The Project: Introduction and Purpose

A core mission of the Boston University College and Graduate School of Arts & Sciences is to provide the highest quality undergraduate and graduate education to our students. The curricula we design – the majors and minors, general education program, and the like – constitute the frameworks of study we design as departments and programs, a college, and a university, to structure that experience. They also constitute implied promises that we will offer the courses necessary to fulfill those academic programs in a timely way, led by faculty whose knowledge and pedagogical skills help them fulfill those promises. Boston University is a premier research and teaching university, and in all of our communications with potential students and their families, we promote the idea that our students work with a superb faculty of nationally and internationally recognized professors engaged in work at the forefront of their fields. Of course, we pursue this mission in a manner that uses our financial resources as efficiently as possible, and that represents as fair a sharing of the obligations our curriculum poses as possible among our faculty. The CAS Annual Academic Planning Self-study, launched in 2007, is designed to ensure we manage these complicated tasks well at the department, program, and College level by developing proposals for course offerings and staffing in anticipation of the next three academic years that reflect our promises and obligations as far as possible.

The Academic Planning Self-study is principally an exercise of updating the previous year’s text and amending it to reflect any changes in curriculum, curricular obligations, resources, faculty, or other things that affect planning outcomes, and extending it to cover the new third year out. At the same time, this is not simply an administrative exercise. It should reflect the best, updated judgments of your faculty about how to fulfill the educational mission of your department or program in light of changing views of the department about that mission and how to fulfill it in light of changing norms in your field, changes in your faculty composition and their interests and expertise, and in the context of departmental and College strategic plans and last year’s follow-up discussions of the Strategic Plan for the decade 2010-2020. This annual update of the unit-by-unit self-study is designed to guide every department and program, and Arts & Sciences as a whole, to bring into high relief the curricular needs and budgetary and work distribution considerations that should guide preparation of your proposed 2012/2013 Class Schedule and FY13 Budget Requests.

All CAS units with academic programs are responsible for completing the annual Academic Planning Self-study. Even if someone other than the Chair/ Director completes the forms, the Chair/Director of the unit is responsible for ensuring the report is accurate and complete and must sign off. The Self-Study should be submitted electronically with the Class Schedule and Budget Requests by Friday, October 7, to Michael Mercurio, Assistant to the Dean (mwm2@bu.edu). Please do not submit materials, or copy them directly, to the Dean or any of the associate deans.

Overview of the Self-Study

Because annual proposals should be driven by curricular needs, we are providing the following template to help you assess your unit’s curricular needs in the context of the degrees and minors you offer, the obligations to College and University curricular needs that all departments and programs share (for example, general education,
the Writing Program, the Core Curriculum) and the needs of other programs your curriculum serves. The self-study invites thinking about your department’s educational mission as a complex of responsibilities, aspirations, and priorities for students’ undergraduate (general, specialized, professional, interdisciplinary, elective, co-curricular) and graduate (master’s and doctoral level) learning. The self-study asks you to specify how, over time, your department plans to fill the specific course needs that are driven by these obligations. This information will help us understand what changes would help us provide academic programs of the quality to which we aspire, what resources are needed, and where they should be placed. This exercise will require careful consultation and discussion at the departmental level.

The self-study has four basic questions at its core:

1. What are the degree programs and requirements for which your department takes sole or shared major responsibility?
2. In what ways should your department contribute to curricular needs created by College and University programs (e.g. the Core, the Writing Program, University Honors College, general education) or those generated by the curricula of other schools, departments, and programs?
3. What courses, as a function of those requirements and needs, must be taught, and with what frequency, to ensure that the full range of students you serve can both adequately explore options and make timely progress to their degrees but also to ensure we are not devoting resources unnecessarily to running courses with little demand?
4. How, going forward, will your department develop a sustainable plan for covering those essential courses that equitably and effectively deploys your full complement of faculty?

You will notice that this self-study is designed to capture the same basic information for all CAS/GRS departments and programs, while acknowledging that each department brings a distinctive mix of instructional responsibilities and resources to our common task of balancing diverse curricular needs. This form is constructed as a common template. Adapt it to the purpose of providing the information you and we need to fulfill the purposes of the exercise at both the department/program and College levels.

The annual update of this study will, in most cases, necessitate department-wide discussion of curriculum and the distribution of teaching duties. All members of your faculty should be encouraged to participate. At the same time, unless your department or program has undergone dramatic curricular change in the past year or has experienced substantial turnover in faculty, updating the basic study should not be arduous. The main task is to update the text where necessary; update the three-year plan in Step III; and in Step IV list the major changes to the text made this year.

Specific instructions follow. Please feel free to ask questions as you go through this exercise.
STEP I. THE CURRICULAR CONTEXT
Throughout this self-study, please add any explanatory notes that help us to understand the situation.

A. Degrees and Minors offered by your program, individually or jointly

1. List all undergraduate and graduate degrees offered by your program (i.e. BA majors, Master’s degrees, doctoral degrees) and all joint degrees for which your program is responsible.

