

Unit Plan 2004-05: English Department

Chapter 0: Unit Alignment

Key Question: How is your unit aligned with the college's goals and values?

1) Core Values

Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.

(6)

Core Value 1: **Learning**

- Student-center instruction
- Learning environments that encourage students to take responsibility for Core Values learning, both as individuals and in groups and that encourage student self-development and self-respect
- Learning environments that are welcoming, safe, & respectful of various learning styles
- Learning environments in which students develop reading, writing, and critical thinking skills

Tools for Learning

- Variety of offerings, strategies, and methods of teaching, facilitating many types and levels of learning
- Electronic equipment
- On-line classes
- Assessment Committee Report: plan to be implemented pending College funding

Support Services

- Provide tutoring opportunities for writing students, speech communication students and language acquisition students
- Accessible help for students in division office

Teaching and Professional Development

- Conduct one Professional Development Day each term with presentations by different faculty
- Learn in groups on shared tasks
- Participation in a number of learning communities, including Reading Together
- Participation in service learning
- Participation in the Copia Lecture Series
- Participation in OWEAC & other professional conventions
- Participation on the professional development committees
- Participation in sabbatical leaves
- Engagement with the scholarship of learning in our discipline including how to find joy in learning
- See knowledge (skill, learning) as a stage to wisdom

Unit Plan 2004-05: English Department

Core Value 2: **Diversity**

Students

- Respect for all students and student needs
- Acknowledge value of input/insights from all backgrounds
- Respect for different cultural perspectives and learning styles
- Foster classroom and office cultures of mutual respect and tolerance
- Directly address uses of racist, sexist, exclusive language in classes
- Introduce students to new ideas, helping them to open their eyes, see the world

Community Resources

- Use native speakers and elders to provide direct student and faculty access to American Indian cultures
- Engage speakers from Islamic, Jewish and ethnic cultures to speak in literature and writing courses

Classroom Applications

- Present various global cultures through course offerings in literature and readings in the writing courses
- Develop and offer courses in African American, Asian American, Native American, and Latino literatures
- Develop and offer courses in women's literature and film
- Develop a course in African American Filmmakers
- Interdisciplinary course in history and film
- Recognize "diversity" is individually-based, not just group-based
- Encourage perspectives from different cultural groups

Division Procedures and Governance

- Address issues of power and privilege in division charter

Staff Hiring Practices

- Participation in diversity trainings
- Focus on expertise in multiculturalism in faculty searches

Curriculum

- Develop and offer courses in African American, Asian American, and Native American literature and film
- Offering courses in ethnic literatures and film
- Use multicultural texts in literature
- Infusion of multicultural texts and issues into composition courses

Core Value 3: **Innovation**

Curricular Innovations

- Participation in significant variety of innovative programs , learning communities, service learning, American Indian Language Program & course, Reading Together
- Ongoing development of new courses six new genre courses in film studies new courses in ethnic literatures and film

Unit Plan 2004-05: English Department

- Exploration of new ideas/methods of learning
- Stay current in our fields and bring new and fresh ideas into the classroom

Openness and Spontaneity in the Classroom

- Strive always to be innovative in teaching and to appreciate student innovations
- Focus on the individual student
- Spend time thinking outside the box, being willing to do away with the box
- Cultivate sense of humor as learning tool
- Not being afraid to experiment and try again

Long Distance Education

- Developing and offering growing variety of online classes

Technology in the classroom

- Smart classrooms and new languages computer lab
- Using new technology as a means to think creatively and experiment with different methods to reflect our philosophies
- Incorporating technology in learning; using new technology effectively

Core Value 4: Collaboration and Partnership

Learning Communities

- Ongoing involvement in learning communities, new and developing ones, including Fat Cats and Underdogs and Petal, Pen, Peck, and Paw

Service Learning

- Collaborating with community agencies and programs

Department Professional Development Days

- Sharing ideas in department-wide teaching forums each term

Community-wide Collaboration

- Rites of Passage
- ACTSO project support

Student Collaboration

- Making efforts to use collaboration and partnership in classroom
- Sharing efforts to provide grants to students
- Spring picnic for English majors from LCC and English majors at the UofO who were formerly majors at LCC

College/Division Decisions and Issues

- Shared responsibility for division governance; encouraging a model of “spirit of consensus”
- Ongoing efforts to be collaborative with other divisions and with different departments in division
- Within division, directly addressing problems and issues; individuals doing their share and trusting others to do theirs

Unit Plan 2004-05: English Department

- Participating in many campus governance committees

Core Value 5: **Integrity**

Fairness and Integrity

- Believe in what we do; go the extra mile for students
- Provide a safe environment of respect, fairness, and honesty in the classroom
- Ongoing work to make hiring processes more fair, open, and honest

Policies

- Developing and refining character
- Attending to issues raised by Student Code of Conduct

Freedom and Privacy

- Modeling honesty and fairness in our work
- Open exchange of ideas; responding with openness to others' ideas
- Protecting student rights, freedoms (including freedom of speech), and privacy

Work Ethic

- Working for the student
- Maintaining high standards in performance-based classes

Respect

- Honoring and respecting all departments and members of the division
- Encouraging inclusion in all division decisions
- Listening to all members of division
- Valuing people's time (students, faculty, staff)
- Fostering shared governance through careful, meticulous creation and refinement of division charter

Core Value 6: **Accessibility**

- Welcoming with an appreciation of diversity
- Showing students we appreciate who they are
- Development of American Indian language programs

Flexible scheduling

- Flexibility in scheduling office hours, meetings
- Classes scheduled widely over the day/week
- Online classes

Funding for Students

- Talent Grants
- Support for students applying for scholarship
- Assisting students find sources of funding (jobs, scholarships, other programs [co-op ed.])

