

Washington State University
Department of English

Five-Year Plan, 2004-09
Revised February 2007

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Five-Year Plan, 2004-09

[Revised February 2007. The key goals of this plan remain those established by the department in fall 2003. The text has been revised to reflect interim progress and adjustments in light of the Provost's Academic Plan for the university (see Provost's Progress Report for October 2004), the July 2005 Academic Program Review Report, and the CLA Strategic Plan, 2007-12]

MISSION STATEMENT

The scholarship, teaching, and service activities of the WSU English department, as they are now practiced and planned for the future, reflect a multiplicity of approaches unified by the Department's focus on analysis and production of texts of many kinds. We are committed to methodological and curricular diversity in our professional activities and accept the responsibility for educating students to become critically literate in diverse literatures and cultures and proficient communicators able to understand the power of language to shape their worlds. We are dedicated to developing educators, scholars, creative writers, and a wide spectrum of other professionals empowered to critique, contribute, and lead within their chosen professions and the community at large.

We pursue this mission by enabling students to

- read literary and cultural texts carefully and critically;
- produce high-quality creative and critical texts using technology appropriate to the literary and cultural discourses informing them;
- develop abilities in critical reading, writing, and thinking necessary for communicating successfully with audiences both within and outside the university;
- explore the record of the human experience in language.

We are committed to these goals in the first place by our shared belief that a university can bestow no greater benefit on its students than confidence in their abilities to make effective use of language. The enhancement of the depth and clarity of thinking provided by linguistic skills enriches student work in all disciplines.

I. UNIVERSITY GOAL: OFFER THE BEST UNDERGRADUATE EXPERIENCE IN A RESEARCH UNIVERSITY

A. College Goals: 1. Enhance the societal impact of the work of scholars in the social sciences and humanities. 2. Sustain and augment the CLA's excellence in communication. 5. Encourage and lead re-conceptualization and revitalization of general education.

1. Department Goal: Continue to implement, enhance, and assess the new **undergraduate English major** tailored to our students' diverse academic, creative, and professional interests

Actions

a. In meeting this goal, the department has reduced options in the English major from six to four:

- Literary Studies
- Teaching
- Creative Writing
- Rhetoric and Professional Writing

We have designed core requirements and new courses for each option, beginning full implementation in fall 2006. We have also designed and begun to implement versions of these options offered at WSU's regional campuses to meet their needs and resources.

b. **The new undergraduate curriculum** integrates offerings with both long-standing strengths in literature and previously underutilized emphases in our graduate programs in rhetoric, cultural studies, and writing pedagogy; in particular, the new curriculum provides flexibility for undergraduate students to explore individual interests in literature, culture, teaching, creative and professional writing, and rhetoric. The major's requirements, which can be combined with second majors or minors in other disciplines, share a gateway course and are based on expectations that students will graduate with the following competencies, which are vital to sustained career success, leadership, and effective public service:

- Ability to read and think critically about complex literary and cultural texts;
- Facility with the specialized terminology of literary and rhetorical forms;
- Understanding of the various contexts that inform literary texts: historical, cultural, political, and aesthetic;

- Familiarity with methods and resources of research in the major;
- Ability to synthesize these knowledges by writing in a variety of forms (interpretive, professional, creative), using appropriate technologies, for a variety of audiences.

Though the four options of the new curriculum encourage pursuit of individual student interests, they also reflect a coherent core of intellectual activity: inquiry into literary, rhetorical, linguistic, and cultural texts of transnational, multicultural, global significance as well as engagement in creation of such texts. This redesign encourages undergraduate research and internship opportunities relevant to students' chosen options and anticipates development of an independent three-credit research project mentored by individual faculty members.

c. **Growth of the English major**--Since we began the revision of the English major in 2004-05, we have seen a general increase in majors in Pullman of approximately 30%, from ~180 majors in the original 6 options to 254 majors (January 2007) in the new options in English alone (but the total number includes grandfathered older options: General-51, Graduate Preparation-5, Pre-Law-3, and Business-1). Within the new set of options, we see growth in all areas, but particularly in Creative Writing and Rhetoric and Professional Writing (in a year Creative Writing enrollments have increased from 58 to 69, or 16%; Rhetoric and Professional Writing has entirely new enrollments of 23). The Teaching option enrollments remain steady at 78, the highest number of all present options. But if we assume the bulk of the 56 combined grandfathered General and Grad Prep enrollments will eventually translate into the new Literary Studies option, which has new enrollments of 23, we can predict that Literary Studies will continue to maintain its position in the top three of total enrollments.