   BA in English
   MA in English
   MFA in Creative Writing
   PhD in English
   Proposed: MA/JD Dual Degree Program with LAW (see C.1 below)

2. List all undergraduate minors offered by your program.

   Minor in English

B. Undergraduate majors offered by other departments and programs that depend on coursework in your program

1. Undergraduate Majors in CAS: Using the listing of BA programs at http://www.bu.edu/academics/cas/programs/ to ensure completeness, list all CAS majors other than those administered individually or jointly in your department whose requirements (as spelled out in departmental sections of the bulletin) mean that students in those programs need to take coursework in your department.

   American Studies – no specific courses are required, but a significant enough population from this concentration takes advanced EN courses in American Literature to require frequent offerings and in some cases larger class size e.g. EN533 (American Literature I), EN534 (American Literature II), and EN547 (Contemporary American Fiction). In general, any English course in any aspect of American Literature is a possible elective.

   Art History - two courses of Professor Bruce Redford (whom we share with AH) are cross-listed with EN, but not specifically required.

   Comparative Literature – no EN courses are required, but the concentration requires “Three interrelated courses in another literature,” one of which can be English: “Three courses in English-language literature numbered EN363 or above.” (We have made repeated attempts to have this wording begin at EN355 Modern Drama – perhaps the most comparative of all undergraduate EN courses – to no avail.) MLCL lists a large number of its own courses as “in English translation,” hence there are many overlaps between EN and MLCL. In 2010-11, EN 584 was cross-listed, as was Prof. Winn’s 4xx/6xx Music and Poetry in 2009-10.

   Film Studies – the proposed new Major in Film Studies will require EN 175, plus electives in EN film-based courses that vary each year in subject matter.

   History – no EN courses required, but Professors. John Matthews (EN) and Nina Silber (HI) have team-taught a course, EN 327/HI 311: The South in History and Literature, at both the graduate and undergraduate levels. The course is always cross-listed.
Linguistics – no specific EN requirement, but students in the program frequently take EN513 (Modern English Grammar), 515/516 (History of the English language), and/or EN518 (Linguistic problems in TOEFL).

2. Undergraduate majors and degrees outside CAS: Using the list of BU Schools and Colleges at http://www.bu.edu/academics/ to ensure completeness, list all non-CAS undergraduate degree programs whose requirements include coursework in your department.

   For many years, our cooperation with the primary non-CAS programs serviced by English has been beset with communication problems.

   In the case of COM, the catalog copy is too vague to serve as a basis for our planning how to accommodate their students’ needs: “students generally take four English literature and composition courses.” On the other hand, advising in COM is often very specific. At one time for example our HU221 (Major Authors I), a required course for our majors, was unilaterally declared as a COM requirement.

   COM offers a minor in English; in addition to EN322/323, several electives are required.

   At SED, the undergraduate program in English Education lists “courses in the Department of English” as required: EN121, EN220, HU221, EN322, EN323, EN363/364, EN513/515, EN553/545, EN534/546, plus two electives at 3xx/5xx level. In Summer Advising in 2010, we learned that SED was “strongly recommending” EN 121: Readings in World Literature, so extra sections were added.

   The M.A.T. program in English Education also requires EN courses – usually, they are at the 500-level, though occasionally an SED M.A.T. student will take, for example, EN363 as a course fulfilling her graduate requirements; at the other end, SED M.A.T. students may, and do, also take 7xx graduate seminars, space permitting.

   CFA offers a Minor Concentration in Theater Studies – EN363 (but not 364) is listed as one of the options for satisfying the “Dramatic Literature” core.

3. Undergraduate minors: Using the listing of minors at http://www.bu.edu/academics/cas/programs/, list all (CAS and other) minors whose requirements can be fulfilled by required or elective coursework in your department.

   African American Studies minor – several EN courses are currently cross-listed with AA numbers: AA304/EN370; AA502/EN380; AA504/EN371; AA507/EN377; AA537/EN586. Other special topic EN courses may, and do, qualify for cross-listing.

   American Studies minor – all our American literature courses serve this program.

   Comparative Literature minor – one track may be “two courses in English-language literature numbered CAS EN363 [again, not EN355] or above.”

   Film Studies minor – Professor Lee Monk of the English Department is the director of this minor, and EN175 (Literature and Film) is required of all students; EN film courses taught on an irregular basis may count as electives. We are also conducting a search to hire an assistant professor of English with a specialty in both literature and film, who would in fall 2012 be scheduled to teach EN 593: Studies in Literature and the Arts, a course with an enrollment cap of 30 students and previously tailored to focus on film. In spring 2013, she or he would teach EN 175: Literature and the Art of Film, capped at 60 and
employing teaching assistants; along with EN 356, a course now listed as TBA but one that would be specifiable with a film component.

Journalism minor – the CAS Journalism minor requires a B in WR150 or EN220.