Working with Special Needs of All Students

Unit Plan 2004-05: English Department

- Educating the whole student
- Making sure class is a flat plane for students with disabilities
- Maintain small class for beginning writing classes
- In-class assistance for students with high writing anxiety
- Flexibility; making accommodations for students
- Adapting classroom materials and practices to meet special needs of students
- Adapting delivery of materials to individual needs and ADA requirements

Strategic Directions

2) Strategic Directions

Transforming Students' Lives

- Participation in learning communities
- Participation in Reading Together
- American Indian Languages courses
- Six new genre courses in film studies
- New courses in ethnic literatures and film
- Support of the Writing Tutor Center
- Assessment Committee Report: plan to be implemented pending College funding
- Learning Workforce Courses in technical and business writing
- Participation in service learning

Transforming the Learning Environment

Diversity and Inclusion

- Participation in diversity training
- Focus on expertise in multiculturalism in faculty searches
- Presenting various global cultures through hiring and course content
- Developing and offering course in African American, Asian American, Native American, and Latino literatures
- Developing and offering courses in women's literature and film
- Developing a course in African American Filmmakers
- Faculty-directed upgrading of computer labs, and exhibition theater in film studies (welcoming facilities)

Transforming the College Organization

- Participation in the college governance system and many college-wide committees
- Participation in the Strategic Learning Initiative at every level

Fiscal Stability

- High FTE: courses in high demand
- Reuse and recycling of materials and supplies

Professional Development

- English Department Professional Development day every term

Unit Plan 2004-05: English Department

- Participation in the Copia Lecture Series
- Participation OWEAC & other professional conventions
- Participation in sabbatical leaves

3) **Learning Centered Principles**

Community of Learners

- Participation in learning communities
- Participation in Reading Together

Active Learning

- Commitment to student-centered pedagogy in all courses
- Participation in service learning
- Denali: student literary magazine Earth Tithe: The LCC Journal of Creative Nature Writing in conjunction with student Nature Writers Group

Diversity and Intercultural Competence

- Faculty and staff hiring based on multicultural diversity
- New and traditional literature courses taught with an emphasis on multicultural literature and pedagogy
- Courses in ethnic literatures and film
- Infusion of multicultural texts and issues into composition classes

Open communication

- Summer picnic for English majors from LCC and English majors at the UofO who were formerly majors at LCC

Culture of Assessment

- English Department Assessment Report: plan to be implemented pending College funding

Chapter 1: Unit Description

Mission Statement:

The English program provides transformative educational experiences and fosters academic excellence. By encouraging varied ways of reading, writing and seeing, the program promotes critical thinking skills and prepares students for meaningful lives in a diverse and global environment.

The mission statement is reviewed on a yearly basis during a department meeting.

Catalog Description

The English faculty of the Foreign Language, and Speech Division (soon to be Languages, Literature and Communication Division) teach a wide range of 100 and 200-level writing and literature courses. Some of these courses may be taught in conjunction with courses from other academic disciplines by way of "Learning Communities." (Not currently in the catalogue.)

History/Significant Program Events

The English department has been a part of Lane since its inception. The department has grown to be one of the largest in the college. The department's history is archived through meeting minutes, unit planning, and other significant documents.

Annual events:

In the last several years the department has organized faculty development days that reflect our goals and teaching methods. Workshops, discussions, and demonstrations of teaching methods and curricular issues are offered throughout the day, and faculty participation is high. These events demonstrate our department goals and innovative instructional methods: learning communities, use of technology and online resources, methods for creating student-centered learning environments, and the infusion of multi-cultural voices and issues into all our curriculum.

Degrees and Certificates

Writing courses offered by the English department are required in all of Lane's degree programs.

Our literature courses satisfy the Arts and Letters requirements in Lane degree programs.

Organizational Structure

The English Department consists of eighteen full-time contracted faculty and a varying number of part-time faculty, approximately thirty per term. The faculty conduct regular English composition meetings, led by the composition coordinator, and other meetings as needed to address a variety of governance and schedule issues. When decisions need to be made, the group aims for consensus. Participation is expected of all contracted faculty; part-time faculty are invited to participate in all general meetings except those dealing with contracted faculty hiring.

Unit Plan 2004-05: English Department

The contracted faculty group, working with the division chair and division administrative coordinator, collaborates in the development of each year's class schedule. Contracted faculty course assignments in literature are decided through a group process. Composition assignments are based on faculty requests and completed by a scheduling committee. Part-time faculty assignments are also based on requests and are made by the division chair. The division chair maintains part-time seniority records for two families of courses: Composition and Literature.

As members of the English, Foreign Language, and Speech Division, English faculty also participate fully in division shared governance through committee work and division meetings.

Staff/Faculty

English faculty (Full-time)

Armstrong, Daniel; Ph.D. Indiana Univ.; M.A. Indiana Univ.; B.A. Marian Col.

Bayless, Margaret; Ph.D. Univ. of Oregon; M.A. Univ. of Oregon; M.S. Portland, State Univ.; B.A. Idaho State Univ.

Beasley, Amy; M.A. Washington State Univ.; B.A. Gettysburg Col.

Chaves, Jose; M.F.A., Univ. of Oregon; B.A. Western Washington Univ.

Dane, Pamelyn Nance; Ph.D. Univ. of Oregon; M.A. Portland, State Univ.; B.A. Portland State Univ.

Gray, Frances; Ph.D., SUNY, Stony Brook, NY; M.A. SUNY, Stony Brook, NY; B.A. SUNY, Stony Brook, NY

Harrison, Jeffrey D.; Ph.D., Univ. of Oregon; M.A.T., Duke Univ.; B.A., Duke Univ.

McDonald, Michael; Ph.D. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Univ. of Virginia

McGrail, Anne; Ph.D. State Univ. of New York, Buffalo; M.A. Univ. of New York, Buffalo; B.A. Univ. of Massachusetts

Prengaman, Ann Marie; D.A. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Seton Hall Col.

