12:30 PM.

Course Reserves

Printing/copying/scanning including poster and 3D-printers. Requires a PaperCut account.

Group study rooms by reservation

Interlibrary loans/MeLCat, and document delivery.

COMMENTS

Based on the available data, the James White Library adequately supports the research needs of faculty and students in the Department of English.

The JWL will be weeding print journals that have been in storage for about twenty years. A list of relevant titles for your review is forthcoming. Please consider weeding English book collection and make recommendations that meet current curricular needs.

Encourage ACE faculty to include one class session of library instruction in their course schedule. Can be done via direct instruction with a librarian online or in-person, or by assigning students the online tutorial, *Instruct*, that is embedded in Learning Hub.

Your liaison librarians (Marianne Kordas and Paulette Johnson) are available to assist with any course and research needs. Consider including our names in your syllabus as a teaching assistant.

One database under consideration is *Overdrive* Academic, with more contemporary e-books and audiobooks, available via the Libby App.

Library will replace *Web of Science* with *Scopus* in the Fall of 2024.

Prepared by Paulette McLean Johnson, Dean of Libraries, in consultation with:
Bernard Helms, Acquisitions Librarian
Philip Tan, Head of Bibliographic Services

Question #7: How rigorous is the curriculum for the preparation of graduates with skills necessary for a global workplace, who are able to adapt to changing environments and technology within their field? How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work?

Nature and Scope of the Undergraduate Program

The department's curriculum works to create a balance between breadth and depth. The former quality is important for all students, but particularly for those interested in English education. The latter quality is crucial for students headed to graduate school. That said, all students in the program benefit from a curriculum that introduces them to a wide variety of texts, authors, and writing styles, while also asking them to delve more intensely in their literary engagements and analysis. In order to facilitate that engagement and analysis, the department stresses the understanding and application of critical theory from students' first year in the program. All students therefore take two introductory courses—ENGL 125 (Approaches to English

Studies) and ENGL 225 (Approaches to Theoretical Discourse)—which introduce breadth as well as train students in the process of analysis. Students thereby understand the objective and subjective elements of literary and discourse analysis as they learn about different genres, elements of literary composition, and distinct theoretical schools that can be applied to literary, discourse, and media analysis.

Literature emphasis students continue building on this foundation by having to take four surveys—two pre-1800 and two post-1800—in order to fulfill the curriculum requirements, classes which by their nature introduce students to a wide range of texts across historical eras and genres. Writing emphasis students take a different path. They take only two surveys, with the remainder of their curriculum made up of advanced writing courses.

Regarding depth, professors engage in instruction at this level in seminar classes. A seminar is an upper-division course that focuses on a narrower topic area (literary genre, a particular author, or texts from a modest time frame). These classes require substantial engagement with primary and secondary sources, as well as literary theory. Moreover, these courses offer students an opportunity to study in the exact area of the professor's expertise, introducing them to the theoretical discourse, analytical methods, and techniques of archival discovery. Seminars thus encourage the completion of an article-length study, which can be presented at an undergraduate scholarly conference. In the spring of 2023, for instance, students presented work they developed from Gender Studies and Literature and Epic Narrative at the Michigan Academy of Arts and Letters. Additionally, courses like Shakespeare and Film offer students an opportunity to study in the exact area of the professor's research and publishing expertise, introducing students to the theoretical discourse concerning performance, the techniques of archival discovery required by early modern research questions, and the analytical tools for performance critique. 20th century American and British literature also allows students to study in the area of expertise of the professor, introducing students to critical frameworks like disability studies, literary cognitive sciences and theories of mind, and postmodernism.

For students focusing on writing, *Advanced Composition* teaches students how to compose a creative nonfiction essay. Students read varied examples of this form and subsequently create original compositions, which are revised and refined through group writing workshops. Work from this course has resulted in several successful Honors Thesis projects. This course also stresses dissemination of creative work to public outlets including magazines and radio stations. *Creative Writing: Poetry* takes students down a more familiar creative writing path as they learn how to craft original, refined poetic works. In this course students also learn their craft by reading and analyzing works of master poets. Over the course of 15 weeks, they then learn to write poetry of their own across a variety of poetic genres and styles. Poems are encouraged to be submitted, whether online or to the department's publication, *Parnassus*. A newly created course, *Writing about ____*, allows students to study and practice writing within a selected topic area. In Spring 2023, students took *Writing about Digital Media and Technology*, practicing their skills in writing with and about technology.

Evidence: Please see syllabi for Shakespeare and Film, Renaissance Race and Drama, Advanced Composition, and Creative Writing: Poetry. Link [here](#).

Preparation for the Global Workplace

Our curriculum prepares students for the global workplace by emphasizing the following (all classes referenced are taught on campus):

See syllabi for classes below [here](#).

Global Competencies

- The impact of power structures on diverse literary voices: (ENGL 125 (Required), ENGL 225 (Required), ENGL 371, ENGL 372, ENGL 404, ENGL 415) (See syllabi)
- The ethics of language (ENGL 300, ENGL 440, ENGL 460 (Required)) (See syllabi)
- The heritage of oppression inherent in Western literature: literature surveys strive to incorporate reading material from both colonially dominant powers and the colonially dominated people groups (ENGL 371, ENGL 372, ENGL 403) (See syllabi)
- An engagement with contemporary theory at both introductory and advanced levels: (ENGL 225 (Required), ENGL 450 (Required), ENGL 404, ENGL 415) (See syllabi)

Technology Competencies

- Facility with library technologies for sophisticated searches: (ENGL 498 (Required))
- Exposure to online digital databases that afford students the opportunity to do archival research remotely. (ENGL 320)
- Analytical skills for evaluating the merits of claims, factual evidence, etc. derived from electronic media (ENGL 267, ENGL 320, ENGL 345 (Required)) (See syllabus)