Medieval Studies - English Professors Amy Appleford, Eugene Green, and Bob Levine are included among the faculty of this program, and among the “approved courses” are EN515-16, EN521-22 (Literature of the Middle Ages I and II), EN561 (Chaucer).

Theatre Arts minor - EN363 (Shakespeare I) is one of two choices that fulfill the “Dramatic Literature” requirement for this program. Oddly EN364 (Shakespeare II) does not – although it presents an alternate series of Shakespeare texts, for which EN363 is not a prerequisite.

Women’s Studies minor - no specific EN courses are required, but we have been working to increase the number of our courses suitable for this minor. Prof. Preston offers EN326/WS305 once a year. EN370, 371, 476, and 576 are currently listed among “Other courses” that would count as electives for the minor.

C. Graduate programs offered by other departments and schools that depend on coursework in your program

1. GRS Master’s Programs outside your department. Using the list at http://www.bu.edu/academics/grs/programs/, list all Master’s degree programs whose requirements (as spelled out in departmental sections of the bulletin) include coursework in your department.

African American Studies: currently 5 EN courses are cross-listed and offered with some regularity as part of this program’s offerings. At this time, no literature courses from any other department are listed as components of this program.

American and New England Studies: about 9 EN courses are listed among the electives for this degree; as a result these have to be offered at all times.

Applied Linguistics includes EN515 and 516 (History of English Language) as electives for the program.

Division of Religious and Theological Studies: although no specific EN courses are listed, it is expected that for PhD students in “Track 1: Texts and Traditions” who work in the English language will, in their second of four comprehensive examinations, “focus on a relevant method or approach (e.g., textual criticism or literary theory),” and may take some EN graduate courses.

Students from Romance Studies, Modern Languages and Comparative Literature, Art History, Philosophy, UNI and the Division of Religious and Theological Studies have, at one time or another in the past few years, taken EN792, the team-taught graduate seminar in literary theory.

The proposed MA/JD Dual Degree Program will require students to “take at least 6 graduate-level courses in the Department of English, including one course in literary theory and one Directed Study, which will be devoted to the JD/MA thesis. Of the 6 courses, at least 4 must be numbered 700 or higher (must be graduate seminars), plus 1 Directed Study.”

2. GRS Doctoral Programs. Using the list at http://www.bu.edu/academics/grs/programs/, list all doctoral programs whose requirements (as spelled out in departmental sections of the bulletin) include coursework in your department.
For the following programs, see C.1 above:
American and New England Studies
Applied Linguistics
Division of Religious and Theological Studies

3. Non-GRS Graduate Degrees. Using the list of Schools and Colleges at http://www.bu.edu/academics/, list any non-GRS graduate programs whose requirements include coursework in your department.

At SED, the MAT in English requires four graduate level courses from English (that is, courses numbered 500 or higher). We particularly need to offer EN513 (Modern English Grammar) or EN516/516 (History of the English Language), and EN518 (Linguistic Problems in the Teaching of English as a Foreign Language) every year (518 every semester).

D. College Requirements and Programs: Writing, Foreign Language, Math, Core Curriculum, Divisional Studies

In general, all departments and programs have responsibilities for selected aspects of the CAS curriculum that go beyond the major. Describe your department’s typical role in any of the following in which it has participated. (In what ways has your department contributed? To what extent?) For any aspect in which your department (including through individual faculty) has not played a recent role, enter “None.”

1. Core Curriculum

EN has regularly played a role in both administration (Professors Brian Jorgensen, Chris Martin, and Michael Prince) and teaching (Professors Jorgensen, Martin, Appleford, Archie Burnett, Lawrence Breiner, Prince, Redford, and Anita Patterson) of the Core. In 2010-2011, Professors Redford (Fall CC201) and Prince (Spring CC202) began a regular teaching stint in Core, along with Professor Appleford (on LOA in 2011-12). Though we have generally exceeded it, our baseline programmatic commitment is for one course per year, preferably by tenure-track faculty. A number of other faculty, moreover, contribute significantly to the Core by offering lectures: Professors William Carroll (many years running), Breiner (same), Smith, Maurice Lee, among others.

2. University Honors College

During the life of the CAS Honors Program, EN regularly offered 3-4 Honors sections of regular courses per year. In 2010-11, Professor Rosanna Warren was scheduled to teach a freshman seminar in UHC, but then took a LOA for the year.