Rothgery, David; Ph.D. Univ. of Oregon; M.Ed. Univ. of Virginia; M.A.T. Duke Univ.; B.A. Baldwin-Wallace Col.

Shitabata, Russell; Ph.D. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Univ. of Hawaii

Sullivan, Kate E.; Ph.D. Univ. of Oregon; M.A. Northeastern Univ.; B.A. Moorhead State Univ.

Tullis, Lynn Bastida; Ph.D. Univ. of Oregon; M.A. Portland State Univ.; B.A. Colorado Col.

Viles, Andrew; Ph.D. Univ. of Oregon; M.F.A. Univ. of Michigan; B.A. Oregon State Univ.; A.S., Blue Mountain Community College

Unit Plan 2004-05: English Department

Von Ammon, Jennifer; Ph.D. Florida State Univ.; M.A. Florida State Univ.; B.A. Florida State Univ.

Woolum, William B.; M.A. Univ. of Oregon; B.A. Whitworth College; A.S. North Idaho Col.

Zimmerman, Kenneth S.; M.F.A. Univ. of Oregon; B.A. Oberlin Col.

Student Profile

Because the English department writing and literature courses are taken by almost all Lane students, our student demographic matches the overall demographic of Lane's student population.

1310	English/Literature	34	20	58.8%		24	5	5	17%	12	20	25	25	74%	33	97%
1440	Journalism & Communication	48	24	50.0%	1	34	6	7	15%	24	19	34	34	71%	45	94%

Facilities and Equipment

Challenges:

getting smart classroom equipment running correctly.

creating comfortable and flexible arrangement in computer lab classroom

Budget Profile

Division General Fund Allocation	\$3,428,249
Division Actual Cost of Operation	\$3,368,217
Revenues (Actual to Division for tuition-based)	\$ 3,763
Division Cost per Student FTE	\$ 3,563 (w/o Co-op)
	\$ 3,138 (w/Co-op)

Unit Plan 2004-05: English Department

English Unit Plan
2004-2005

Chapter 2: Program Outcomes Analysis, Data

Enrollment Data

Unit Level FTE (2003-2004)	561.76
Unit Level Capacity Analysis	88.27%

Budget Data

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Unit Plan 2004-05: English Department

English Unit Plan
2004-2005

Chapter 3: Program Outcomes Analysis, 2003-2004

How effectively did you fulfill your unit's mission?

Given that part of our mission is to foster academic excellence, part of the rationale of which is to help students find success after transferring to 4 year institutions, we find that the English Dept. meets with moderate success. We based this assessment on data from an Oregon University System Study (dated 2000 – 01). The data shows that Lane student transfers to the OUS attain a cumulative GPA of 2.96, which compares favorably with all Oregon CC transfers who attain a cumulative GPA of 2.90. Given that English offers classes in composition, creative writing, literature, and film, we also find validation in the fact that Lane student transfers to OUS attain a GPA of 2.94 in the Arts and Letters, which compares favorably with all Oregon CC transfers who attain a GPA of 2.90 in the Arts and Letters. In OUS English Composition Lane student transfers average approx. 3.14, all Oregon CC transfers average approx. 3.12.

In order to continue serving students at a high level, we see a need to enhance the department's ability to meet the educational needs of compositions students especially. Toward that end initiatives that should be considered include: attaining additional full-time faculty, strengthening the Composition Coordinator position, developing a Writing Lab Coordinator position, re-initializing the previously dismissed (due to lack of funding) Writing Assessment Project, and pursuing new on-line writing classes.

How well did students meet your learning outcomes at both the Program level and course level?

Because English doesn't have a formalized program assessment we cannot answer this beyond anecdotal means. Therefore we propose the formation of a writing assessment project.

How well did students meet Core ability outcomes?

Lane's Core Abilities are:

- i.) Communicate effectively.
- ii.) Think critically and solve problems effectively.
- iii.) Increase understanding of the relationship between self and community, including self-awareness and personal responsibility.
- iv.) Explore academic disciplines of liberal arts, social sciences, and physical sciences.

Beyond anecdotal evidence, we cannot confirm how well English students meet Lane's core ability outcomes. Therefore we propose that restarting the Writing Assessment Project be considered as an initiative. Given that coordinating any assessment project in composition will impact the role of the Composition Coordinator, we also propose that strengthening the Composition Coordinator position be considered as an initiative.

Unit Plan 2004-05: English Department

How efficiently did you use the resources you were given?

We do not have a clearly defined method of assessing this information.

How well are you utilizing current technology?

We have a number of teachers who teach on-line writing courses. We also have a number of teachers who are teaching in the smart classrooms. We also teach courses in the computer lab. Many instructors connect their face to face classes with on line bulletin boards and writing labs. We have proposed more sections of on-line writing classes as one of our initiatives, as well as asking for curriculum development money in order to develop on-line literature courses because we feel that we are not fully utilizing current technology in the way that we should. Many more students could be served with more on line classes. As for the smart classrooms, these classrooms are not being used as efficiently as they should be due to lack of proper equipment in each classroom and lack of training.

How effectively did you work with your Advisory Committee?

N/A

How well did you meet faculty and staff goals?

We didn't state any such goals in the last Unit Plan. However, as an initiative, the English faculty proposed the creation of English Faculty Professional Development Days to enhance the learning-centered environment essential to student success in English classes and to support and encourage innovation among faculty. Such days were created. English faculty successfully conducted workshops, seminars, and teaching demonstrations.

Review your initiatives from 2003-2004.