English major enrollments at Vancouver and Tri-Cities are still primarily aggregated under the older options, since adoption of the transnational, multicultural, and global emphases has been somewhat restricted by the smaller number of faculty on those campuses. In Vancouver, the total number of students seeking a BA degree in English is 101; the total number seeking a BA degree in General Humanities with emphasis in English is 21. In Tri-Cities, the total number of students seeking a BA in English is 20; the total number of students seeking a BA in General Humanities with emphasis in English is 8.

d. In addition to the options in the English major, the department continues to administer and develop the interdisciplinary **Digital Technology and Culture (DTC)** B.A. degree program. Concerted efforts of DTC faculty in English and Fine Arts have resulted in revisions of the degree program's core curriculum, approval of permanent versions of its core courses, some cross-listed among DTC, English (Engl), Fine Arts (FA), and American Studies (AmSt), and clear, but flexible concentrations beyond the core in Culture and Technology, Media Authoring, and Informatics. Enrollment

in DTC is robust and growing (now ~ 170 majors system-wide: 73 in Vancouver, 53 in Pullman, and 42 in Tri-Cities). Faculty are composing a formal five-year plan for the program and considering the recommendation of the Academic Program Review Report that this new major have an independent program review.

There are presently four permanent faculty in English dedicated to DTC at all campuses, but the DTC portions of their appointments equal only 2.5 FTE (1 FTE in Vancouver; two at .50 FTE in Pullman and one at .50 FTE in Tri-Cities). One additional FTE in English serves on a temporary contract in Vancouver. In addition, three permanent faculty in Fine Arts are dedicated to DTC, with the DTC portions of their appointments equaling 2.5 FTE (1 FTE in Vancouver; 1 FTE in Tri-Cities, and .50 FTE in Pullman). Given the growth in the major (as much as 45% in a year in Pullman alone), the need for an additional permanent FTE in Vancouver and Pullman is essential.

2. Department Goal: Offer new and altered **GER courses** in English to reflect changing student interest in taking electives and in fulfilling American Diversity [D] requirement.

Action

The current WSU Catalog's listing of American Diversity [D] courses under-represents both the reality and the potential of courses in English that provide critical inquiry into topics and issues appropriate to the American Diversity [D] rubric. To correct that situation, the Department will highlight courses in their scheduling that already carry the [D] designation and will seek it for courses appropriate to fulfilling the rubric. Examples of such courses follow:

Engl 317 Gay and Lesbian Literature 3 Gay and lesbian literature with focus on the history of homosexual literature and exploration of current authors. This course has been approved by the Senate and is now being considered for a [D].

Engl 361[H] Everyday Rhetorics 3 Rhetorics as language and image of popular culture. Potential [D] designation.

Engl 368 [H] The American Novel to 1900 3 Classic American novels in cultural perspective by such authors as Cooper, Hawthorne, Melville, Stowe, Twain, James, Jewett, Chopin, Crane, Dreiser. Potential [D] designation.

Engl 369—NEW COURSE IN AMERICAN FICTION, 20th CENTURY TO THE PRESENT. At present the department lacks such a course and would design it to meet both the [H] and [D] designation. Staffing would especially be with new faculty in African American literature. As would Engl 368, such a course would draw students from our English major and serve the needs of other majors for an advanced-level [D].

AmSt/Engl/DTC 475 [T,D,] Digital Diversity 3 Prereq junior standing; completion of one Tier I and three Tier II courses. Cultural impact of electronic media, especially the World-Wide Web; issues of race, class, gender, sexuality online.

3. Department Goal: Continue to assess the **First-Year Writing Program (Engl 101 curriculum)** and its place in the University's Freshman Focus program

Actions

- a. The First-Year Writing Program (English 101 Introductory Writing) was redesigned in 2003-2004 to allow for two substantive and pedagogical focus tracks, literary studies and cultural and social problems, while emphasizing conventions of writing from sources and critical thinking.
- b. In response to the July 2005 Academic Program Review Report and to on-going assessments of these changes, the latitude of instructors' choice of focus track in Engl 101 was reaffirmed and the emphasis on practical pedagogical issues in TA training in Engl 501 Teaching of Writing/Methodology of Composition has been adjusted to meet more fully the needs of the course's instructors.
- c. In cooperation with the goal of enhancing the First-Year Undergraduate Experience in the Provost's Academic Plan in fall 2005, the department has included twenty-four sections of English 101 in the Freshman Focus initiative, which was designed to strengthen the social cohesion and academic achievement of new WSU students through co-enrollment and living arrangement linkages. In each subsequent fall, these linkages have continued. The English 101 Program is assessing the academic achievement of all 101 sections through digitizing one each of teacher selected high, middle, and low student portfolios. We can compare the academic writing achievements of Freshman Focus and non-Freshman Focus sections in this way. This assessment began with student portfolio work from the Fall 2006 semester, and the portfolios are currently being digitized.