Writing Competencies

- Expertise writing in a wide range of styles, genres, and targeting varied audiences: (ENGL 410, ENGL 438, ENGL 467)
- Training in technical and professional writing skills highly suitable to the workplace (ENGL 220, ENGL 315)
- Required internship to give students professional development experience

Academic, Social, and Spiritual Development

The breadth and depth of the program's richness is demonstrated by the range of professional achievements in our undergraduate graduates. Our students go on to teach at the primary and secondary levels in public and parochial settings; our students earn full-scholarship positions at MA and PhD programs in English studies and then obtain tenure-track higher education employment; our students acquire professional positions in the fields of editing, public relations, law, and medicine. Examples include Emily Shortslef (associate professor of English at University of Kentucky), Cecile Bruso Engeln (Assistant Publishing Director, New England Historic Genealogical Society); Elizabeth Lechleitner (Adventist News Network), Tristan

Bramble (lawyer for Homeland Security); Jonathan Koch (Appellate Attorney at Collins Einhorn), Alyssa Henriquez (Duke School of Medicine), Pearl Parker (MA, Georgetown University), Alexander Hess (Funded MA, University of Maryland), Terika Williams (Funded MA, University of Kentucky), Shanelle Kim (ABD, Columbia University), Hannah Gallant (Communications Specialist for the University of Georgia), Ingrid Radulescu (Law Clerk in the Honors Attorney Program, Veteran Affairs Court of Appeals), Adair Kibble (Associate for Michelman & Robinson), Andrei Kyrk Defino (South Texas College of Law).

In addition to academic excellence, our department is widely known for its collegiality--it serves as a home away from home for many students. This atmosphere is built into the curriculum through classes that take students to activities such as visits to the Chicago Shakespeare Theater, to local poetry readings, or to hear renowned international authors speak on their most famous works.

Outside of the classroom, the department offers an abundance of social activities through Nu Sigma, the local chapter of the English honor society, Sigma Tau Delta. Sponsored by faculty and run by student officers, Nu Sigma provides members and non-members alike opportunities for social activities (poetry night, Nu Sigma vespers), cultural outings (such as visiting an art museum followed by afternoon tea), and service activities (a Christmas program at a nursing home, for example). Finally, one cannot underestimate the importance of the ways professors develop the relationships begun in class and fostered elsewhere by inviting students to home-cooked meals or organizing activities such as the popular annual Yankee Book Swap.

The Honors Thesis requirement ensures that all Honors English majors receive one-on-one mentorship in the demands of professional scholarship. A growing number of English students are taking advantage of the Undergraduate Research Scholarship opportunities sponsored by the Office of Research and Creative Scholarship. As a result of this growing interest, the department partners with the J.N. Andrews Honors Program and the Office of Research and Creative Scholarship in order to allow undergraduate students to present their original scholarly work at a range of local and national academic conferences.

Taught from the unique perspective of Seventh-day Adventist Christianity, all our courses require students to consider how the discipline of English sheds light on and intersects with the questions of faith. Several courses dedicated to the ethics of language use and the role of literature in power dynamics particularly stress the demands placed upon Christians to mirror Christ's example of tolerance, love, and grace. Classes responsible for teaching the early modern period, for example, stress the long-lasting consonance between early Protestantism and Adventist theology. Courses that focus on contemporary social issues prompt students to consider the way Christianity does and should guide not only their engagement with issues such as class inequity or racial injustice as they read literary texts, but also as they develop into responsible global citizens. Examples of spiritual development in English courses include:

- L. Monique Pittman, ENGL 372 British Literature 1600-1800: In addition to always centering ethical concerns with the role that art has played in the colonial-imperial landscape, I also include a unit of our explorations on the nature of Protestant faith as

expressed through a range of lyric poetry from the seventeenth-century. In that unit, we not only clarify the nature of seventeenth-century Protestantism but also explore how the ideas about faith articulated in the poetry resonates with our individual faith journeys. That happens through class writing assignments and discussion.

- Kylene Cave, HONS 115 Transcribing the Self: In Transcribing the Self (HONS 115) we close by reading Ecclesiastes and perform an in-depth etymological study of how a particular word/phrase is used and developed throughout that specific book of the Bible. This year in the same class we are considering the ways that faith, religion, and spirituality inform our views of education and learning by writing a philosophy of education that cites philosophers, scholars, and Ellen G. White.
- Scott Moncrieff, ENGL 255 Social Justice & the Graphic Novel: I think our ideas about the inestimable value of each person come directly from the Bible, both in being God's creation and in Jesus' sacrificial death to offer redemption for each of us. This Biblical foundation, I believe, has been absorbed to some degree into secular society and tempers our natural human selfishness, which is still very apparent in society's hierarchies, treatment of the marginalized, immigration attitudes, climate change policies, and so on. Moreover, in our class, Ibram Kendi's *How to Be an Antiracist* implicitly attributes Kendi's (more secular) social justice focus to his parents' Christian liberation education in the 1970's, quoting Pastor Tom Skinner quoting Jesus quoting Isaiah on proclaiming liberation to the captives.
- Vanessa I. Corredera, ENGL 404 Gender Studies and Literature: I am very aware that the content for this course can be very challenging. I therefore repeatedly ask students how they can connect the theory we read to their Christian faith and/or how their faith informs their reception and response to the content. I end class with a reflection that asks them to address this journey between faith and learning explicitly.
- Meredith Jones Gray, ENGL 407 Literature for Children: In ENGL407 Literature for Children, one of the stated class objectives is "Identifying Christian values in books for children." With my students, many of whom are preparing to teach K-12, I discuss almost daily the issues of reading choices, curriculum development, and censorship. We talk about the themes in all of our reading such as the conflict between good and evil, the beauty of nature, and inclusiveness and relate them to our Christian framework.
- Kristin Denslow, ENGL 115 College Writing II and ENGL 320 Writing About Digital Media and Technology: My writing classes (College Writing I and II and Writing about Digital Media and Technology) integrate conversations about the ethics of technology. Through those conversations, I try to demonstrate my own layered decision making when I am choosing when and how I use tools and how our lives of faith ask us to think carefully about these topics rather than being blind followers of the latest technology trends.