- (1) New writing center director. We did not get funding for this initiative and because of this we feel that we did not meet the needs of our students in the way that we should have.
- (2) Instructional Specialist in Writing Center---see above
- (3) Learning centered work day for all English faculty
This initiative was put into practice and was considered a success by members of the department.
- (4) Technology Specialist position. This initiative was not funded and because of this we have not been able to work to capacity using technology.
- (5) Writing Assessment project. Not funded and because of this we have been unable to develop an adequate way of assessing our students.
- (6) New Faculty position: Not funded. This affects our part time to full time ratio and our ability to go forward to a mostly fulltime faculty.

Overall, what strengths do you believe your unit demonstrated in 2003-04?

Our strengths center around our teaching. The English department offers diverse course offerings with classes taught in conjunction with learning communities, service learning, and on-line. Our curriculum includes courses such as Asian American literature, Hispanic literature, Non-European literatures, Native American Autobiography, African American film and literature, as well as film classes, imaginative writing and a variety of other courses. We also infuse our composition classes with a

Unit Plan 2004-05: English Department

diverse curriculum. We are a student centered faculty who share our work and our research with one another.

Overall, what challenges do you believe your unit faced in 2003-04?

The lack of assessment in relation to composition means that decisions are often made intuitively, based on classroom evidence, or based on anecdotal evidence.

No Curriculum funding, so no new classes have been developed.

Workload is heavy, part of which is shaped by English faculty being tapped to serve on college-wide committees. An example of the impact is that the Composition Coordinator position, which functionally involves a higher time commitment than the hours designated for the position, and has seen three occupants in the last two years.

Lane displayed strong commitment to securing a well-qualified Division chair for EFL&S, so much so that the college pushed back the start date for the chair position by over six months. However, Lane did not display the same commitment to the Division's leadership in the interim. Rotating two Division chairs, back and forth, over the course of two academic quarters left the Division as a whole, and the English Dept. as a Unit, largely adrift. The new chair has had to deal with the repercussions of that oversight, thus increasing the learning curve placed upon her in an already difficult job.

Doing work that presents no clear objective, and doesn't result in clear and equally substantial response from the administration, detracts from the faculty's ability to teach and participate in the shaping of the learning environment. Such work does not facilitate a sense of shared governance. The most egregious example of such work has been the Unit Planning process instituted last year, and continued this year. While we understand the concept behind Unit Planning, a centralized and open clearing-house for determining resource allocation, the execution of it on this campus has proven wholly inefficient. The process lacks a clear sense of audience for whom the planning is being prepared, criteria by which the planning will be assessed, and resources (specific dollars) which are available to be allocated after the college assessment of Unit Plans. The Unit Planning process seems to be modeled after the operations of the Professional/Technical areas of the college, which have Carl Perkins funding in mind (the resource in play) to guide the process. Moreover, Unit Planning should be designed on a two or three year cycle. Spending a full academic quarter to plan for the remaining two quarters is inefficient and demoralizing. The college promotes a planning cycle of Plan-Do-Check-Act, but the one year cycle provides for no meaningful checking and acting, just planning, and really not much else.

Consider this: most faculty and Divisions have the most energy to do work in the Fall term. And the college devotes this energy to planning. Unit Planning should take place in the Spring so that we can begin the ensuing Academic Year with a clear plan.

Consider this: English has held approximately three meetings as a department on Unit Planning, with an approx. average attendance of 24 members, each meeting lasting two hours. Six chapter of Unit Planning has been assigned to three member faculty subcommittees, with each subcommittee meeting an average of two hours and writing/editing for an additional two hours by one subcommittee member. Let's imagine an average faculty salary of \$28, probably low, and do the math.

$3(24 \times 2) + 6(3 \times 2) + 6(1 \times 2) = 192$ approx. human hours spent on English UP, Fall 04

$28 \times 192 = 5376$ approx. dollars spent on English UP, Fall 04

Unit Plan 2004-05: English Department

Is the document you're holding really worth over \$5,000.00?

What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005.

The conclusions that can be drawn from this analysis are presented in each of the foregoing answers. The conclusions can also be found in the initiatives that we are asking for in the following chapter.

Unit Plan 2004-05: English Department

English Unit Plan
2004-2005

Chapter 4: Program Initiatives

Initiative 1: Composition Coordinator Reassignment Time

Dept. Priority: 1

Description: an expansion of the reassignment time afforded to the composition coordinator from one course a term to two.

Why do It? The English department has grown substantially in the past few years, and the responsibilities of the composition coordinator with them. Specifically, the need for a coordinator who can provide necessary information for writing faculty and facilitate program consistency has increased in concert with the growing number of part time faculty who benefit from active mentoring (33 this term alone). Indeed, our division head and the administration have recognized the demands of this position and awarded additional reassignment time for the coming year (winter and spring of 2005). This initiative marks an official to match recognition with continuing reassignment time.

Product: The composition coordinator performs essential work to facilitate the efficient functioning of our composition program: he/she coordinates and facilitates various sub-committees dedicated to addressing composition concerns; works with composition faculty in the creation and implementation of appropriate curricular materials; assesses course equivalencies and substitutions; and, in conjunction with other faculty, develops, publishes and articulates policy around our use of a waiver exam for WR 121 and WR 122; works in conjunction with the writing center coordinator to develop and maintain tutor training materials with our course outcomes in mind; attends, facilitates and chairs English department and campus-wide meetings; joins, attends and participates in appropriate state organizations such as OWEAC; advises students about writing courses; provides information for the composition webpage; maintains networks with ALS, enrollment services and other interested parties on campus; mentors and supports our growing number of PT faculty in the performance of their duties.