3. Teaching seminars toward fulfillment of the College Writing requirement

EN120 and EN220 fulfill the WR100 and WR150 requirements (respectively). Professor Julia Brown has taught EN120HP recently. The Director of the Writing Program, Professor Joseph Bizup, is a member of the English faculty. Second-year Ph.D. students teach for the year in the Writing Program, supported by EN Teaching Fellowships (the total varies from 4-8, depending on the size of the Ph.D. class). Additionally, every year several Ph.D. students in their fifth year or beyond are awarded Graduate Writing Fellowships and so teach in the Writing Program. One faculty member each year (Professor Bonnie Costello in 2010-11, Hunt Howell in 2011-12) serves as Director of Writing Seminars in English and also serves on the Writing Program’s Advisory Committee (Professor Magda Costello in 2011-12).
4. Implementation of the foreign language requirement

NA

5. Offering Divisional Studies courses that also serve as gateways to your major(s)

None

6. Offering Divisional Studies courses that do not also count toward majors in your department or division

All 100-level EN courses count for Divisional Studies: EN121 (Readings in World literature), EN125 (Readings in Modern literature), EN127 (Readings in American Literature), EN141 (Literary Types: Fiction), EN142 (Literary Types: Poetry), EN143 (Literary Types: Drama), EN163/164 (Readings in Shakespeare), EN 128 (Representing Boston), and EN 130 (Literature and Science).

The same courses that count toward Divisional Studies in CAS are listed as “acceptable humanities courses” for the distribution requirement in the College of Engineering.

In Fall 2010, we introduced a new course that fulfills this requirement (EN 128: Representing Boston, taught by Professor Howell), and now also offer EN 130 Literature and Science, taught by Professor Maurice Lee, for Fall 2011-12.

7. Offering selected courses that are not important for fulfilling requirements for your major(s) or minor(s), but are in very high demand by students because of their interests

EN363 and 364 (Shakespeare I/II) - sections for 90 students every semester
EN373 (Detective Fiction) – 1 section per year for 60 students
EN545 (Nineteenth-Century American Novel) – 1 section (and usually two) for 30 students every semester
EN546 (Modern American Novel) – 1 section (at least; often two) for 30 students every semester
EN547.(Contemporary American Fiction) – 1 section for 60 students every semester

8. Any other aspects of the CAS curriculum you want to mention

Additional Comments:

Our courses seem to be popular with students from both the Evergreen Program and the BU Academy, but we don’t keep records of their participation.

Our multi-year process of curriculum reform returns this year to re-considering and possibly re-conceiving all our 100-level introductory service courses.
STEP II. ASSESSMENT OF SPECIFIC COURSE NEEDS

In updating this assessment, you should be guided in part by past enrollment patterns and what these imply about patterns of demand over time. Consider and incorporate evidence of your program’s inability to meet student demand for specific courses or, conversely, instances of lower enrollments than you had projected and desired.

A. OBLIGATIONS TOWARD UNDERGRADUATE EDUCATION. The list of requirements generated above from curricular obligations at the department, program, College, and university levels imply an obligation to offer specific courses and course types on a regular basis. What are these obligations? Note: With this question we seek to identify the core curricular obligations each department has. Every department and program ought also to offer a wider set of courses that enrich the educational program, take advantage of faculty expertise, etc. Taking into account your department’s obligations in undergraduate education as specified in Step I above, indicate the frequency with which your faculty should offer specific courses (number and name) and course types (e.g., 2 Core sections, 2 upper-level electives in subfield X) in order to serve students well in allowing them to finish their degrees in a timely way:

1. Which courses and course types should be offered every semester?

2. Which courses and course types should be offered annually?

3. Which courses and course types should be offered every other academic year or every third year?

LOWER LEVEL COURSES

EN120 (Freshman Seminar) - this course satisfies the WR100 requirement – we have offered 3 sections of 20 every fall, and have moved to 4 sections in 2011; we no longer offer a section in the spring for lack of enrollment. Taught primarily by teaching fellows, though Professor Brown taught an HP section last year.

EN121 through EN143 – 2 sections of 30 per semester, except EN141, which needs 3 sections of 30 every semester, and EN125, which could enroll a third section every semester. We are adding a third section of EN 121 (World Literature) in the fall to meet demand from SED students. At current staffing levels, most of these sections are taught by teaching fellows, but we expect regular faculty to take on a greater share of these courses – including newly-designed ones – in the future. We now have the quite popular EN 128: Representing Boston, and expect to offer it every fall; in addition to EN 130: Literature and Science, which in its first offering suffered low enrollment because, according to students who attended on the first day of class, it was not yet listed on the Divisional Studies website.

EN163/164 (Shakespeare) – at least 1 section of 30 every semester. Taught by either tenure-track faculty or advanced doctoral students working in the Renaissance. (The reason for the less-than-expected enrollment may be that general education courses in literature, not infrequently taught by graduate students, are not as popular as when distinguished English Department professors teach them.)

EN175 - (Lit and Film) – 60 students every semester. Tenure-track faculty only.