2. Outputs and Outcomes

Question #8: How do the various measures of outputs demonstrate the quality of the program?

In English as a discipline, it is not common to co-author research, even with other professors. It is even less common, in fact exceptionally rare, for faculty and students to publish together.

Nonetheless, even though undergraduate research mentorship typically does not advance faculty research output—indeed, the intense time investment actually limits the time and energy faculty can dedicate to their own work—our faculty regularly engage in mentoring student research. This is an intensive time commitment that often extends over two years (sometimes more, though at other times, less). Faculty spend hours meeting with students on a regular basis (often, an hour every-other-week), helping students develop ideas, flesh them out, and start the writing process. Moreover, faculty engage in careful review and revision of student papers and projects, which average about 20 pages but have been as long as 60 pages.

Another important departmental output are the internships our students undertake. These are vital opportunities for skill building and professional development, often opening doors to full-time employment after graduation.

Undergraduate Research or Internship Mentorship

Dr. Corredera: 8 undergraduate projects, 2 MA projects

Dr. Pittman: 7 undergraduate projects

Dr. Jones Gray: 2 undergraduate projects, 1 MA project

Dr. Ivan Davis: 11 undergraduate projects

We have placed students in internships at the following institutions:

Beacon Light Seventh-day Adventist Church

The American Academy of Diplomacy

Mercy Sound Studios

Berrien Springs High School

US Sixth Circuit Court of Appeals

Finally, a significant measure of our academic program quality is the success of our students in securing either employment or financially supported acceptances in high-quality graduate programs. We have listed such accomplishments above and reiterate them here:

2023 Graduates

- Alexander Hess: Funded MA in English at the University of Maryland
- Terika Williams: Funded MA in English at University of Kentucky
- Ho Ting (Eric) Lau: MA in Educational Assessment at the University of London
- Darling Ramirez:
- Izzy Koh: Managing Digital Editor at *Spectrum Magazine* & Adventist Forum
- Cassandra Borntrager, MA: HR Administrator for Agility Medical Group
- Caryn Cruz: Gap year in Berlin

2022 Graduates

- Pearl Parker: MA in English at Georgetown University
- Elianna Srikureja: Loma Linda School of Dentistry
- Alyssa Henriquez: Duke Medical School
- Paige Swanson: Senior Editorial Assistant at the General Conference of Seventh-day Adventists
- Taylor Uphus: Indiana University Maurer School of Law
- Moriah MacDonald: MA in Communications at the Missouri School of Journalism

2021 Graduates:

- Kara Herrera: MA in Publishing at Portland State University
- David Dunham: Audit Staff at Crowe LLP
- Joel Kim: English Teacher at Andrews Academy
- Hakeem Brown: Assistant Teacher at Tampa Adventist Middle School
- Delbee Dalton: Executive Assistant at Andrews University
- Ruth Burn:

2020 Graduates

- Hannah Gallant: MA in Communications at the Missouri School of Journalism
- David Forner: MA in International Relations at John Hopkins University
- Theodor Kim:
- Abbigail Hough:
- Adair Kibble: Cornell Law School
- Kayla Gonzalez, MA:

2019 Graduates

- Ingrid Radulescu: Indiana University Maurer School of Law
- Alexi Decker: MA in English at Texas Christian University
- Nathon Hilton: MA in Comparative Literature at Universidad de Salamanca/Translator and Interpreter for Topeka Public Schools
- Alexandria Kiser:
- Jessica Bates:
- Elizabeth Bates: MS in Creative Writing at Western Michigan University

2018 Graduates

- Emma Magbanua: Chiropractic at Southern University of Health Sciences
- Nicole Hwang: Loma Linda School of Medicine
- Serge Gedeon: Andrews University Student Life
- Justin Froemming: Target Call Center
- Andrei Wayne Kyrk Defino: Texas U.S. House of Representatives/South Texas College of Law
- Brian White, MA: Substitute Teacher at EDUStaff, LLC
- Rugh Mwashinga, MA: English as a Second Language Instructor at Andrews University

Question #9: Attach a curriculum map that shows learning outcomes mapped to required courses in the order they are typically taken. How well are students meeting the program's learning outcomes?

Between the school years of 2014-2016 and again between 2021-2023, the Department of English undertook a reevaluation and refinement of its student learning outcomes. Assessment professionals have indicated that departments should have no more than five student learning outcomes in order to facilitate proper opportunities for growth in said outcomes and subsequent assessment of them. Previously, the department was not meeting this standard (it had seven outcomes in 2010). As of 2023, the Department of English has three concise learning outcomes that clearly outline its objectives.

Subsequently, changes in assessment methodology and leadership led to a review of departmental outcomes. This review suggested that we refine the language of our outcomes to make the outcomes measurable. Furthermore, we realized that despite reducing our outcomes, we still had too many because we developed multiple, distinct outcomes for each emphasis. Not only was it difficult for professors to keep up with assessing all of these outcomes, we identified that we were not requiring that students take the classes in which these outcomes were measured. Our department is based on flexibility. This is necessary given that many of our students take double majors, minors, honors, and more. They have complex schedules to navigate. We can facilitate this flexibility because we do not have an external validation of the department, meaning we do not have external accreditation mandating that students take specific classes. Instead, we have developed our curriculum by benchmarking other English programs and paying careful attention to both trends in the discipline and student needs. However, this boon for students creates complications when it comes to assessment because students frequently choose from a list of class options. We were not ensuring that each class from that list had an assignment to assess outcomes.