Need: The job requirements of the composition coordinator include: assisting full time and part time faculty in the performance of their duties as writing instructors; assessing course equivalencies for transfer students; facilitating relationships across campus between the writing program and degree evaluators, testing services, ALS, academic advising and curriculum development and assessment; working with enrollment services in the periodic evaluation of course equivalencies; chairing subcommittees on composition curricula, WR 095/115 specifically; coordinating assessment of writing courses; updating course descriptions; maintaining forms/information for the composition program; attending OWEAC and state accreditation meetings. In the near future, the composition coordinator will also work with enrollment services in order to review transfer articulation information for input into Banner. Clearly, one course reassignment is insufficient for the demands of this position. In the recent past, the composition coordinator, Susan Swan, was granted two-course reassignment in the fall and one in the winter and spring. More recently, this position has been cut to one course reassignment per term, despite the fact that the actual duties and responsibilities of this position have increased. At present, the current composition coordinator has worked approximately 200 hours this quarter and had put in 80 hours by week three of the term.

Unit Plan 2004-05: English Department

Feasibility: Faculty are granted two course reassignments for a number of responsibilities. The addition of one further course reassignment would be easily implemented and require minimal disruption to the department. Indeed, additional reassignment time for the composition coordinator would reduce the burden on our support staff that have dealt with the challenges presented by the hiring of such a large and changing PT staff.

Campus Location: EFLS dept. and faculty office, main campus.

How many students will benefit? All students who take credit courses at LCC enroll in writing courses and all will benefit from a program that is consistently coordinated and maintained.

Resources needed: one course additional reassignment time per term

Funding sources: general fund

Can this project be partially funded?

Minimum: 3,226 Salary + 1,277 OPE=4,503/quarter (Donna's figures)

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

All professional-technical and college-transfer students must take writing classes, and writing in all disciplines is both foundational for academic development and significant in lifelong personal enrichment. Indeed, writing instructors recognize that student lives are transformed through their writing experiences. More reassignment time for the composition coordinator will enable the person in this position to more fully collaborate with interested parties across campus and undertake the work necessary to ensure that our writing program is consistent, well administered and best meets the needs of our student population.

Unit Plan 2004-05: English Department

Initiative 2: Instructional Specialist for Writing Center

Dept. Priority: 2

Initiative Description: A joint initiative with Tutoring Services: The Writing Center has staffing needs that would be best served by an instructional specialist. An instructional specialist would provide a consistent presence in the center year round and best meet the needs of students, staff and faculty.

Why do it? Currently, the English Department makes use of an employee who is paid hourly through the general fund to serve as the center coordinator (15 hours/week). During her 15 hours/week, this person must respond to individual student requests and concerns, network with other Writing Center coordinators statewide to remain up to date with current best practices, and recruit, train, schedule, supervise and support tutors. Her minimal schedule results in a fragmentation of service and a lack of continuity. In 02-03, the Writing Center provided approximately 2000 hours of tutoring, serving over 1000 students from multiple disciplines; clearly a timesheet worker paid as a kind of "super-tutor" is inadequate for these important responsibilities. Lanes' Writing Center needs an instructional specialist to perform these duties as well as any additional work needed for a consistently well-run center. Across campus, other departments, which serve fewer students, have contracted tutoring coordinators. For instance, math, music, science and foreign languages all have contracted coordinator positions. Across the state schools such as Chemeketa employ a FT coordinator for a center that serves roughly half (600) the number of students that our Writing Center does. Other Vanguard schools (Humber, Richland) similarly employ FT coordinators in their Writing Centers.

Product: The instructional specialist would perform essential work to facilitate the efficient running of the Writing Center: he/she would coordinate scheduling of tutors, work with faculty to train and communicate curricular needs to the tutors, keep an up-to-date catalog of courses being taught, help maintain the handout libraries, etc. This person would develop or acquire tutor-training materials with the state-wide composition outcomes in mind. He or she would attend English department meetings; would promote the Writing Center across campus; would create and revise student resources as needed; would coordinate the development and maintenance of the Writing Center homepage; would work closely with Tutoring Services and other campus coordinators to facilitate improved learning opportunities for students; and provide tutoring as needed.

Need: Lane's Writing Center should be an academically up-to-date, accessible and an adequately staffed resource for students. Over the past year, the numbers of students served and tutor hours worked have almost doubled at Tutor Central. As a result of growing need and the absence of an actual contracted Writing Center coordinator, the Tutoring Services Coordinator and the front desk staff at Tutor Central inappropriately have assumed some of the duties that rightly belong to the coordinator. Further, a recent report by SAGA (the Success and Goal Attainment Committee) underscores the need for instructional support outside the traditional classroom environment to ensure student success.

Feasibility: The College already supports other similar coordinator positions in math, science, foreign language and music. For the past two years, the English department has been collaborating with the Central Tutoring Coordinator in a discussion of the need to upgrade services by tailoring the Writing Center to meet fully the tutoring needs of all writers on Lane's campus.

Campus location: Tutor Central

How many students (per year) will benefit? Over 1000 students were served in 02-03, and the number of students seeking tutoring in the 03-04 year thus far has risen to about 1400 with over 2600 tutoring hours provided. Many more students will benefit when services improve.

Unit Plan 2004-05: English Department

How will students benefit? Students will be clear benefactors of a well-organized, accessible, and adequately staffed Writing Center. The Writing Center supports the college's emphasis on developing students' Core Abilities: communicate effectively; think critically and solve problems effectively; increase understanding of the relationship between self and community; explore academic discipline.

Resources needed: Instructional Specialists' salary

Funding sources: general fund

Can this project be partially funded?

Minimum: .80 FTE

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

All professional-technical and college-transfer students must take writing classes, and writing in all disciplines is both foundational for academic development and significant in lifelong personal enrichment. Indeed, writing instructors and tutors see every day that student lives are transformed through their writing experiences and their interaction with peer tutors. Additionally, the Writing Center fulfills many of the principles of a learning-centered college: it provides an environment where students recognize and take responsibility for their own learning, engaging them as active partners in the learning process. Students are encouraged and allowed to understand and explore their own, individual learning process and writing style. A viable and well-organized Writing Center will create improved opportunities for student learning, faculty, and tutors to do their best work developing the writing and critical thinking skills essential to student success and personal enrichment.