4. Department Goal: Continue to provide **English as a Second Language (ESL)** services to undergraduate students

The University Strategic Plan and the CLA Area Plan both emphasize a commitment to promoting diversity, while recognizing that students with non-traditional backgrounds require special support. The English department's ESL program provides essential support for undergraduate students who are not native speakers of English. In response to the July 2005 Academic Program Review Report, the department reaffirmed its commitment to providing service courses to ESL students who come to WSU from both international and US populations, to the importance of academic oversight of such courses, and to aiding in the recruitment and retention of students with a diversity of cultural backgrounds--many of whom are non-native speakers of English.

In the spring of 2006, the English department and the Office of Undergraduate Education sponsored a visit from Professor Paul Matsuda of the University of New Hampshire to conduct a review of all university academic and support services for ESL students. Professor Matsuda's recommendations were wide-ranging, and the department has responded in several ways that promise to enhance our services to ESL students:

Actions

To help all ESL students gain the language skills they need to succeed at WSU,

- a. Continue to offer our current classes for non-native speakers-in particular, Engl 104, 105, 303, and 403, all courses primarily serving non-majors;
- b. Re-emphasize in-class content of Engl 105 to focus certain activities as preparation for the University Writing Portfolio.
- c. Provide increased instruction and training in TESL for TAs and instructors as a means of expanded preparation for the teaching of current ESL courses.
- d. Strengthen opportunities for undergraduate students in the English Teaching option and in the new Rhetoric and Professional Writing option who require expertise in various areas of applied linguistics. In addition to these programmatic needs, demand for students able to teach English as a foreign language, especially in international settings, has become a growing element of WSU's attention to globalization. In response to this perceived demand, we have created a **linguistics minor** open to both majors and nonmajors and submitted a proposal (currently in the Catalog subcommittee) for a certificate in **Teaching English as a Foreign Language**.
- e. Hire a tenure-track applied linguist with special interest in TESOL to oversee ESL services, work in collaboration with University Writing Programs on University services to ESL students, teach courses for the linguistics minor and TEFL certificate, and provide instruction and training in TESL for TAs and instructors. The search for an applied linguist began in fall 2006 and is ongoing.

5. Department Goal: Enhance and increase the efforts of the English department in both undergraduate and graduate programs in establishing **effective outreach initiatives**.

Actions

- a. **Establish Prison Writing Program.** Explorations are under way for establishing a program with Washington correctional facilities and half-way houses employing initially several rhetoric/composition and creative writing faculty and three graduate students. The program would focus on English composition, performance art, and creative writing, and would invite

interdisciplinary cooperation with the Criminal Justice Program, the Theater Program and probably other departments as well. A Meyer Grant is pending.

- b. Continue summer **Native American Women Writing Workshops** that have provided professional and creative writing instruction and experiences to groups of 9-12 Native American professional women with significant success in three summers over the past five years.
- c. Develop plans to bring the International Computers and Writing Conference to Pullman in 2009 or 2010.
- d. Continue support for WSU-Pullman English faculty who work with Palouse-area elementary and secondary schools to introduce local school children to creative and professional writing projects. Future developments could bring more opportunities for undergraduate internships (Engl 498) in professional writing and Digital Technology and Culture (DTC) for TA appointments in Rhetoric/Composition at the graduate level.
- e. Continue active participation in, and financial support for, the annual spring **Inland Empire Undergraduate Research Conference**, a collaborative effort with the Department of English at Gonzaga University. This is a significant part in the department's efforts to present, celebrate, and publicize the most outstanding research and writing by our majors.
- f. Continue taking part in outreach opportunities, such as **WSU Preview, summer Cougar Quest, Upward Bound, and civic organizations**, especially those that offer face-to-face presentations on both traditional literature and figures (e.g., Shakespeare) and on more non-traditional, popular culture topics in film and literature (such as science fiction) in such venues as the Seattle Science Fiction Museum and regional organizations such as **Fishtrap** in Oregon. Support additional use of online mechanisms that make faculty research and expertise available to the global audiences with access to Web browsers.