REQUIRED COURSES FOR THE CONCENTRATION

EN220 (Seminar in Literature) – this course also satisfies the WR 150 requirement – 7 or 8 sections of 16 every semester

HU221 (Major Authors I) – 3 (or 4 if we have the staff) sections of 30 every semester

EN322 (Survey of British Literature I) - 3 sections of 30 every semester

EN323 (Survey of British Literature II) – 3 sections of 30 every semester
ELECTIVES WITHIN THE CONCENTRATION (taught by tenure-track faculty unless otherwise indicated)
EN326 – (Voices of Women) - one section of 30 per year (15 through English, 15 through WS)
EN355 (Modern Drama I) – 1 section of 30 in Fall term
EN356 (Modern Drama II) – 1 section of 30 in Spring term
EN363 (Shakespeare I) – 3 sections of 30 (or equivalent) in Fall term
EN364 (Shakespeare II) – 3 sections of 30 (or equivalent) in Spring term
EN373 (Detective Fiction) – 1 section of 60 per year

EN371, 377, and 380 - these rubrics were created for use by visiting faculty in the African American Studies Program, and have been administered through that Program rather than through English

The “Concept and Methods” requirement for majors is fulfilled by courses numbered 404, 406 through 490, and 493 through 498.
EN404 (Literary Criticism I) – 1 section of 30 every Fall
EN406 (Literary Criticism II) – 1 section of 30 every Spring
Four other courses (30 students each) meeting this requirement must be offered every semester

EN513 (Modern English Grammar) – 1 section of 30 every year, if we have staffing
EN515 (History of the English Language I) – 1 section of 30 every fall (or 513) or
EN516 (History of the English Language II) – 1 section of 30 every year, if we have staffing
EN518 (Problems in TOEFL) – 30 students, every semester

EN521 through 598 constitute an array of upper level electives that also serve the graduate program. These include courses organized around a period, genre, or author, with enrollments of 30 except in the case of some American Literature courses that have enrollments of 60 to accommodate routinely heavy demand (EN533, 545, 546, 547). We should provide the equivalent of about 20 sections of 30 students each per semester. In any year the offerings are the result of departmental balancing of various considerations, including programmatic curricular breadth and depth, faculty availability and preferences, and student demand (or aversion). Since these courses serve both undergraduate and graduate students, we need to take into account their sometimes divergent needs.

B. OBLIGATIONS TOWARD GRADUATE EDUCATION. Taking into account your department’s obligations in graduate education as specified in Step I above, list specific courses (number and name) and course types that your faculty should offer in order to serve students well in allowing them to finish their degrees in a timely way. (Note: Once again, we seek to identify the core curricular obligations each department has. Every department and program ought also to offer a wider set of courses that enrich the educational program, take advantage of faculty expertise, etc.).

1. Which courses and course types should be offered every semester?

2. Which courses and course types should be offered annually?

3. Which courses and course types should be offered every other academic year or every third year?

Students in the Graduate Program have access to the 500-level courses (described above). Because students in the MA program must take 6 of their 8 required courses at the 700/800-level, and because students in the PhD program must also take 6 of their 8 required courses at the 700/800-level, we must offer an absolute minimum of 5 or 6 graduate seminars each semester so that there is sufficient choice available. Specific program
requirements for both the M.A. and the Ph.D. also mean that we must offer some alternatives for fulfilling the “critical theory” requirement (usually through courses at the 600-level -- a designation assigned to graduate participation, with modified requirements, in 400-level courses). The courses offered vary considerably from year to year; EN792 (Introduction to Theory and Method) must be offered every Fall, and EN561 (Chaucer) must be offered once every year. There is no programmatic rotation of graduate seminars; often they reflect the faculty’s current research interests. Our rule, however, is that no topic in a graduate seminar will be repeated in a following year, so that there is sufficient variety in the curriculum. This means that faculty are required, and happy, to be creative in producing new seminar topics from year to year.
STEP III. PLANNING FOR EFFECTIVE, EFFICIENT, EQUITABLE, AND SUSTAINABLE COURSE STAFFING

The core of the process of developing a course roster requires starting with the course rotation needs identified in Step II of this document. Although we develop course rosters from one year to the next, the exercise really requires curricular planning over a longer time period that takes account of the shifting availability of specific faculty and other constraints.

This section of the self-study asks you to devise a plan for staffing your core course rotation needs over the upcoming three-year period. The most straightforward way to do it is to list each course (or type of course, where multiple courses could cover the requirement) and indicate how your department proposes to cover the obligation over the next three-years (2012/2013, 2013/2014, 2014/2015).

Examples:

Dean Studies 101, required every semester: Dean Sapiro will teach this every fall, and one of the associate deans will be committed to teach it on a rotational basis every spring.

Dean Studies 102, required once a year. This is a skills course for which we have a very good lecturer we would like to continue to hire to teach this course.

Dean Studies 201, required once a year: Associate Dean Thacker and Associate Dean Kaiser will alternate turns, with each taking a two-year stint.

Dean Studies 301, required once a year: At the moment we have no faculty member able to teach this, so we would like to employ one of our advanced graduate students as a Lecturer/Senior Teaching Fellow for next year. In the meantime, Associate Dean Johnson is developing this course for her repertoire.

Dean Studies contributes one faculty course to the Core Curriculum each year.

SMG requires all their best MBA students to take Dean Studies 555; Associate Dean Cooper is planning on offering this once a year.