Thus, in preparation for this program review, we did the following:

1. We created one set of student learning outcomes for *all* students graduating from English, regardless of emphasis. For the first time, we actually follow best practices in this regard.
2. We revised the language of the student learning outcomes to make the outcomes measurable.
3. We redid our curriculum map to ensure that these outcomes are not being measured in classes students are required to take.

New Student Learning Outcomes

SLO 1: Identify and distinguish Anglophone literature's conventions, genres, and socio-historical contexts.

SLO 2: Identify and differentiate between the diverse literary critical approaches by contrasting the distinct ways they shape perceptions, conceive of power differentials, and construct identities.

SLO 3: Produce writing suited to a variety of rhetorical situations (e.g. purpose, genre, and discourse community).

I: Introduce P: Practice M: Mastery *Assessment Opportunity

Course	Outcome 1	Outcome 2	Outcome 3
ENGL 115 Or HONS 115			I*
ENGL 215 Or HONS 265			P*
ENGL 125: Approaches to English Studies	I*		
ENGL 225: Approaches to Theoretical Discourse		I*	
Two of the Following: ENGL 273 ENGL 274 ENGL 371 ENGL 372 ENGL 373 ENGL 403 ENGL 404	P	P	P
ENGL 345: Introduction to Rhetoric		P*	P
English Electives	P	P	P
ENGL 438: Advanced Composition			M*
ENGL 450: Literary Criticism		M* (Lit emphasis)	
HONS 497 Or ENGL 496: Research Methods Or ENGL 497: Internship	ENGL 496 M*	ENGL 496 M*	M

Our next step is to design assignments that will measure the outcomes in these classes. We would have required a redesign in any case because of changes to the English Education program. Now, we can meet both assessment needs with the same assignments. We will be working on this as a department during the 2023-2024 school year.

Question #10: How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

The list below speaks to the excellent placement record we have for our students. Students repeatedly reach out and let us know how prepared they are for their professional endeavors.

2023 Graduates

- Alexander Hess: Funded MA in English at the University of Maryland
- Terika Williams: Funded MA in English at University of Kentucky
- Ho Ting (Eric) Lau: MA in Educational Assessment at the University of London
- Darling Ramirez: Not known at this time
- Izzy Koh: Managing Digital Editor at *Spectrum Magazine* & Adventist Forum
- Cassandra Borntrager, MA: HR Administrator for Agility Medical Group
- Caryn Cruz: Gap year in Berlin

2022 Graduates

- Pearl Parker: MA in English at Georgetown University
- Elianna Srikureja: Loma Linda School of Dentistry
- Alyssa Henriquez: Duke Medical School
- Paige Swanson: Senior Editorial Assistant at the General Conference of Seventh-day Adventists
- Taylor Uphus: Indiana University Maurer School of Law
- Moriah MacDonald: MA in Communications at the Missouri School of Journalism

2021 Graduates:

- Kara Herrera: MA in Publishing at Portland State University
- David Dunham: Audit Staff at Crowe LLP
- Joel Kim: English Teacher at Andrews Academy
- Hakeem Brown: Assistant Teacher at Tampa Adventist Middle School
- Delbee Dalton: Executive Assistant at Andrews University
- Ruth Burn:

2020 Graduates

- Hannah Gallant: MA in Communications at the Missouri School of Journalism
- David Forner: MA in International Relations at John Hopkins University
- Theodor Kim:
- Abbigail Hough
- Adair Kibble: Cornell Law School
- Kayla Gonzalez, MA:

2019 Graduates

- Ingrid Radulescu: Indiana University Maurer School of Law
- Alexi Decker: MA in English at Texas Christian University
- Nathon Hilton: MA in Comparative Literature at Universidad de Salamanca/Translator and Interpreter for Topeka Public Schools
- Alexandria Kiser

- Jessica Bates:
- Elizabeth Bates: MS in Creative Writing at Western Michigan University

2018 Graduates

- Emma Magbanua: Chiropractic at Southern University of Health Sciences
- Nicole Hwang: Loma Linda School of Medicine
- Serge Gedeon: Andrews University Student Life
- Justin Froemming: Target Call Center
- Andrei Wayne Kyrk Defino: Texas U.S. House of Representatives/South Texas College of Law
- Brian White, MA: Substitute Teacher at EDUStaff, LLC
- Rugb Mwashinga, MA: English as a Second Language Instructor at Andrews University

Question #11: How have the above data contributed to decisions for program improvement? What impacts have these evidence-based changes had on student learning and student success?

Even though we are not working off of traditional assessment data nor a completed program review, our department has still made significant and effective changes in response to student needs. We are able to do so given our intensive, high-quality student advising and student mentorship. In other words, the process of advising communicates student needs, as do the students directly. Here is a list of significant changes.

- Change: Students taking the literature emphasis now only must take four survey classes instead of six.
 - Reason: As faculty retired and were not replaced, and as the department was asked to reduce course offerings in order to improve the student/teacher ratio, we were unable to offer as many classes as we used to. This change created many scheduling conflicts for students.
 - Outcome: Students now have more flexibility to take classes they desire within the department, and they also have an easier time scheduling against other demands, such as their second major.
- Change: We reconfigured the writing emphasis curriculum, updating course requirements.
 - Reason: We realized that many of our writing courses were upper-division courses. This does not give students the chance to feel as if they are leveling up. Additionally, we realized we needed a flexible, non-seminar writing course that could be taught by anyone in the department, with the topic changing to suit a professor's areas of specialty. We therefore added ENGL 218: Introduction to Creative Writing (which has the additional benefit of serving as a class for general education students) and ENGL 320: Writing About X.
 - Outcome: ENGL 218 has been successful. We cannot offer it every year, but it has been full when we have offered it, and it has served as a great option for

majors as well as a draw to English for non-majors. ENGL 320 was also filled the first two terms we offered it. Students reported that they really enjoyed a writing course that appealed to writing and literature emphasis students alike. It did not, however, fill for a third consecutive term, so we need to consider how frequently we offer the course and/or what topics most appeal to students.