Unit Plan 2004-05: English Department

Initiative 3: Convert part-time sections to 4 full-time contracted positions. Dept. Priority: 3

Initiative Description: Combine part-time FTE to create 4 full-time contracted positions to address the overuse of part-time faculty and provide the human resources to fulfill the English department's instructional and non-instructional responsibilities in carrying out the college's mission, vision, and core values.

Rationale: Most importantly, it is a best practice to support student learning with faculty whose primary commitment is to Lane Community College.

Rationale: Part-time faculty are hired to support enrollment fluctuations and respond to student needs. Enrollment in English has remained stable over the past decade, to the extent that in Fall 2004, 34 part-time faculty were hired to teach classes. It is possible to hire at least four full-time faculty to teach our stable enrollments while maintaining flexibility for any potential enrollment decline.

Rationale: Workload in the English Department is high for several reasons. While the department is large compared to other departments in the division, the ratio of part-time to full-time is high--65% (approx). At the same time, the department is at the center of many college-wide learning initiatives such as assessment and a move to 4 credit classes. Both of these initiatives will take an extraordinary amount of committee work. Part-time faculty are not required to participate in these committees, and the department is unable to compensate fully for voluntary participation.

Each term, the administrative and office tasks involved in processing paperwork for part-time faculty place a heavy burden on our office staff, who must shepherd new part-time faculty through the complex process of orientation, getting keys, setting up accounts, etc. We have one administrative assistant, one full-time staff assistant and one part-time staff assistant to serve the needs of hundreds of walk-in students and 80 faculty, tutors, and a division chair.

Rationale: The department is a heavy service department for the college. Its courses fulfill many degree and certificate program requirements across the college, and support the college's general education core abilities in critical thinking, communication, and understanding self and community. English also participates in many college-wide coordination and governance activities: English faculty are coordinators of Learning Communities, Reading Together, and Service Learning, and are members of college-governance councils. While faculty from other departments have done exemplary work in these positions, given the department's history and talents, it is likely that the college will continue to benefit from the skills concentrated in the discipline area of English. These coordination activities are funded by reassignments, which further increase the ranks of part-time faculty. For the Writing and English programs to develop in the important areas of assessment, conversion to 4 credits and distance learning (just to name a few), it is crucial that the department have the necessary human resources to accomplish these goals.

Product and Intended Use: A larger cadre of faculty whose primary commitment is to Lane students and to Lane itself and who may be called upon as part of their core work at the college to support student learning through stable availability to students; long-range and everyday planning of the department's curriculum and direction; continued participation in college-wide coordination activities that draw on the specific skill set offered by English professionals; and through participation in the shared governance structure of the college;

Unit Plan 2004-05: English Department

Need: It is a commonplace of Lane conversations about workload and educational quality that the college relies on.

Campus location: Classroom space on fourth floor.

How many students (per year) will benefit? English faculty teach approximately 28,000 students per year; approximately 18,000 of them are taught by part-time faculty. While we are confident that these classes are taught by talented professionals, the larger educational goals of the college are best achieved by full time faculty. It is incalculable the larger long-range benefit to the college brought by a substantially full-time faculty.

Funding source: Instruction

Can this project be partially funded? Yes.

Minimum:

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

The college transforms lives through learning. This vision goes beyond the idea of supporting learning that occurs during classtime only. Converting part-time sections to full-time contracts supports the essential work of the college that goes on outside of the classroom. The department will continue to offer courses that meet the college mission.

The college's strategic directions include transforming the learning environment, which includes supporting faculty whose primary professional commitment is to the college.

Unit Plan 2004-05: English Department

Initiative 4: Writing Assessment Project

Dept. Priority: 4

Initiative Description: Continuation of an assessment project begun in 2001 intended to develop a meaningful ongoing assessment of the writing program, one which 1) understands the larger sense of literacy as both functional and transformative; 2) provides for systemic change across the campus; 3) not only measures learning but enriches the learning environment; 4) makes use of portfolios containing different kinds of writing samples for each student - writing samples to be drawn from both English classes and from classes in other disciplines; 5) employs systematic sampling techniques, while recognizing that assessment of portfolio samples does not (and cannot) lend itself to discrete, easy-to-tabulate measurement; and 6) is not only interdisciplinary but longitudinal.

Rationale: The assessment will evaluate the overall success of the writing program, and, in turn, encourage individual instructors to rethink practices and strategies they use in their classrooms. The self-study revealed that this is an important area to work on.

Product: Ongoing assessment of student writing and writing instruction. Compensation needed for three English faculty for three terms, 20 hours per term, per person, in order to oversee the project, facilitate collection of samples, conduct training for readers, and work in collaboration with IRAP, the Writing Center, the Composition coordinator, and faculty in departments across campus. Compensation also needed for readers to be trained and to participate in the reading assessment.

History of this project: Our unit plan for 2003-04 included this proposal. We were offered some pilot funding, but this is a problem for two reasons: first, it has already been piloted through SLI (see history below). Second, this project by its very nature needs to be undertaken seriously for results to be valid and inform our practice.

During the spring of 2001, six English faculty members met at the request of the Coordinator of Student Outcomes Assessment and Curriculum Development to design and implement a systematic assessment that would become a permanent operation of the department. The result was the "English Self-Study" - a pilot project funded for winter and spring terms 02-03 by the Strategic Learning Initiative. In the initial planning, the six-member committee (later known as the Assessment Team) recognized the need to develop a program that would not only articulate with other departments on campus (i.e., Writing Across the Curriculum) but serve as a model for assessment projects elsewhere. With that vision in mind - i.e., one which was both comprehensive and meaningful in the larger sense of "literacy" - the team researched other college assessment programs and designed an assessment plan which included random sampling, gathering of student data, the collection of student writing portfolios (papers taken from both English classes and classes in other disciplines), the development of rubrics for evaluation of the writing samples, and the construction of a model for faculty training to carry out the evaluations. Three members of the committee collected and evaluated WR 121 and WR 122 papers in a training run the summer of 2002. Beginning fall 2002, however, no further funding was available to continue the project.

