

## **English Unit (English, Foreign Language, and Speech Division)**

### **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.

#### **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.

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.

#### **Personnel Description:**

Contracted English instructors teach 4 courses (3 credits per course). They spend 3 contact hours per week per course in teaching (12 hours per week) and hold a minimum of 4 office hours per week, and may often include one-on-one student conferences. English instructors teach Composition courses as a part of their workload, and these courses include a great deal of time spent evaluating, editing and responding to written

assignments.

Currently, the Department has a Composition Coordinator whose responsibilities include overseeing the transition from ALS classes to English Department writing courses; leading composition meetings, and being a resource person for composition faculty.

In addition to participating in regular department and division-wide committees, English Department members serve on many college-wide committees, including Diversity Team, Self-Study, Technology-related Committees, Safety Committee, Strategic Planning, Degree Requirements, Curriculum Approval, American Indian Languages Program, Strategic Learning Initiative, *Community College Moment* Editorial Board, Reading Together, Spring Conference, among others.

## **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.

**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

**Sparks, Lance** (interim); D.A. Univ. of Oregon; B.A. Univ. of Nevada, Reno

**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

**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.

**Part-time**

**Bannister, Aaron**; B.A. Evergreen State College, M.F.A. Washington Univ. in St. Louis

**Cadbury, Alison**; M.A. San Francisco State Univ.; M.A.T. Reed Col.; B.A. Boston Univ.

**Cantor, Ellen B.**; M.F.A. Univ. of Oregon; B.A. Goddard Col.

**Capehart, Albert N.**; M.A. Utah State Univ.; B.A. Marshall Univ.

**Casimir, Ulrick**; M.F.A. Univ. of North Carolina, Greensboro; B.A. North Carolina State Univ.

**Caston, Merry**; M.F.A. Univ. of Oregon; B.A. Univ. of Iowa

**Counsil, Wendy**; M.F.A. Bowling Green Ohio State Univ.; B.A. Southern Illinois Univ.

**Gabrieli, Daphne**; M.A. Univ. of Oregon; B.A. New Col.

**Ghiselin, Kate**; Ph.D. Univ. of Oregon; B.A. Bethany Col.

**Ginsberg, Marsha**; Ph.D., SUNY, Buffalo; B.A. Cornell Univ.

**Glassow, Susan**; M.A., Univ. of Oregon; B.A. Univ. of Oregon

**Handy, Michele**; M.A. Appalachian State Univ.; B.A. Florida State Univ.

**Jensen, Sandra M.;** M.A. California State, Fullerton; E.S.L. Cert. University of California, Riverside; B.A. Univ. of Washington

**Kemmy, Ann;** Ph.D. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Reed Col.

**Kilgore, Linda;** Ph.D. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Univ. of Oregon

**Locke, Karen;** M.F.A., Univ. of Oregon; B.A. Univ. of Oregon

**Love, Jennifer;** Ph.D. Univ. of Nevada, Reno; M.A. Oregon State Univ.; B.A. Oberlin College

**Ma, Perry;** Ph.D., Univ. of Oregon; M.A. Univ. of Oregon; B.A. Shanxi Univ., Taiyuan, China

**McQuiddy, Steve;** M.F.A. Univ. of Oregon; B.A. Univ. of Oregon

**Pavlish, Catherine;** Ph.D. Univ. of North Dakota; M.A. California State Univ., Long Beach; B.A. California State Univ., Long Beach

**Rifkin, Ellen;** Ph.D. Univ. of California, Santa Cruz; M.S.W. Portland State Univ.; B.A. Cornell Univ.

**Shull, Kathleen R.;** Ph.D. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Univ. of Oregon

**Skupsky, Michael;** M.A. Univ. of Oregon; M.S. Univ. of Oregon; M.A. Mesa Col.; M.S. Mesa Col.

**Sullivan, Barbara;** M.F.A. Univ. of Oregon; B.A. Antioch College, OH

**Thompson, Eileen;** Ph.D. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Univ. of Puget Sound

**Untz, Lynn;** M.S.A. Univ. of Oregon; B.A. New School for Social Research

**Walker, Roseanna;** M.A. Utah State Univ.; B.A. Utah State Univ.

**Watt, Carol D.;** Ph.D. Univ. of Oregon; M.A. California State Univ., Long Beach; B.A. Univ. of California, Los Angeles

**Williams, John;** M.A. Univ. of Oregon; M.A. New York Univ.; B.A. Univ. of the Pacific

## English Department Practices and Policies:

### Distribution/assignment of imaginative writing sections

Because of student needs and requests as well as department philosophy, imaginative writing sections are assigned as follows:

1. No one full-time, contracted instructor shall teach more than one class each year unless other qualified instructors are not available to fill all sections.
2. The remaining sections are assigned to interested, qualified part-time instructors by rotation. In order to be certified, interested part-time instructors submit resumes and letters of interest which are kept on file in the division office.
3. Part-time instructors teach imaginative writing in the summer term.