- Change: We discontinued Much Ado About English and Approaches to Literature and replaced them with Approaches to English Studies and Approaches to Theoretical Discourse.
 - Reason: Students expressed that they did not understand why they needed both Much Ado and Approaches because they saw the classes as serving the same purpose. Additionally, theory was often addressed too briefly in Approaches.
 - Outcome: Students now have a class that clearly focuses on teaching genre, analysis, and literary elements (Approaches to English Studies, offered in the Fall) and a second class that focuses on teaching literary theory (Approaches to Theoretical Discourse, offered in the Spring). This approach also creates a type of cohort model, which allows students to develop interpersonal conjunctions within the department from the start of their time in the program.
- Change: We introduced a new course to the writing emphasis, ENGL 320: Writing about X.
 - Reason: When reviewing our schedule, we realized students needed more courses that focused on writing. We also saw that there was not a 300-level writing class on offer.
 - Outcome: The broad nature of this course allows for professors who might typically teach literature classes to create a writing course based on their areas of specialization (such as digital humanities). Additionally, students now have a course that bridges the entry-level 200 course and the advanced 400 course.
- Change: We are participating in Andrews's first study abroad experience, offering a section of ENGL 255: Studies in Literature every May, starting in 2023.
 - Reason: In exit surveys and during advising sessions, students articulated the desire for more departmental experiential learning experiences.
 - Outcome: During the first year of the program, the department offered ENGL 255: Shakespeare Then and Now, which was the most highly enrolled course of the program's first year.
- Change: More intentionally working with other departments, such as Communication.
 - Reason: Student internships running company social media accounts and writing short-form communications have emphasized the synergy between English and Communication.
 - Outcome: English students have been able to participate in contributing to *Envision Magazine*, and there are forthcoming plans to continue collaborating with Communication.
- Change: In the spring of 2023, the department voted to add a course to the curriculum. This course will be a Literature of Diversity course, with rotating topics depending on the professor teaching the class.
 - Reason: After Julia Kim's departure, two of the three designated diversity courses (Gender Studies and Literature and New Global Literature) are taught by Dr. Corredera. No requirement should be dominated by one professor. Furthermore, if

students want or need to take a different course to meet that requirement, doing so entails a number of petitions. The course should give other professors the opportunity to teach courses specifically designated as diversity courses, and it should also mean fewer petitions, making graduate even easier.

- Outcome: TBD

CRITERION 3: FINANCIAL ANALYSIS

1. Cost & Income

Review Question #12: What is the relationship between the cost of the program and its income and how has that been changing over time?

Table 1: Financial Metrics Table

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Net Tuition	\$2,088,860	\$2,066,427	2,004,446	\$1,919,982	\$1,813,359	\$1,840,254	\$1,37,761	1,503,963
Costs	\$1,287,726	\$1,314,388	\$1,137,771	\$1,046,227	\$974,115	\$925,095	\$679,861	\$558,991
Margin	\$810,134	\$752,040	\$866,676	\$873,755	\$839,244	\$915,160	\$667,900	\$944,972
Margin %	38.4%	36.4%	43.2%	45.5%	46.3%	49.7%	49.6%	62.8%
Discount %	34.1%	29.1%	34.7%	34.1%	32.4%	32.1%	37.8%	40.2%

Table 2: Count & Per Credit Metrics

	FY 2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Net Tuition per Credit	\$525	\$537	\$522	\$524	\$523	\$545	\$542	\$548
Cost per Credit	\$323	\$341	\$296	\$285	\$281	\$274	\$273	\$204

Margin per Credit	\$201	\$195	\$226	\$238	\$242	\$271	\$269	\$344
Student Enrollment Count (Majors and Minors)	87/6 93	80/8 88	67/4 71	65/6 71	40/13 53	42/10 52	33/7 40	26/4 30
Count of Classes	147	137	151	149	239	124	97	103
Student Bill Hrs	3981	3850	3843	3665	3469	3375	2486	2746
Average Class Size	9.1	9.6	8.4	8.4	8.3	9.0	8.4	9.1

As Tables 1 and 2 illustrate, the cost of the program has decreased over time, and commensurately, its financial health has increased even while student enrollment has decreased and while facing challenges to its financial viability, such as offering College Writing 115 and 215 online to currently enrolled students for discounted pricing.

Over the last 9 years, the department's lowest margin contribution was 36.4% (2014). This percentage increased to its highest level thus far to 62.8% in 2021. The department therefore went from slightly below the preferred contribution margin to exceeding it. If one examines the net tuition per credit, one will see that the numbers have held fairly steady over nine years. That means that the department has thrived by keeping its tuition revenue stable—a significant feat given the university's overall lower enrollment—while decreasing its expenses. Focusing on the average class size likewise illustrates that amidst years of changes and shifts in the university's enrollment and financial health, the department has remained stable in regards to its enrollment. At the same time, English faculty and administrators have worked to improve the department's financial health. They have done so through the following factors:

1. Closing the MA program: While highly valued, the program was expensive to run, and it was only serving a small number of students. Closing the program allowed faculty to focus on teaching undergraduate courses (which typically have larger enrollments), while also reducing departmental expenses. For instance, the department no longer pays out graduate assistantships for MA students.
2. Reducing the number of classes offered: Most English classes are not taught every-other-year. Program offerings have also been reduced. This improves enrollment in classes, thereby generating more income per credits offered.
3. Reducing FTEs: Reducing the number of faculty has resulted in increased workload and pressures upon faculty, as outlined elsewhere in the program review. We must admit, however, that reductions in faculty lines have helped reduce the department's costs.