Need: Each year, the Writing Program at Lane serves 4500 students in its writing classes. Overseeing the effectiveness of our program is essential. Writing and thinking critically are core abilities for Lane students. Ongoing assessment of the writing program is essential for student success and continued program improvement.

Campus location: English department

Unit Plan 2004-05: English Department

How many students (per year) will benefit? Approximately 4500 students (headcount) in our own department. Over time, many more will benefit across campus from this writing-across-the-curriculum approach. All professional-technical and college-transfer students take writing classes; all will benefit from a meaningful ongoing assessment of the writing program.

Funding source: general fund

Can this project be partially funded? No

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

The Writing Assessment Project fits strongly within the college's stated goals of developing a culture of assessment of learning. In addition, demonstrable learning is one of the college's centered principles. Writing classes support the college's emphasis on developing students' Core Abilities: communicate effectively; think critically and solve problems effectively; increase understanding of the relationship between self and community; explore academic disciplines. All professional-technical and college-transfer students must take writing classes in order to develop essential skills for academic success and lifelong personal development and enrichment.

To transform the learning environment is a strategic direction for the college, and assessment is a key strategic goal for 2004-08 (as well as a response to the self-study). Because our courses are taught by some 50 English instructors, we need to engage in productive and meaningful assessment that assesses the overall effectiveness of the multitude of teaching and learning styles available.

Unit Plan 2004-05: English Department

Initiative 5: Add four sections of online writing courses to the current schedule. Dept. Priority: 5 Include 115, 121, 122, 123, and 227

Several members of the English Department have discovered firsthand the benefits of online instruction in writing. This initiative increases the number of online courses in the curriculum and covers the full sequence of writing instruction at LCC.

Included in our plan would be principles for the frequent rotation of online courses, so that all interested instructors have the opportunity to teach online.

Rationale:

An online learning environment benefits Lane's nontraditional students--many of whom live far from campus or have work/family schedules that make opportunities for distance learning both ideal and necessary.

An online environment supports the revision and peer review process. Online writing environments facilitate easy student access to students' papers.

ALL of the teaching and learning in an online writing class occurs through writing and reading. Thus, students engage in the craft of writing, reading, responding, and revising just by virtue of participating.

Many students who are "quiet" or socially uneasy testify that they feel more comfortable sharing their writing with their classmates and responding to others' writing in an online course than in a traditional classroom setting.

Instructors in online courses are encouraged to write as often as their students. Response to students' postings and discussion is necessarily written, since all learning happens via the course website, through the discussion board and through emails.

Online instruction helps decenter the classroom, redistributing authority electronically to all participants. Instructors learn quickly that lively, thought-provoking written discussions in online courses often spin out of their own accord, fuelled by students' energy, developing computer literacy, and facility with the written word.

Online texts and other online print resources can easily be brought into an online writing course, which can minimize the number of textbooks students have to buy and save them money.

Feasibility: Several English faculty are already competent in online instructional environments.

Photocopying costs are virtually nonexistent for online courses, which translates to fewer crowds in the EFLS copy room and an improved department copy budget!

Campus location: Instructional Technology Center and faculty offices, with one meeting at an on-campus location for orientation.

How many students will benefit: Each section serves 24 students.

How will students benefit: The AAOT online at Lane, while possible, is insufficient in its course offerings; each term the current online composition offerings fill.

Unit Plan 2004-05: English Department

Resources needed: Extra Section money.

ORG: 651111

PROG: 111000

Articulation of this initiative with Lane's vision:

Online writing sections transform students lives through learning by allowing them access to a community of writers and a caring instructor who helps them to communicate effectively, think critically, and understand self and others in a flexible timeframe and an environment of students' choosing.

Articulation of this initiative with Lane's mission:

Writing classes fulfill Lane's mission to provide degree requirements for writing. All degrees require at least Writing 115.

This online sequence most clearly promotes the Core Values:

- of learning in its learning-centered focus that decenters the classroom and promotes student responsibility for their learning
- of innovation in that this increase in section money is in direct response to environmental, technological and demographic changes in Lane's service area; it is also a response to internal and external challenges;
- and accessibility in that online courses help Lane strategically grow learning opportunities and minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning.

Unit Plan 2004-05: English Department

Initiative 6: Develop the Introductory Fiction, Drama and Poetry Literature sequences as online classes

Dept. Priority: 6

Why do it? The English Literature 104, 105, 106 sequence develops students' core abilities of critical thinking, communication, understanding self and community. It is often the only literature class that some students will take, which helps them in the core ability of exploring the disciplines.

The use of technology to assist in the teaching and learning process has been an important aspect of Lane's learning planning. The department has already learned that online writing classes are not only popular among students, but pedagogically sound. Online instruction inherently increases the amount of reading and writing that occurs in the classroom among all students. Students who may not feel free to extemporaneously comment in a live classroom on a literary text can, in the more controlled environment of their homes at their computers, fully participate in the discussions that lead to enhanced understanding of literature.

Product: A foundation of literature classes accessible to all of Lane's students, including those unable to attend Lane in person because of scheduling or geographical barriers.

Need: This sequence is often the most popular sequence taught by the department. An additional section of English 104 was added with additional section money at the beginning of Fall 04. Online classes within the writing discipline always fill. This is a natural development for the English department, both in terms of enrollment and student demand, pedagogy, and outreach into the community.

Feasibility: Several English faculty are already competent in online instructional environments, and can extend their foundational knowledge into the terrain of literature classes.