6. Department Goal: Upgrade and maintain the Avery Microcomputer Lab in support of composition and DTC classes.

The AML is a three-room suite of computer classrooms and open lab space for students enrolled in a range of composition and DTC classes. It provides equipment for and training in the use of word processing and spreadsheet software, audio and video recording and editing, web site design and creation, digital animation, graphics editing and graphic novel composition.

Actions

- a. The English Department will continue to provide this facility to undergraduate students enrolled in composition and DTC courses and to all graduate students in English.

b. The English Department will seek out funding to support regular maintenance and upgrading of both hardware and software so our students will control a wide range of tools for creating and manipulating digital documents of all kinds including audio, video, animation, graphics, web sites, desktop publishing and ordinary word processing and spreadsheets as well as new kinds of documents as they develop in the future).

<p>B. College Goal: 3. Integrate the arts and creativity across the campuses</p>

1. Department Goal: Continue to build permanence and stability in the **Creative Writing program** both as an option within the major and in its related activities.

Actions

a. As planned, we have seen some growth in faculty positions to support the Creative Writing program. Professor Aimee Phan, a new tenure-track faculty member with expertise in creative writing and one other area of English studies (Asian American literature) is now in her second year of appointment and because of the research for her second novel in progress, *The Reeducation of Cherie Truong*, won the support of the CLA College Fellows Program, making her the CLA College Fellow for 2006-08. She has joined other permanent, tenured faculty and temporary, part-time faculty, amounting to a total of 4.5 faculty FTE. In light of the steady growth in enrollments (at 16% in the last year, the largest growth in all English major options) and visibility of the Creative Writing option and attendant activities within the larger University community, continued attention to its future staffing, to its potential as a formal minor, and to its role in the graduate programs (with the advent of the creative Ph.D. dissertation option, see Graduate Program discussion, p. xx) will need to become a priority.

b. We need to ensure the continued success of the **Visiting Writers Series**, particularly in bringing in nationally known writers for readings and short workshop courses through continued cooperation with other WSU departments, as well as the Museum of Art, VPLAC, and the College of Liberal Arts. The spring one-credit workshop (Engl 358) in which students work intensively with a visiting writer has proven to be a very successful element of the Visiting Writers Series. The spring 2007 workshop will be conducted by Cecil Giscombe, winner of writing fellowships from the National Endowment for the Arts, the Fund for Poetry, the Illinois Arts Council, and a Fulbright Research Award (to Canada) from the Council for the International Exchange of Scholars. In addition, the Visiting Writers Series will feature a public reading by Robert Olen Butler who has published ten novels and four volumes of short fiction, including his Pulitzer-winning collection, *A Good Scent from Strange Mountain* (1992).

c. With a gift of \$10,000 received from the Slonim family in spring 2005, we have re-established the **Ruth Slonim Poetry Honor Reading** and begun building toward a full endowment of a related creative writing scholarship. We need concerted efforts to continue development activities in this area.

d. Through the energetic efforts of our creative writing students and faculty, *LandEscapes*, our Creative Writing program's literary magazine, has achieved remarkable improvements in its layout and production quality as well as growth of its printed circulation to over 1000 copies annually. With these improvements have also come increased allocations of ASWSU funds, making it possible to spend money, formerly in direct support of *LandEscapes*, on other activities in support of creative writing. The aim of creating an online version of the magazine to make it accessible beyond the borders of the Pullman campus continues to be explored, as does the hope of supporting student staff financially (Engl 498 Internship credits are currently available to that staff, but these supervised internships are unpaid).

II. UNIVERSITY GOAL: A WORLD CLASS ENVIRONMENT FOR RESEARCH, SCHOLARSHIP, GRADUATE EDUCATION, the ARTS, and ENGAGEMENT

A. College Goal: Improve opportunities for graduate study in CLA

1. Department Goal: Continue to Enhance the Graduate Programs in Literature and in Rhetoric and Composition

The English Department is committed to the ongoing enhancement of its M.A. and Ph.D. programs in literature and rhetoric/composition, with particular areas of strength in American literary studies, rhetoric and composition (and related pedagogies), and transnational and transcultural literatures in English after 1800. As noted above, the redesign of its major options in English took advantage of these strengths at the undergraduate level. Not only have these programs been central to the development of the department's national reputation, but they have proven crucial in recruiting and retaining talented faculty members, contributing significantly to the quality of English undergraduate education, and leading to the successful job placement of scores of graduates. As of February 2004, the total number of new applicants for graduate study in the department was 11% higher than the year before, and in spring 2005 we were able to increase both the number of graduate seminars and the number of students enrolled in them by over 25%. Such increases give us confidence that we will be able to continue to meet a previous goal of increasing graduate student enrollments during the period covered by this five-year plan, while raising concerns about the resources necessary to maintain the quality of the programs we offer graduate student recruits. We can continue to enhance the quality of these programs in the following ways:

a. Actively recruit the best possible students for our M.A. and Ph.D. programs. This requires maintaining or increasing the number of TA lines. More money for recruiting would also help a great deal. The Department has, in recent years, aggressively and successfully competed for the Minority Fellowships and Graduate Scholar Awards offered by the WSU Graduate School, but it has very little internal money devoted to graduate student recruitment (normally about \$3000 or \$3500 per year). Increases in endowed funds, such as those created by the Harold and Jeanne Rounds Olsen Graduate Excellence Scholarship, would help to increase means of recruitment and will be one of the focused areas for development of our new Coordinator of Research and Development, Professor Debbie Lee.

b. Provide graduate students with the highest quality, most innovative instruction. Recent successful manifestations of this have been **team-taught graduate seminars**, some crossing disciplines with Architecture and Horticulture, offered by Professors Debbie Lee, Jon Hegglund, Patricia Ericsson, and Peter Chilson. Such courses draw sharp attention to the already interdisciplinary nature of the research carried out by most of our faculty members, and they model new forms of inquiry for our students.

Another move in this way is our continuing collaboration with the **Department of Foreign Languages and Cultures**, finalizing the details for the new doctoral track in **Global Literature and Culture**.

An additional initiative is the creation and departmental approval of the **Creative Dissertation option** for doctoral students in literature. This option requires that interested students already hold an MFA in Creative Writing, but we need now to advertise the option formally as a means of drawing talented new students into our Ph.D. program.

c. Support graduate students' opportunities for training in relevant research skills. Two ways of achieving this are

1. Having faculty members spend fall semester working with interested doctoral students in preparing manuscripts for submission to academic journals. The faculty members would organize weekly or bi-weekly workshops for students, read all submitted essays, offer comments and suggestions for revision, and aid students in determining where they might submit their essays. This would require an ongoing course-release arrangement for two faculty members per year (one from Literature and one from Rhetoric and Composition). An alternative version of this might be an ongoing course, offered every fall semester, and designed in some of the ways that Professor Jon Hegglund designed his "Academic Writing in the Profession" course in the spring of 2005.

2. Increasing possibilities of support for graduate students in the summer. In addition to a limited number of teaching opportunities and tutoring and

placement-exam grading at the Writing Center, we need to raise additional money in the form of endowed funds to provide research assistantships during the summer months. For instance, students could be paid \$2000 to help faculty members with current research projects in which they have also a clear intellectual and professional interest, a clear benefit to both students and faculty. This need for additional funding will be another of the focused areas for development of our new Coordinator of Research and Development.

d. Support graduate students' opportunities for professional development.

Such an approach would bring together some activities already in place and others that should be instituted. The fall new-student orientations, emphasizing dual roles of students and teachers, would continue, but they would also introduce the prospects of supported professional travel, augmented memberships in professional organizations, and coordination of job placement information. Formal surveying of students as to their expectations of future employment, coupled with reviews of the literature on the realities of the job market, would become parts of this attempt to prepare students for their prospective professional lives.

Budget impact: Expanding support of professional travel and augmenting professional membership fees will again require additional funds, some of which will be another focus of the Coordinator of Research and Development.

2. Department Goal: Maintain and extend a **national profile in the study of American literature** by devoting faculty resources to hiring in **African American literature** and by ensuring editorial continuity as well as augmented staff support for the English department's scholarly journals—*ESQ: A Journal of the American Renaissance* (brought to WSU in 1972) and *Poe Studies/Dark Romanticism* (launched here in 1968).

American literary studies, as noted above, is a particular area of strength in English's graduate programs. During AY 2006-2007, English began a search for a new faculty member in African American literature with an emphasis in the 20th century and critical race theory, an area uncovered since 2001. That search, in coordination with the Department of Comparative Ethnic Studies and the Program in American Studies, is coming to a successful completion this spring.