Further notes for developing your plan:
1. The quality of the educational experience for both undergraduates and graduates is of prime concern. For undergraduates the first-year experience has a major impact on the likelihood that they will succeed and flourish through their academic experience. Wherever possible faculty should be involved in students’ academic experience of their first years at college as well as their later ones.
2. All faculty should participate in sharing the core elements of the curricular obligations of the department.
3. Faculty workloads should be distributed as equitably as possible in terms of sharing core elements of the curricular obligations of the department, class sizes, course level (introductory, advanced, graduate) and, in addition, in consideration of graduate student and undergraduate advising loads. New assistant professors should be given consideration in being able to repeat courses while developing a full repertoire of courses, and more senior faculty are not exempt from developing the ability to share in new curricular obligations.
4. Faculty should not “own” particular courses; if a new faculty member has core expertise in an area that has been taught repeatedly by someone else for many years, develop a plan for rotation.
5. Recent years’ enrollments will be useful in developing both this three-year plan and the specific roster of courses you compile in any given year. Courses that have recently enrolled very few students should be taught less often. Departments with relatively few majors should stretch to serve more College and University curricular needs.
I have retained below in their essential form the comments on our “Curricular Process” from previous versions of the Self Study; revisions have been made in specific reference to this year’s issues in enrollment and staffing. I add now some thoughts on the next ten years.

Ten-Year Outlook 2010-2020

Three major areas of interest and concern developing over the next ten years.

The first area is curricular. Among the major initiatives launched three years ago was a comprehensive review of our curriculum, from the 100-level introductory courses through the graduate seminars. There had been no such review in over thirty years, although the Department did tweak its undergraduate requirements seven years ago and its graduate requirements in 1992, although the latter did not receive final approval for implementation. The Department has now established a standing Curriculum Review Committee, which issued a substantive report and set of recommendations in spring 2008 – after many meetings, extensive questionnaires to students and faculty, and comparative study of a number of our usual competitor institutions. We discussed these findings and recommendations through several department meetings in Fall 2009.

For the undergraduate curriculum, the department faculty voted unanimously to institute a “Literature Before 1800” requirement to balance the “American Literature Before 1900” requirement, and a nearly unanimous vote to establish a “Diverse Literatures in English” requirement that will establish more clearly our growing strength in world literature in English beyond Britain and America, and our participation in the growing internationalization of Boston University. (The first of these requirements, by design, was not implemented until Fall 2010, in order to give us time to develop adequate advising instruments and staffing plans; the second, “Diverse Literatures,” has now gone into effect in Fall 2011.) For the graduate curriculum, the faculty voted unanimously to streamline the language requirement, the so-called “philology” requirement, and the Chaucer requirement (Ph.D. level only). These changes, instituted immediately, bring us more in line with our major competitor graduate programs.

Still remaining in this overall reconsideration of the curriculum, as stated above, is a re-consideration of the 100-level service courses – a critical part of the University’s mission in general education, and, for us, a source of potential students in advanced courses. We expect a greater proportion of our teaching to be at the 100-level within the next several years. A number of new 1xx level courses have been created, such as “Representing Boston,” and we are beginning as well to create new 3xx courses, bridging the gap between 1xx and specialized 5xx courses. [The CRC is trying to accomplish more things right now…]

Our attempt, then, is to preserve the central curricular strength of our program, deriving from the strength of our faculty – the intense study of canonical works of British and American literature – while also bringing to prominence the “world” aspect of the study of literature written in English, as well as the variety of new approaches and methodologies that many of us already embody in our teaching.

The second area of interest and concern relates to faculty staffing. In the next ten years, there will be a truly major transformation of our faculty. Based on data recorded by the department, it is likely that virtually all of these faculty will have retired, or will have seriously considered retirement, by 2020: Professors Lawrence Breiner, Julia Brown, William Carroll, Bonnie Costello, Aaron Fogel, Eugene Green, Laura Korobkin, John Matthews, John Paul Riquelme, Charles Rzepka, James Siemon, and James Winn. In short, the department will no longer have the majority of the ranks of current full professors and some of the Associate Professors – including many of the most productive scholars in the Department. The senior leadership in 2020 – assuming we can retain all our faculty – will be Joseph Bizup, Robert Chodat, Gene Jarrett, Sanjay Krishnan, Maurice Lee, Susan Mizruchi, Erin Murphy, Anita Patterson, Carrie Preston, Michael Prince, and Matthew Smith. It is essential that all of this last group be retained, and worked into leadership positions over the next few years.

This retirement profile suggests that the English Department should occasionally be permitted to search at the associate and even the full professor level. No matter how productive the newly-tenured and current

12
associate professors are, they cannot be expected to immediately replace the international reputations and scholarly productivity of the group likely to retire.

We also anticipate, as has happened every year for the past several years, attempts to raid the extraordinary faculty we have hired in recent years. They are the future of the department, and it is essential that they be kept.