The Department of English is essentially one of the most cost-effective departments to run on campus. It does not require labs, expensive equipment, or other major operating expenses. Our

only significant expense is faculty compensation and benefits. In fact, we have only requested and received modest increases in student labor over the past two years, much of it supporting the Writing Center, a free service that meets the tutoring needs of undergraduate and graduate students across the university.

Indeed, at times, our lack of expenses means that we can be easily overlooked. As a result, the department has attempted to maintain its high-quality undergraduate educational experience by doing more with less across its commitments to service, teaching, and research. The Writing Center has not had an update in materials and resources in decades, for example, and Dr. Ivan Davis took over as director of the Writing Center when Dr. Bruce Closser retired, but he has not been able to adjust his teaching load accordingly. Through contracting teaching and creative course offerings, we have been able to offer American literature courses despite never being granted a replacement for Dr. Douglas Jones after his retirement. Additionally, the department has increased research output without obtaining increased funding. Dr. Vanessa I. Corredera produced a monograph without a sabbatical, and Dr. Meredith Jones Gray only obtained research leave as part of a grant Andrews University received.

One way departments cover such expenses is by generating revenue. This is not an easily pursued option for English since we do not produce products. Instead, we produce service like editing, proofreading, consulting, etc. Engaging in any of these activities would take faculty time away from their work at Andrews. That said, we do think the Writing Center holds promise in this regard and have discussed the possibility with Mattias Soto accordingly. However, the university would need to invest in the Writing Center in order to help it grow if it were to become a source of revenue by providing more extensive, and billable, services.

2. Overall Financial Health

Review Question #13: What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

It is difficult to separate department enrollment numbers from issues with enrollment at Andrews University more broadly. That said, after years of national decline, enrollment in the humanities is starting to trend upward. That has also been the case in the Department of English at Andrews. In 2021, there was one new major. In 2022, the number increased to four. In 2023, that number was nine. Furthermore, the number of English majors grows over an academic year as students find their way to English. We anticipate that our upward trend will continue with departmental recruiting efforts. However, this growth will be affected by national trends, and more importantly, by overall enrollment numbers at Andrews.

Across campus, the Department of English is generally regarded as a highly collegial department with a dynamic, stable faculty who deliberately foster an environment where students feel academically and professionally supported. English faculty personally engage with their students in classrooms and offices, in classroom discussions, in small group activities, and in one-on-one conferencing over written projects, encouraging their students to express themselves in language appropriately constructed for the given rhetorical circumstances. This attitude that language mediates social and academic interaction has influenced the department's professional activities

in regards to students' academic growth. Not only does the department faculty maintain a consistent record of professional scholarship (see Criterion 2), but they also encourage their students to engage in research and become active members of the academic community (see Criterion 2). As a result, many of the faculty have a steady record of mentoring their students' initiation into the professional environment of literary and rhetorical scholarship. The Department faculty are regularly recognized for their efforts, frequently winning awards for excellence in teaching and scholarship, service, mentoring, and advising. If the program were discontinued, administration would be shutting down both the most scholarly productive and the most mentoring-intensive Department of English in the Adventist educational system. It should be noted that the same result would occur if the program were to move to a service department, with all professors only searching College Writing. At a time where the university would like to see increased scholarly output and increased undergraduate research mentorship in order to improve in national rankings, moving the Department of English away from its traditional structure would seriously impact such endeavors.

English faculty likewise play a significant role across campus. Half (if not more) of each faculty load is dedicated to teaching service classes—College Writing 115, College Writing 215, or their Honors equivalents. This means that English faculty serve hundreds of Andrews University students every year outside of its majors. In fact, there are frequent requests for more sections of College Writing, especially 115. We are hopeful that with the new hire set to arrive in January 2024 and if we are allowed to replace future retirements, we will be able to meet these needs. That said, such requests speak to the importance of a robust English faculty. Moreover, our faculty participate in important leadership and service roles across campus: Director of the J.N. Honors Program (Pittman), *Student Movement* Sponsor (Moncrieff), Faculty Senator (Corredera and Cave), Faculty Senate Communication Officer (Corredera), Theater Wing Sponsor (Denslow), Academic Integrity Committee (Davis), ACE Committee (Davis), and Honors Council (Pittman, Cave, and Corredera), to name but a few. Were the program to close or be diminished, then, Andrews University would lose important support for faculty governance, policy creation, program development, student care, and advising across campus.

That said, administrative trends over the last few years have generally supported the Department of English. We have been allowed to replace three vacated positions over the last four years, for example. We were also granted a half-time administrative assistant position, which has helped improve the smooth running of the department.

There are, however, areas for improvement in regard to financial support. The department identifies them as the following:

Professional Development Funding

As indicated above, Department of English faculty have maintained a steady record of publication and presentation at professional conferences. Many of the department faculty have encouraged students to become active members of the academic community and have mentored students in preparing papers for presentation at both regional and national professional conferences. Although funds have sometimes been limited, department faculty members have historically been able to attend and present at professional conferences of their choice, some of

which have been located at international sites. When department funds have been limited, the College of Arts and Sciences has funded travel. Over the past few years, however, the CAS funds have diminished. \$1,000 is no longer sufficient to support travel to even one national professional conference. It certainly cannot cover more than one conference nor cover any international scholarship. Since the funds do not roll over from fiscal year to fiscal year, faculty are left with annual funds that do not properly cover their professional development. In other words, professional development funds are underfunded and would benefit from reconsideration.

