

Board of Regents Program Action Request
Proposal to Discontinue a Program of Study
University of Alaska

1a. UA University	1b. School or College	1c. Department or Program
UAA	College of Arts and Sciences	English
2. Complete Program Title:	English (MA)	
3. Type of Program:		
Undergraduate Certificate	Associate	Baccalaureate
Master's X	Doctorate	Post-Baccalaureate Certificate
4. Type of Action:	X Discontinue	
Implementation Semester:	Fall	Year: 2022
5. Other programs affected by the proposed action, including those at other campuses (please list):		
Program Affected	Anticipated Effect	
N/A	N/A	

Page number of attached summary where effects on other programs are discussed: N/A

6. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':

8. Teachout Plan (attached) TBD

Submitted by:

Consensus support of AC

Not supported by AC

)
@ @ h K o . . . U

U
. . # k . .

U " " .
. .



Date: March 9, 2020

To: Cathy Sandeen, Chair

From: John Stalvey, Interim Provost *John R. Stalvey*

Cc: John R. Stalvey, Interim Provost and Executive Vice President
David Bowie, Professor, Chair, Department of English
Jackie Cohen, Professor
Jared Griffin, Associate Professor
Trish Jenkins, Associate Professor
Emily Madise, Assistant Professor
Susan Kirtland, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: AY20 Expedited Program Review Findings - English

I have reviewed the findings of the AY20 Expedited Program Review for the English Program.

Recommendations

My recommendation is to accept the decision and recommendations of the Review and re-evaluate the program after admission. The program is low. Despite the program's high quality, the distribution of resources should be focused on sustaining the program. Students will have access to an MA in English with a focus on literature at UAF.

Decision

Recommendation

Date: 28 February 2020

To: John Stalvey, Interim Provost

From: David Bowie, Professor and Chair of English, Anchorage Campus

Cc: John Petraitis, Interim Dean, College of Arts and Sciences
English Program Review Committee Members:
Jackie Cason, Professor of English, Anchorage Campus
Jared Griffin, Associate Professor of English, Kodiak Campus
Trish Jenkins, Associate Professor of English, Anchorage Campus
Emily Madsen, Assistant Professor of English, Anchorage Campus

Re: AY20 Expedited Program Review: Optional Program Response to Dean's Recommendations

BA in English and MA English

1. SUMMARY

The Department of English has a record of being responsive, adaptive, and resilient in the face of instability and change. An adaptive disposition is intrinsic to the English Studies curriculum and is a quality we foster in students who will face a world in flux after graduation and who will emerge with a strong understanding of, appreciation for, and capacity to use the English language. The U n's findf

repeatedly found itself in the position of responding to mandates, and attempting to do so in proactive and purposeful ways that would support student learning and achieve fiscal efficiencies. However, efficiencies have not been fully realized, because following each revision to the curriculum, interim administrative leaders have shifted course in ways that have adversely affected the Department.

Before 2018, the Department of English offered a slate of courses similar to most English departments across the country, including the first-year composition general education courses and a number of more specific undergraduate and graduate courses. In 2014, the University of Alaska System administration cited course transfer issues as a barrier to student success, and mandated a review and alignment of all general education courses across the UA system. Internal research revealed that all courses were already transferring (except, of course, those with failing grades), but the Department seized the opportunity to address the transfer of learning challenge by building a coherent curriculum grounded in first-year composition courses that then reinforced core concepts in upper division courses. That programmatic revision—which included state-wide alignment, revisions to many of the courses our Department offers, building online master courses, and creating new training materials for graduate students, Middle College instructors, and part-time faculty—took three years and considerable work. However, shortly after the conclusion of all of these changes, in 2018 the first-year composition courses were removed from the Department without consultation and placed in a different college, despite the desire of the Department of English to retain them.

This administratively driven decision had a number of adverse effects. Most immediately, to mitigate damage to the MA program in English, changes to the design of that program were necessary. The first-year composition courses had, before their move, served a dual purpose: They had, of course, been used to educate beginning college students in the basics of writing, but they were also used to provide opportunities for high-achieving MA students to gain experience in the teaching and evaluation of writing by serving as teaching assistants in conjunction with coursework in the theory and practice of teaching. As teaching assistants, they provided a service to the University and, in return, were able to obtain an advanced degree at a lower cost. However, once the courses were moved, there was no longer an opportunity for MA students to obtain teaching assistantships or the experience that they gained in fulfilling them. Therefore, in 2018 we revamped

that undergraduate students would, through their classes, have the opportunity to develop mentor-mentee relationships with their more experienced and capable graduate-level peers.

The recommendations now to delete the graduate program, reduce faculty positions by three, and continue to review the undergraduate major will likely require yet another curriculum overhaul to adjust f

in the BA program. According to guidelines on the Expedited Program Review status page,
Continued

Accepting these recommendations would have a negative impact on the BA program, on the ability of faculty to engage in high-impact practices, and on our capacity to participate meaningfully in research and service. Given that UAA's mission includes a commitment to teaching, research, engagement, and creative expression as a means to discover and disseminate knowledge, tenure-track faculty workloads need to include research, and our ability to conduct high-level research is improved by the existence of the graduate program. Our faculty's research should rather be fostered, because it benefits and enriches student experience. For example, faculty members design courses that engage with the research that they conduct in a place-based content, allowing students the opportunity to study linguistics, rhetoric, and literature grounded in Alaska-specific concerns.