Campus location: Instructional Technology Center and faculty offices, with one meeting at an on-campus location for orientation.

How many students will benefit: Each year, 105 students take this sequence.

How will students benefit: The AAOT online at Lane, while possible, is insufficient in its course offerings and choice. No English Literature courses online are available for students to fulfill their degree requirement in this area. Any or all of this sequence will do so.

Resources needed: For each course, 100 hours of Curriculum Development time would be necessary for reading in the field to see which texts communicate best in an online environment; development of online assignments; working with the WebCT or other format; communicating with other community college instructors who have taught literature online; training with Instructional Technology and Distance Learning for issues specific to online instruction of literature.

ORG: 651111

PROG: 111000

Articulation of this initiative with Lane's vision:

Unit Plan 2004-05: English Department

Literature is one of the core areas of the humanities, whose study can transform students' lives by allowing them to read and understand complex works of art; by allowing students to enter an online environment where they can discuss these works of art; by seeing how literary art allows for the contemplation of multiple and contradictory world views, and thus allowing them to exceed the boundaries of their own lived experience to develop wisdom and understanding.

Articulation of this initiative with Lane's mission:

As an Arts and Letters requirement, courses in the English 104, 105, 106 sequence fulfills the college mission by providing a core online component of the AAOT, and also offering a choice for professional technical and lower division college transfer programs. In addition, literature continues to promote lifelong personal development and enrichment, and the study provides a cultural service to all students.

This online sequence most clearly promotes the Core Values:

- of learning in its learning-centered focus that decenters the classroom and promotes student responsibility for their learning
- of innovation in that this will be the first online literature sequence in the English department's history; it is in direct response to environmental, technological and demographic changes in Lane's service area; it is also a response to internal and external challenges;
- and accessibility in that online courses help Lane strategically grow learning opportunities and minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning.

Unit Plan 2004-05: English Department

Initiative 7: 3-4 Credit Conversion Investigation & Establishment of an Advisory Committee **Dept. Priority: 7**

Initiative Description: an initiative to study the implications of a conversion of our classes from 3-4 credits

Why do it? Currently, the English Department has not converted any of its courses to 4 credits. Other departments at the college and schools around the state have already done so.

Product: English faculty need to explore the issue of the 3-4 credit conversion. Currently, we have one faculty member, Frances Gray, who has joined the 3-4-credit conversion committee. This committee has been charged with an analysis of the conversion and is exploring the impact of such a conversion on course offerings, scheduling, degree requirements for the AAOT and AS, and on curricula. Under this initiative the English department will establish an advisory committee—who will meet with our liaison to the conversion committee—to explore this issue in the upcoming year. These faculty would assemble a recommendation report for the rest of the department to examine before making any final decisions about a conversion.

Need: Other schools around the state as well as departments within LCC have already converted courses to 4, and sometimes 5 credits. In some cases, the conversion has yielded complications in terms of staffing, degree requirements and course offerings. It behooves the English dept. and the college to undertake a meaningful exploration of all issues related to such a conversion, so that any decision we undertake will be well thought out and well planned. The award of CD money would mark the administration's recognition that the exploration of a 3-4 credit conversion puts an enormous burden on the department and augments our workload beyond acceptable capacity. CD money would provide faculty with an incentive to explore and understand the implications of a credit conversion on curricula (what modifications need be made to courses? How would new, 4-credit courses align with our general education core requirements and articulate with 4-year schools around the state? How does the new Oregon Transfer Module effect the conversion?).

Feasibility: There are disparate sentiments about the credit conversion within our department; however, English faculty should be able to make an informed and nuanced decision about this matter after in-depth discussion and analysis. Recognizing the work and effort involved in a thorough investigation of a credit conversion, the college granted the speech department a course reassignment for Hyla Rosenberg to explore and plan for the implementation of a credit conversion. English, which employs 5 times the faculty of Speech and generates over double the credit hours merits some CD money in order to investigate fully the implications of a credit conversion.

Campus location: English department and faculty offices.

How many students (per year) will benefit? All students registered for credit classes enroll in writing courses; a significant portion of the student population enrolls in literature or film offerings in order to fulfill the Arts & Letters core requirement. English teaches approximately 1200 credit hours a year.

How will students benefit? Students will be clear benefactors of a well-organized credit conversion plan in which the dept. attends thoughtfully to curricula and alignment with general education core requirements.

Resources needed: 20 hours for two faculty over one quarter (40 hours total): \$1000

Unit Plan 2004-05: English Department

Funding sources: Curriculum Development

Can this project be partially funded? No

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? All professional-technical and college-transfer students must take writing classes; many enroll in literature and film courses, as well. Such courses are foundational for academic development, develop critical thinking, reading and writing skills, and significant in lifelong personal enrichment. Any conversion from 3 to 4 credits should ensure that courses maintain their rigor and depth, and that the additional credit is a fundamental component of the curriculum. An advisory committee of English faculty will allow the department to make a well-informed decision.

Unit Plan 2004-05: English Department

English Unit Plan 2004-2005

Chapter 5: Expected Outcomes for 2004-2005

Responses to projection questions:

1. We expect our program level outcomes to remain stable for 2004-2005.
2. We do not plan any changes in our approach to Core Ability instruction.
3. Any changes in our curriculum would be as a result of a funded initiative.
3. We have no plans for enhancing our current technologies.
4. N/A
6. We will continue to set staff goals through a combination of Unit Planning and individual consultation with our division chair.
7. We do not anticipate any change in our enrollment data.
8. N/A
9. Any enhancements would be as a result of a funded initiative.
10. We do not anticipate any change in our General Fund budget.

N/A
Advisory Committee Chair

Date

Susan Carlin (signature on file in EFLS Office)
Division Chair

Dec 15, 2004
Date