The third area of concern is the building in which the English Department has been housed for five decades or more: 236 Bay State Road. At best, it is run-down and constantly needs repair and renovation. At worst, it is the kind of embarrassment to us — and, if conditions were more widely known to the University — that would bring shame to the worst Allston landlord exposed by the Boston Globe. Parts of the building are so sub-standard — peeling paint, chipped lineoleum floors, falling ceilings — that they might be condemned. Many Writing Program and English faculty teaching introductory courses have to meet their freshmen students in virtual slum conditions. Either the entire building should be renovated — as the History Department was some years ago — or the English Department should be moved to the proposed CAS Classroom Building.

In fairness, there have been recent signs of progress. In the summer of 2010, the bathrooms in the front of the building, on all five floors, were rebuilt, and we are grateful for that; and windows throughout the have recently been replaced. The offices of newly hired English faculty have been renovated, and the expectation is that, upon the departure of the Writing Program faculty to 100 Bay State Road, planning will begin for a modest renovation of vacated spaces, and for a more extensive renovation of the entire building upon approval by the administration. As tantalizing as such thoughts of progress may be, its implied optimism must be tempered somewhat by the failed endeavors of chairs in the past to enact renovations, and by the lack of guarantee that new ones will be enacted within an expedited timetable.

The Curricular Process (modified from the 2007 document)

In English studies at the undergraduate level, the essential tools and “literacy” for the field are presented in a core of required courses: EN220, HU221, EN322, EN323, and a course fulfilling the “critical theory” requirement. Beyond that, training in the field is a matter of using that foundational knowledge to explore not only several centuries of writing, but also the contexts that form, are formed by, and illuminate that writing. Thus the bulk of our course offerings are electives that at any moment must present a balanced selection from an ideally complete matrix of periods, genres, styles, and contexts. Our individual electives change frequently, sometimes in rotation with specific alternatives, sometimes in response to changes in faculty interests or availability. In the graduate program the only specific requirements can be met with various courses, and the main focus of planning is to work closely with the faculty to devise a set of graduate seminars each year which complement the offerings at the 500- and 600-levels.

The English Department has developed a process that has proven very effective for generating an efficient, equitable, and sustainable program from year to year. The Associate Chair works from two sets of data. One is a complex template of the curricular structure that incorporates an array of available course rubrics, the relative centrality of individual courses (explicitly required, fulfilling a more general requirement, elective), and their appropriate frequency. The other is a questionnaire sent out each year to all faculty to gather their individual preferences and aversions, obligations to other programs, proposals for new courses, and the anticipation of a leave of absence or sabbatical request.

Over the years, most faculty learn to internalize the needs of the Department to the extent that they will propose assignments for themselves that incorporate a variety of courses to meet different kinds of Departmental needs (various as to level, size, centrality to program, and so forth). One positive result is proactive engagement of
faculty with the shape of the curriculum; another is that faculty are regularly teaching courses about which they are enthusiastic. Luckily the departmental culture is such that individual faculty members do not “own” specific courses, and correspondingly they are not pressed by departmental strictures to teach the same course repeatedly. One measure of the success of this process of incorporating faculty involvement is the number of colleagues who have active teaching repertories of 10 or even 12 courses. In fact, there are some helpful warning systems built into this process.

For example, if a particular faculty member is found to be frequently teaching a small set of courses in a specific area, it may be a sign that we need to increase faculty participation in the area. It is not unusual to have 6 of our colleagues on LOA for some or all of a given year – that amounts to 20% of the faculty. Indeed, for AY 2012-2013, we have a significant number of formal requests for leave of absence or sabbatical: a scholar of medieval literature; three Americanists specializing in the eighteenth, nineteenth, and twentieth centuries; three scholars of British literature who focus on the Restoration, Victorian, and modern periods; a scholar of postcolonial and world literatures; and a scholar of American and European modernism. While this number is a good index of the Department’s prominence in research, the downside is that class scheduling may have to remain provisional until late spring, when many grants are announced. But these absences also contribute to student perception of the vitality of the Department, since leaves make the curricular profile of the Department distinctly different from year to year. The work of the Associate Chair, in close consultation with the Directors of Graduate and Undergraduate Studies, is essentially to mediate these two sets of data and to produce the following year’s plan for staffing and schedule.

One issue that has arisen the past couple of years is faculty willingness and/or ability to staff the HU 221 course – a required core course for the major, and popular with non-majors as well, with a steady enrollment every semester. Yet relatively few faculty seem to be available to teach the course – and they are often the same faculty we need to staff EN 322 – so we may yet be forced to “assign” faculty to the course.

We are confident that this process will continue to work well for the foreseeable future, as it has in the past, resulting in a good distribution of faculty workloads across the department and equitable participation of the faculty in the core elements of the curriculum.