Reduction of faculty and diminished strength of the English program would also negatively affect community campus English faculty and courses. While community campus English courses operate financially separately from CAS, the student experience and student success connection could be hindered or interrupted by implementing the Dean's recommendations. It would indicate a step backward in encouraging collaboration between UAA campuses. That step backward would encumber the Department's goal of increasing program accessibility to rural service areas. The proposed reductions would diminish the Department's ability to serve those service areas, a cycle that would continually prevent the Department from achieving its academic and pedagogical mission.

One additional factor for community campus students is that they need to know that the UAA program is healthy if they are going to invest in moving to Anchorage to continue their education, whether they plan on pursuing a degree in English or another field. The community campuses feed many students into the Anchorage campus, and so we need to take into account the perceptions that are likely with program deletion. To begin with, many students have already seen complications with the education program, and they will be that much less interested in attending classes in Anchorage if programs that are seen as central to a university's mission are not offered. In addition, given what we saw with the deletion of many of the School of Education's programs, if students begin hearing that the MA in English has been deleted-2m500871x000 612 92 re(r)5(o(A)9()-087100972

administer English curriculum across sites and reduce duplication would be a genuine costtes aadcostpld iste9

Date: February 21, 2020

To: John Stalvey, Interim Provost

From:

1. general education courses for undergraduates in CAS and other Colleges,
2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and
3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriates and CAS has 30% less than it had two years ago.

The MA in English contributes to the following programs: 004(g)27.002(h)18.002()24.004()35(s998(e)20.996)TJET00012792(g)27.002(h)14

program. Deleting the MA program will affect relatively few students and will help with the long term sustainability of the BA program. With this deletion the number of full-time faculty should eventually be reduced to by three positions. Program deletion requires approval by BOR and NWCCU.

Submission date: 10 February 2020

Program/s in this review: English MA

Specialized accrediting agency (if applicable): _____

Campuses where the program is delivered: Anchorage

Members of the program review committee:

David Bowie, Professor and Chair, Anchorage
Jackie Cason, Professor, Anchorage
Jared Griffin, Associate Professor, Kodiak
Trish Jenkins, Associate Professor, Anchorage
Emily Madsen, Assistant Professor, Anchorage

1. Centrality of Program Mission and Supporting Role (700 words or less)

Relevancy of program: The MA in English provides students the opportunity to obtain a deep understanding of the use of the English language across several domains. Our program offers students the opportunity to learn in ways that are useful beyond the classroom because 1) our innovative curriculum encourages lifelong learning, critical thinking, and effective writing; 2) we teach textual work as an engagement with history, convention, culture, and place so that students can adapt and contribute responsibly in a changing regional and challenging global environment; and 3) our students practice a full range of literacies – written, digital, and visual – so that they may become active and well-equipped. 998(;)270 61ofTjET6.9W.024z(a)21.004

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Summary

Curriculum and program design: We have developed, revised, and implemented our graduate curriculum in concert with our revisions of our undergraduate program to reflect student learning and diversity that is consistent with our mission and UAA's values. A shift toward topics courses allows flexible offerings and course stacking. We can sustain the graduate program offerings with limited enrollments while providing leadership opportunities for graduate students and enriched experiences for undergraduates. Specifically:

Courses

A shift toward topics courses allows flexible course offerings and means that the faculty can more easily adjust course offerings in response to student desires and needs.

A shift to stacked courses has allowed us to increase faculty efficiency (as discussed in section 2), and has also allowed for the pedagogical advantage of allowing graduate students to become mentors to undergraduates as they (the graduate students) develop their subject-matter expertise further, providing an enriched experience for graduate and undergraduate students simultaneously.

We continue to work on curricular changes that underscore these initiatives to keep our curriculum current and relevant.

Program Design

We initiated a significant redesign of our program under a multidisciplinary English Studies model. This redesign features a restructuring of our program's curriculum through innovative program design to continue to meet our discipline's and UAA's expectations and values. The

English Program SLO 4: Utilize field-appropriate theories and methodologies effectively

GER SLO #3 – Relate knowledge to historical context

GER SLO #5 – Investigate the complexity of human institutions and behavior

GER SLO #6 – Identify ways science informs understanding of natural processes

English Program SLO 5: Write analytically according to disciplinary conventions

GER SLO #7 – Locate and use relevant information

GER SLO #9 – Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

English Program SLO 6: Document fully according to disciplinary stylesheets

GER SLO #1 – Communicate effectively

GER SLO #7 – Locate and u 9.96 Tf192.86 584.62 Td0374TjETQ 0 612 79215996(loy)-.996(f)3.9.002(f)4.006(o)-1.998

5. Summary Analysis (500 words or less)