



Department of English

Texas Tech University

Strategic Plan 2010-2011

MISSION

The Department of English develops the reading and writing skills of students, increases their understanding of contemporary discourse and literary heritage, and strengthens their creative and analytical abilities. Using a variety of theories and methodologies, faculty members contribute to research and creative activity in the humanities to advance knowledge and serve the public good.

VISION

Through its commitment to excellence, the Department of English will become a national leader in scholarly research, classroom pedagogy, and service to the profession and the community. We will prepare students to think critically and creatively about literature, language, culture, and technology. We will embrace the interpretation and production of texts as well as the opportunities and challenges brought to the humanities by innovative study and teaching at the intersections of literature, linguistics, creative writing, composition and rhetoric, and technical communication.

CORE VALUES

In the Department of English, we value:

- creative, critical, and analytic thought.
- sophisticated, nuanced, rhetorically-effective, and ethical oral and written expression.
- appreciation for and understanding of literary history and recent revisions thereof.
- open exchanges of ideas, with an understanding of how class, race, gender, and other factors may affect that exchange.
- respect for students, staff, and faculty, and community
- diversity in our student population, faculty, staff, and teaching materials.
- excellence in research, teaching, and service.
- ongoing intersections among areas of literature, linguistics, creative writing, composition and rhetoric, and technical communication
- academic freedom

Priority 1: Increase Enrollment and Promote Student Success

| Goal | Targets | | | Strategies |
|--|-----------------------|-----------------------|------------------------|---|
| | 2012 | 2015 | 2017 | |
| Increase number of majors and minors | 3% increase over 2010 | 5% increase over 2010 | 10% increase over 2010 | <ul style="list-style-type: none"> • Increase online presence to make information more readily available and accessible • Increase recruitment efforts at University Day and in 1000/2000-level courses • Increase number of tenure-line faculty teaching 1000/2000-level courses • Increase variety and appeal of 2000-level course offerings • Publicize interdisciplinary connections of English and TC studies (i.e., medicine, law, business) • Make diversity a priority in strategic hiring of faculty • Increase visibility and support of <i>Harbinger</i> • Offer STC-sponsored résumé and other writing-related workshops for BATC majors and non-majors |
| Maintain high retention of majors and minors | retain 90% or better | retain 90% or better | retain 90% or better | <ul style="list-style-type: none"> • Develop mentoring/advising program that addresses career aspirations • Establish mentoring program of 10 majors for every faculty member • Increase number of tenure-line faculty teaching 1000/2000-level courses • Publicize interdisciplinary connections of English and TC studies (i.e., medicine, law, business) |

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| | | | | <ul style="list-style-type: none"> • Increase visibility and support of <i>Harbinger</i> • Offer STC-sponsored résumé and other writing-related workshops for BATC majors and non-majors |
| Increase quality of majors | 80% of students entering 4000-level courses are equipped for advanced study | 85% of students entering 4000-level courses are equipped for advanced study | 90% of students entering 4000-level courses are equipped for advanced study | <ul style="list-style-type: none"> • Increase number of tenure-line faculty teaching 1000/2000-level courses • Increase extracurricular instructional and professionalizing opportunities for majors • Increase the number and variety of course offerings for students from the Honors College |
| Increase recruitment of exceptional graduate students | raise the number of applications by 3% over 2010; lower the rate of admissions by 3% and raise the rate of acceptance to 80% | raise the number of applications by 5% over 2010; lower the rate of admissions by 5% and raise the rate of acceptance to 85% | raise the number of applications by 7% over 2010; lower the rate of admissions by 7% and raise the rate of acceptance to 90% | <ul style="list-style-type: none"> • Offer more non-teaching stipend-bearing appointments (i.e., GA and RA positions) • Maintain and continuously improve Recruiting Weekend |
| Maintain high retention of graduate students | retain 90% or better | retain 90% or better | retain 90% or better | <ul style="list-style-type: none"> • Offer more non-teaching stipend-bearing appointments (i.e., GA and RA positions) |

Priority 2: Strengthen Academic Quality and Reputation

| Goal | Targets | | | Strategies |
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| | 2012 | 2015 | 2017 | |
| Advance quality and reputation of graduate program | <ul style="list-style-type: none"> offer 4 colloquia per year 1 new endowed scholarship 5% increase in stipend over 2010 one paid trip to a national conference for faculty and ABDs one foreign exchange per year one invited visit per faculty member each year | <ul style="list-style-type: none"> offer 4 colloquia per year 2 new endowed scholarships 10% increase in stipend over 2010 one paid trip to a national conference for faculty and ABDs one foreign exchange per year one invited visit per faculty member each year | <ul style="list-style-type: none"> offer 4 colloquia per year 3 new endowed scholarships 15% increase in stipend over 2010 one paid trip to a national conference for faculty and ABDs one foreign exchange per year one invited visit per faculty member each year | <ul style="list-style-type: none"> Increase number and size of fellowships, scholarships, and stipends Develop foreign exchanges Increase travel funding Offer colloquia that cover both research presentations by faculty and graduate students and training in applying for external research funding Develop faculty/student/information exchanges with comparable institutions |
| Advance quality and reputation of undergraduate program | <ul style="list-style-type: none"> one extracurricular event for majors and minors per year one invited visit per faculty member each year | <ul style="list-style-type: none"> two extracurricular events for majors and minors per year one invited visit per faculty member each year | <ul style="list-style-type: none"> two extracurricular events for majors and minors per year one invited visit per faculty member each year | <ul style="list-style-type: none"> Develop professional development curriculum for majors Develop faculty/student/information exchanges with comparable institutions |