Student Wages

As indicated throughout this document, one of the department's strengths is its student mentorship. While faculty undertake this mentorship through formal avenues, such as Honors thesis oversight, they also do so regularly through less formal avenues. One of those is the professional mentorship that comes when students serve as readers for faculty members. By doing so, they learn how to evaluate assignments and papers, how to undertake advanced research, how to conference with students, and more. These are invaluable skills that they can carry with them regardless of their future professions. Unfortunately, funds for student work have been rolled back for a number of years. At this point, we can only afford for about half of the department to have a student reader, and those readers can only work for about four hours a week. Both students and faculty would therefore benefit from increased student work funds—students because they would receive more avenues for mentorship and training, and faculty because they would receive the benefit of student work support.

Writing Center Development and Growth

Dr. Ivan Davis would love to grow the Writing Center to allow it to serve more undergraduate and graduate students. He would also like to put structures in place so that it could serve a writing across the curriculum program. Another need includes having tech installed in the Writing Center in order to better assist tutoring. At this time, however, the budget barely has enough allocated to support 4-5 tutors. There is certainly not money for technology. No real funds have been invested in the Writing Center in over a decade. One option might be to follow the model of other colleges and universities by adding a modest increase to the student activity fee that could then flow back to the Writing Center in order to support student success in writing.

Maintaining an Administrative Assistant

Having an administrative assistant has improved the running of the department. She helps organize social events, greet and guide students, plan recruitment events and materials, help organize campus visits, email potential students, and more. The ideal would be to see this position increase to a full-time position as it was before the pandemic. If financial pressures across campus do not make that feasible, then it would be very helpful for both faculty and students to maintain a half-time administrative assistant.

CRITERION 4: STRATEGIC ANALYSIS

1. Strengths

Review Question #14: Describe the strengths of the program.

The Department of English exhibits plentiful strengths across the spectrum of institutional interests. Regarding academic strengths, all faculty members of the department have doctorates (as shown in Review Question #5), and many are active researchers in their respective fields who also mentor undergraduate students in professional-level research endeavors. As a result, students receive quality instruction from experts in the field, even in introductory and general education courses. Collectively, the department's course offerings reach nearly the entirety of the undergraduate student population and, through the Writing Center, a not insignificant portion of the graduate student population as well. The department has excellent student placement in top quality post-graduate programs and a variety of career pathways. The following list represents a portion of the institutions at which graduates have earned or are earning advanced degrees:

- Bowling Green State University
- Claremont Graduate University
- Duke University School of Medicine
- Georgetown University
- Indiana University Maurer School of Law
- Loma Linda University School of Medicine
- Michigan State University
- University of Kentucky
- University of Maryland
- University of Michigan Law School

The cultivation of student potential necessary for such expansive and sustained success is also carried out in the department's attention to holistic student development and a variety of student mentorship outlets. Students in the department are often engaged in character-, community-, and skill-building activities such as participation in Scriptorium (creative writing club), *The Student Movement*, Nu Sigma (AU chapter of the English Honor Society Sigma Tau Delta), the AU Theatre Wing, the Writing Center, and departmental events focused on research, spiritual growth, and professionalization. Additionally, a high percentage of English majors completes the Honors curriculum, including serving as Honors officers. Department faculty support student development through advising Honors theses, dissertations, undergraduate research, and supporting student involvement in extracurricular programs.

Finally, the Department of English is financially strong, with a low cost and a great contribution margin. As shown in response to Review Question #12, program costs have decreased every year since 2015 while contribution margin percentages have nearly doubled in that same time frame. The department has demonstrated prudent financial strengths by its efforts to improve financial health while maintaining a high level of quality in the educational experiences provided to students and a high output of service to the university.

2. Weaknesses

Review Question #15: Describe the weaknesses of the program and the plans that are in place to address them.

Based on the evidence offered throughout this document and the investigation represented therein, a few primary weaknesses appear in the department's current circumstances. Although, as demonstrated above, the department has responded well to challenges, some unfortunate conditions remain.

Primary concerns include the diminished resources from what the department once held, such as the lack of faculty replacements that has left the department, and thus the university, without certain key areas of expertise. High demand topics such as young adult literature, American literature, and English education are included in these currently missing areas of expertise. The latter subject area is essential for supporting students in the College of Education and thus represents a significant risk not only to the department but also to the university as an institution.

Other diminished resources that impact the department's efficiency and effectiveness include lack of full-time administrative assistance, budget lines for professional development that have not increased with need or inflation, unchanged budgets for student activities, no budget line for student research support (though undergraduate research is promoted when recruiting students), and insufficient support for enrollment and recruitment.

Many of the above weaknesses can be associated with a challenge offered by a national narrative stemming from post-recession concerns. The narrative includes popular perceptions, and as the data we present stresses, misconceptions, about humanities degrees, including and often especially English degrees, suggesting that they do not offer immediately marketable skills.

Though many of the above weaknesses suggest an external locus of responsibility, largely on administrative efforts and public perceptions, the Department of English nonetheless has taken steps to address these weaknesses. We have added online activities and methods for our recruiting efforts, have started preparing promotional video materials for recruiting purposes, and have hosted academy workshops to foster engagement and interest in the department. Additionally, the department has been active on popular social media platforms such as Instagram toward more effectively reaching potential students.

3. Opportunities

Review Question #16: Describe the opportunities likely to present themselves to the program in the coming years and the changes and resources necessary to take advantage of them.

The Department of English has many opportunities for growth in ways that would benefit the university community. As mentioned above, the department has room to expand its coverage of subjects, which would help regain some of the credibility and multiplicity of specializations that should be represented in this flagship institution. In addition to restoring subject coverage and faculty areas of expertise, the department can expand its reach through more attention to matters of adaptation and appropriation in literature and other storytelling media. Such attention would be greatly appealing to 21st century learners, who increasingly must navigate complicated social and global contexts.