The department's two journals of nineteenth-century American literature are a vibrant point of contact among the department, the college, and scholars nationally and internationally. Their editors actively stimulate inquiry by scouting for new scholarship at professional conferences and by developing special features that advance the field: Beginning in 2003, for example, a series of special *ESQ* issues, including "Reexamining the American Renaissance" and "American Literary Globalism" (the latter inaugurated by an *ESQ*-sponsored symposium at Yale), has appeared in tandem with an entirely new

design that echoes the journal's and the Department's renewed commitment to critical innovation and diversity. And *Poe Studies* stays vital, in part, through its informal relationship with the Poe Studies Association, whose regular conferences are a fertile source of material; one recent multi-essay feature, "Poe and Hawthorne: Prospects and Perspectives," grew out of a panel sponsored by *Poe Studies* (in this case at the Hawthorne bicentennial conference). At a time when humanities periodicals risk extinction due to budgetary problems, our journals' circulation has held strong; a marked climb in submissions to *ESQ*—we now receive over 90 essays annually and accept about 15 percent—is another sign of continued success.

The journals' integration with the department's graduate program has long been a feature of their role in its pedagogical mission: most notably, a 12-month research assistantship allows one student each year the opportunity to acquire experience in the substance and mechanism of publishing. A major website initiative now taking shape—"Teach *ESQ*"—will extend this service mission, bringing our graduate students and contributing authors into direct conversation with other students and scholars across the globe, and at the same time increasing the journal's and the Department's visibility by using special issues as a promotional device.

Action: Recognizing American literature as a designated area of emphasis, a faculty appointment at Associate Professor rank was made in this area in the fall of 2005, to ensure a smooth transition in *ESQ*'s editorship upon a spring 2006 retirement. The succession at *Poe Studies*, discussion of which has begun with the CLA's knowledge, will occur late in the five-year planning period. In support of securing extramural funding to build "Teach *ESQ*," we have submitted a Meyer Grant Development Proposal, prepared in collaboration with colleagues both within the department (especially DTC) and outside the university. Efforts in the near future will aim to secure funding for additional student opportunities in the editorial office and thus enhance graduate recruitment, as well as for an additional staff position to support both journals' initiatives.

Hiring Priorities that conform to planning for both Graduate and Undergraduate Programs

For searches to begin in AY 07-08, with potential hires to start AY 08-09, the department proposes three positions in Pullman, two of which anticipate largely reallocating responsibilities of two existing senior faculty members due to retire in AY 08-09. The positions are listed in priority of need as defined by the extent of impact each position has on both graduate and undergraduate programs:

1. Assistant Professor in 18th-Century Transnational/Global Literatures (replacement position)
Our literature program, but especially British and Anglophone Literatures on both graduate and undergraduate levels, currently operates with very thin ranks. Besides single faculty members in Medieval, Romantic, and 19th Century (Victorian), we have no one in 18th century Literature and haven't for some time.

This, coupled with the expected growth of the Literary Studies option of the undergraduate major and the usual representation of this area in graduate student interests, places this position at the top of our priorities.

2. Assistant Professor in English Education (Teaching)/Rhetoric and Composition (replacement position)

The Teaching option in the undergraduate English major enrolls the highest number of majors, currently 78. In addition, the newest option, Rhetoric and Professional Writing (RPW), enrolls in its first fully operational AY an additional 23 majors. Projected growth of both options will be steady, though judging by the success of its beginning, RPW is expected to grow at a much faster rate. In the face of these expectations, we have currently only 1.00 tenure track FTE in English Teaching and .75 FTE in non-tenure track faculty. In Rhetoric and Composition we have approximately 2.50 FTE in tenure track faculty when all administrative and research releases are taken into account, and approximately 1.00 FTE is uncertain due to the advanced senior status of the person holding it. And yet, beyond the rapid new growth in RPW, the graduate students enrolled in the Rhetoric and Composition emphasis at MA and PhD levels amount to about one-third of graduate enrollments. This combination of needs in English Teaching and Rhetoric and Composition places this position as a second priority for a replacement position.

3. Assistant Professor in Digital Technology and Culture (new position)

In addition to the options in the English major, the interdisciplinary Digital Technology and Culture degree program is administered in English and has designed courses that can also be used in other English major options, particularly in Rhetoric and Professional Writing. DTC enrollments have increased on all campuses, with ~170 majors system-wide, but in Pullman alone enrollments have grown to 53 majors, a rate of 45% in just the past year. The present 1.00 tenure track FTE in Pullman is inadequate to meet this demand, and therefore justifies an additional, new position as a third priority in hiring.