Related information:

1. The history of this policy is that students in 1991 presented to the department a petition stating they wanted more sections offered and a variety of instructors for imaginative writing. Rationale: many students take both fiction and poetry writing, and they sometimes take more than one section of fiction or poetry in the same year. With a variety of instructors, students will receive instruction in various approaches to the two genres.
2. The department philosophy is to honor the students' wishes and to respect the qualified, talented, and published part-time instructors in the department.

### Proposed Policy Document for Distribution of Literature and Composition Courses: Full-Time Contracted Faculty and Part-Time Adjunct Faculty<sup>1</sup>

#### I. Department Articulation with Learning Communities Policies

Proposed:

A. That Learning Communities policies shall continue to govern when full-time and part-time faculty submit proposals to teach composition as part of Learning Communities classes.

That is, faculty are eligible to apply, and if they are approved for a class they themselves developed, they should be allowed to continue teaching that class for three years, depending upon seniority, availability, and contract status.

B. That Learning Communities policy and timelines shall continue to govern when Full-Time Contracted faculty submit proposals to teach literature courses.

Such literature courses will be proposed to the English Department in a formal manner; the Department will decide upon its fit within the current literature curriculum. Part-Time faculty may develop and submit course proposals for literature courses in Learning Communities, but given that literature courses are distributed to part-time faculty on an overload basis, it is unlikely that they will teach those literature classes. Since literature courses are taught by full-time faculty, there is no guarantee that part-time faculty can teach literature courses that they develop.

RATIONALE: Learning Communities are both an intellectual stimulus and an economic stimulus to faculty that the Department recognizes and respects. In the case of composition courses, part-time faculty should be encouraged to submit proposals. Since, in the current situation, composition courses regularly come up to be taught by part-time faculty, the Department can extend this invitation to part-time faculty.

II. Rarely, it may come up that full-time faculty cannot practicably teach a literature course, and in that circumstance, the Chair will make the decision to ask a part-time faculty member to teach it, depending upon seniority and qualifications.

RATIONALE: Many part-time faculty are qualified to teach writing and literature courses offered by the college. If no contracted teacher is available for a course which students wish to take, and the class does not get taught, the students would suffer. This would not be in accordance with the LCC mission statement. The approval/screening by the Department chair ensures that only the qualified will be approved.

III. That the Department be forward-looking in its policies regarding distribution of literature courses. This entails developing a clear Department vision which includes the College's stated commitment to hiring a substantially full-time faculty. Literature courses are part of the full-time faculty job description, and maintaining the integrity of that job description may prove crucial in the long-term goal of hiring and maintaining a substantially full-time and diverse faculty.

RATIONALE: While the Department recognizes that literature courses are an important morale-booster for full-time and part-time faculty, we also understand that practices such as distributing both composition and literature courses to part-time faculty when there is no overload need to do so could jeopardize the long-term vision of the Department. That is, such a policy would further elaborate and appear to extend the College's overuse and exploitation of part-time faculty by producing a two-tier faculty. The Department recognizes that "not all is right and fair" with the part-time situation on the campus but declines to use literature courses to appear to ameliorate that situation.

IV. That in the case of adjunct faculty desiring to teach literature courses in the various LCC off campus centers (e.g., McKenzie, Florence, Oakridge), the decision be made by the Division Chair, who will be influenced by the criteria above.

V. That we will continue to discuss and address the following:

clarification on film courses.  
need to clarify "family of courses" language in the contract for department members  
need language that addresses the developing issue around the move within the Dept. from a group of "generalists"—which is related to the "three year rule"—to one which is developing a core group of "specialists." Although there is already an established practice for the Film Program within the Department, we need language around diversifying our lit and comp curricula, ensuring a sophisticated and nuanced understanding and pedagogy with respect to courses that engage minority literatures.

**1NOTE:**The Department has not reached consensus on this document and will *consider changing language each year to respond to current College hiring practices/budget.*

## Chapter 2: Program Outcomes (Curriculum)

The English program is committed to the principles of a learning-centered curriculum. In the spirit of academic freedom, we honor diverse approaches to teaching literature, composition and film, and embrace exploration, experimentation and risk-taking within the classroom. These practices reflect our commitment to an academic community based on collaboration, cooperation and collegiality.

## **Chapter 3: Data**

The English composition program requests that Institutional Research and Planning begin tracking two kinds of data that will help faculty and administrators address student success and retention issues:

1. We request accurate data that reveals how many students each term are unable to register for required English composition classes because classes are full.
2. We request accurate data on attrition in WR 123 classes.

### **Facilities/Equipment:**

Needs in five years:

- computer classroom specifically designed to accommodate English composition classes
- additional faculty offices

Needs in ten years:

- exhibition theater for film studies classes
- faculty offices



## **Chapter 4: Analysis**

The English department welcomes the opportunity for an annual assessment of its programs and goals. Discussion this year identified the following issues the department plans to address in the near future:

- Write an English department history for inclusion in next year's unit plan
- Review and discuss proposed policy statement on literature assignments
- Align course numbers with OU system numbers