The department can also expand through courses and research in incorporating attention to digital humanities in its curriculum, an endeavor becoming increasingly relevant and critical in a world that increasingly demands the merger of technological and social action. Indeed, some work has already been done toward this expansion, such as in Dr. Kylene Cave's emphasis on

digital humanities in writing courses and in courses such as ENGL 320 Writing About Your 21st Century Life. Moreover, both Dr. Cave and Dr. Kristin Denslow attended training in the summer of 2023 in order to enhance the department's digital humanities offerings. That said, the department can and should continue to expand to address the needs of the people and communities who live in these times. Extending faculty range would likewise help to meet this potential.

The department also has opportunities to expand across campus and institutions. The Writing Center, already a valuable resource for the university, can grow its support of students toward greater effectiveness in writing and communication if it were allocated resources to accommodate more writers and writing opportunities. Collaborations with the Department of Communication can be continued and expanded to support more cohesiveness in the institution. In fact, the Department of English may collaborate with any and all departments and programs through writing across the curriculum efforts, which would create greater ties across departments and support learners in and for their majors and specializations. Additionally, relationships with Newbold College, strengthened by the department's participation in the newly launched AU Study Abroad Experience, can continue to enrich the educational experiences of many students and the larger community of the church.

4. Threats

Review Question #17: Describe the threats that may negatively impact the program in the coming years and the changes and resources necessary to mitigate them.

As mentioned in response to Review Question #15, a significant source of threats to the department can be identified in the post-2008 popular perception that non-STEM degrees won't provide financial benefits to learners in a global and capitalist society. These misperceptions have led to steadily declining enrollments for the department, and steps are needed by the department and university at large to increase the turnout of enrollment and recruitment efforts.

Intrinsically related to the aforementioned perceptions are the economic events of recent years, including the 2008 recession and tightened budgeting across industries due in part to the COVID-19 pandemic, which have prompted a utilitarian turn in many sectors of life. Such pressures and limitations have affected the department through hiring challenges that have prevented a number of positions to remain unfilled after the retirements of key faculty members. The reduced workforce of the department combined with the dedication of its members to providing top-tier quality education and service to the university and its students results in persistent faculty burnout. Such burnout is certainly a threat to all sectors of the institution but is not balanced by the esteem nor remuneration that other programs enjoy.

In short, the primary threats to the health of the department are found in the related factors of economic pressures and value perceptions of humanities degrees. To mitigate these threats, necessary resources include at least the following three proactive responses:

1. sharing information about the value of humanities degrees in the current and projected socioeconomic climate,
2. producing greater efforts and concrete resources for increasing enrollment (such as a recruiter), and
3. restoring faculty positions to strengthen the reach, appeal, efficiency, and morale of the department.

The first two have already been conducted, in part, by the department (as described in our response to Review Question #15 above), but the third, arguably the most crucial and foundational need in regards to the named threats, requires the cooperation of university administration and budgetary enterprises.

5. Strategic Plan

Review Question #18: What should be the future direction of your program and what steps and resources are necessary to take your program in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

The Department of English and its faculty are highly committed to the quality of our program, regardless of changing circumstances and challenges. We have adapted the program to maintain a high level of quality and relevance while responding to shifting student demographics, financial constraints, and other factors that influence our educational landscape. We intend to continue this commitment to quality as student needs, career opportunities, and economic circumstances shift in this ever-developing information-based economy and culture.

A couple of ways we may proactively respond to such developments include discontinuing our TESOL minor and revitalizing our MA program by adapting it for online delivery. The former strategic move would tighten and focus our efforts on the programs more in demand, while the latter would restore an important function within the department in our flagship institution while also appealing to prospective graduate students who may not be able to attend courses on campus.

We have also responded, and will continue to respond, to changing circumstances and challenges by engaging in awareness of career opportunities for graduates as the world continues to change. These efforts may both promote the quality of our program and support students in preparing for their careers beyond graduation.

Similarly, we have increased our interest in diversity and inclusion, important concepts that are common directions for other English departments and which we have already begun to address in our department. We would like to continue attending to these initiatives and to expand our capabilities to responsibly address diversity and inclusion, such as by incorporating disability and accessibility studies into our curriculum.

Our current and future strategies are not limited to responding to the world beyond the university but also include continuing to be a center of strength for the institution. The Department of English would like to continue to support the School of Education as it transitions from Teaching, Learning & Curriculum and solidifies its excellence. Given the high level of interaction between these programs and many of the students within them, this is a natural and crucial endeavor for our department to fulfill.

To adequately respond to and implement the above needs and plans, and in order to both maintain and develop quality programs and efforts by the Department of English, we require the following:

- Replacements for all future retirements, as well as at least one more addition to our faculty, to maintain proper coverage and division of labor in the department.
- Better funding for research and conference participation in order to maintain faculty expertise and institutional presence in the larger world of academia. Currently, funds do

not even cover attendance at one conference per year. It would be ideal to allow faculty to attend two conferences per year if desired.

- Support for recruitment, especially regarding funding and time offered for such efforts.
- Partnership with an effective enrollment management team committed to understanding and selling our programs.
- A full-time administrative assistant and recruiter who can help with the load of recruitment and advising. The department would be more than willing to follow the STEM model here and share the recruiter across humanities departments.
- Improved working technology in the classrooms we teach in.
- Funding for more digital resources at the James White Library–Drama Online for example (available from Arden).
- More support for continuing and expanding the Writing Center, which benefits students and programs across the entire institution.

6. Additional Information & Recommendations

Review Question#19: Give any additional information that should be included in the self-study. Describe program recommendations.

The content above is comprehensive. We have nothing to add here.