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| <p>Support and retain productive scholars</p> | <ul style="list-style-type: none"> • 10% increase in faculty salaries over 2010 • 15 credit hour teaching load per year • one paid trip to a national conference • one colloquium each year on grant writing • 100% of winning proposals archived | <ul style="list-style-type: none"> • 15% increase in faculty salaries over 2010 • 12 credit hour teaching load per year • one paid trip to a national conference • one colloquium each year on grant writing • 100% of winning proposals archived | <ul style="list-style-type: none"> • 20% increase in faculty salaries over 2010 • 12 credit hour teaching load per year • one paid trip to a national conference • one colloquium each year on grant writing • 100% of winning proposals archived | <ul style="list-style-type: none"> • Bring salaries in line with national standards • Reduce required annual teaching load from 18 to 12 credit hours for graduate faculty • Increase travel funding • Offer colloquia that cover both research presentations by faculty and graduate students and training in applying for external research funding • Establish archive of successful grant applications • Offer training in grant writing that helps writers to understand and address evaluation criteria |
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Priority 3: Expand and Enhance Research and Creative Scholarship

| Goal | Targets | | | Strategies |
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| | 2012 | 2015 | 2017 | |
| Develop policies and resources to support both publication and funded research | <ul style="list-style-type: none"> • 15 credit hour teaching per year • one paid trip to national conference for faculty and ABDs • one colloquium each year on grant writing • support library liaison and humanities librarian • offer one course teaching reduction after completion of major funded project • one grant application per year for each faculty member • develop flex-time from 2-2 teaching • 90% of faculty have no more than two new course preparations per year | <ul style="list-style-type: none"> • 12 credit hour teaching per year • one paid trip to national conference for faculty and ABDs • one colloquium each year on grant writing • support library liaison and humanities librarian • offer one course teaching reduction after completion of major funded project • one grant application per year for each faculty member • maintain flex-time from 2-2 teaching • 95% of faculty have no more than two new course preparations per year | <ul style="list-style-type: none"> • 12 credit hour teaching per year • one paid trip to national conference for faculty and ABDs • one colloquium each year on grant writing • support library liaison and humanities librarian • offer one course teaching reduction after completion of major funded project • one grant application per year for each faculty member • maintain flex-time from 2-2 teaching • 95% of faculty have no more than two new course preparations per year | <ul style="list-style-type: none"> • Reduce required annual teaching load from 18 to 12 credit hours for graduate faculty • Increase travel funding • Increase library acquisitions • Increase/improve training for grant writing in the humanities • Increase incentives to apply for grants and fellowships • Establish specific requirements to apply for grants and fellowships (e.g., one per year) • Develop colloquia of pre-conference presentations • Establish pre-tenure leave program • Identify opportunities for interdisciplinary teaching and research • Limit new course preparation to one per semester |

Priority 4: Further Outreach and Engagement

| Goal | Targets | | | Strategies |
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| | 2012 | 2015 | 2017 | |
| Increase outreach and engagement | <ul style="list-style-type: none"> • identify all interdisciplinary efforts • identify grant writing efforts • one First Friday event per semester • one Volunteer Center contact per semester • one TTUHSC partnership per year | <ul style="list-style-type: none"> • increase efforts by 10% over 2012 • maintain grant writing efforts • one First Friday event per semester • one Volunteer Center contact per semester • one TTUHSC partnership per year | <ul style="list-style-type: none"> • increase efforts by 15% over 2010 • maintain grant writing efforts • one First Friday event per semester • one Volunteer Center contact per semester • one TTUHSC partnership per year | <ul style="list-style-type: none"> • Increase interdisciplinary efforts • Increase grant writing for local nonprofit organizations • Establish series of 1st Friday CW readings at LHUCA • Inviting representatives from the Volunteer Center of Lubbock to speak to students and faculty • Create partnerships with TTUHSC to assist with grant getting and internships |
| Sustain historic outreach and engagement efforts | 100% | 100% | 100% | Continue support of all existing efforts |

Priority 5: Increase and Maximize Resources

| Goal | Targets | | | Strategies |
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| | 2012 | 2015 | 2017 | |
| Increase internal and external support for faculty research | <ul style="list-style-type: none"> • one new fund • offer one course teaching reduction after completion of major funded research project • one grant application per year for each faculty member • one colloquium each year on grant writing | <ul style="list-style-type: none"> • two new funds • offer one course teaching reduction after completion of major funded research project • one grant application per year for each faculty member • one colloquium each year on grant writing | <ul style="list-style-type: none"> • three new funds • offer one course teaching reduction after completion of major funded research project • one grant application per year for each faculty member • one colloquium each year on grant writing | <ul style="list-style-type: none"> • Develop fund to support faculty research • Increase number and size of external research awards • Offer humanities-oriented training for grant writing. |
| Distribute financial decision-making to faculty | maintain efforts | maintain efforts | maintain efforts | <ul style="list-style-type: none"> • Clarify financial resources and liabilities of the department and the budget implications of teaching, research, and service obligations and initiatives |
| Manage costs of teaching | review policies, practices, and configurations | revise policies, practices, and configurations | review policies, practices, and configurations | <ul style="list-style-type: none"> • Maximize classroom utilization • Minimize costs of paper, copying, mailing, etc. • Review and revise classroom configurations |