Dealing with underenrollments:

These occasionally occur, but often for extrinsic reasons. When something intrinsic, such as lack of student interest, is evident, the appropriate first response is to reduce frequency. To take Fall 08 as an example, most courses were (as usual) full or nearly so. Still, some sections had unusually low enrollments, in spite of their being offered by popular teachers. Part of the problem, it seems, was that both courses met late afternoon on MWF, a highly undesirable time for undergraduates. As a result, we now regularly move a few advanced courses to (for example) a MW 3-4:30 schedule, rather than MWF 3-4. EN 561 (Chaucer) has had unusually low enrollments in the past few years, but we still need to offer it on a regular basis. Our new “Literature before 1800” requirement for the major should naturally boost enrollment in courses such as these.

On the other hand, many courses cannot meet student demand. We have placed “web-reg restricted” limits on a number of core courses (and some others) which are extremely popular with non-majors and students from other Colleges. Unfortunately, with current staffing, we cannot offer the additional sections that such demand would support.

Staffing:
There are two complementary ways we must think about staffing needs. One is programmatic; what courses or sub-fields might we need; the other is about warm bodies, the number of faculty we need to run the program.
Programmatic needs: A number of thinly covered or exposed sub-fields are apparent, and really do require hiring in the next few years. Significant gaps in the program include American literature, which is important to us and to American Studies, to which the English Department has pledged a faculty member to teach annually either AM 200: Introduction to American Studies or AM 501/502: Special Topics in American Studies. Fortunately, we have recently hired Professor Joseph Rezek, who specializes in transatlantic approaches to early and antebellum American literature and to the Anglophone literatures of England, Ireland, and Scotland in the nineteenth century.

We also lack in film studies. Fortunately, we have been authorized to conduct a search to hire an assistant professor slated to teach film history and film/media theory, with strong capacity to teach in a related literary field. This position request responds to the overwhelming enthusiasm for film/literature courses among our undergraduates. It also offers important connections to a number of programs, departments, and colleges at Boston University: the American and New England Studies Program (whose Strategic Plan includes support for such a position); the undergraduate Film Studies minor; the College of Fine Arts; the Department of Art History; the Departments of Romance Studies and of Modern Languages and Comparative Literature, both of which already possess a strong film presence among the faculty; and the Film Studies Program in the College of Communication.

Finally, we could strengthen our faculty ranks in Latino and Asian-American studies (important fields almost entirely absent from the Department), and Women's Studies (as a component of a hire). We are also relatively weak across all periods in drama. Other needs (see above) may soon be caused by a number of retirements anticipated over the next few years. There is another kind of attrition to keep in mind: our junior faculty is remarkably strong, and eminently tenurable; but that is also apparent outside the University, and we need to be prepared to deter headhunters if we are to retain those colleagues.

Warm bodies: These needs of course coordinate, though not entirely, with programmatic ones. We sometimes have difficulty covering all sections of the portal to the major (EN220) with regular faculty. Professors Kevin Van Anglen and Tom Otten, while not tenure-track faculty, have been long term members of the Department who as “all rounders” have helped us assure coverage of essential courses (especially EN220). With the half-time teaching status and impending retirement of Professor Green (that is, he will end his teaching career in May 2011 and retire formally in August 2012), we asked Professor Bizup to offer ENS13 (Modern English Grammar) in Fall 2009 – an important course for SED students (it also fulfills a requirement for both our M.A. and our Ph. D.), and which also serves Linguistics. We need to think about a long-term replacement for Green capable of teaching a variety of linguistics-oriented courses. ENS15-516 (History of the English Language) is an essential course for us, and is important as well to both undergraduate and graduate SED students. Our relatively new Professor Appleford will offer ENS15 in Fall 2011, but we will need someone to teach Anglo-Saxon literature and language.

Another area of immediate concern is our ability to release faculty from regular EN needs to teach in other programs. We now have Professors Appleford, Prince, and Redford regularly teaching sections in CORE. Professor Winn with a course-release as Director of the Humanities Foundation. And Gene Jarrett, due to the course reduction that accompanies his chairship, has fewer courses to teach on behalf of African American Studies. As just stated, we have agreed to provide one course per year to American and New England Studies. That equals more than one FT faculty member working in other programs. We also expect some faculty, such as Rosanna Warren, to participate in the University Honors College, which will result in the loss of another course (or two) from the regular curriculum.

Advising:
Short staffing, the large number of leaves, and commitments to administration or other programs among our faculty puts a strain on advising, especially undergraduate advising, in the Department. Available faculty
members are being assigned roughly 20 advisees each, which seems too many. Since the underlying conditions are chronic, we are talking about ways to address this, but haven’t come up with a solution yet.

For the Department,

Gene Jarrett

STEP IV: EXECUTIVE SUMMARY OF UPDATES AND TEN-YEAR PLANNING

1. UPDATES: Please list all major updates that you made to this document this year.

   • The major update is to Step III, where I have modified the statement on The Curricular Process from previous years and brought all up to date. I have also modified the Ten-Year Outlook 2010-2020, identifying key areas of concern, along with a few other topics of potential development.

2. GOALS AND PLANNING: With continuing reference to the three preceding sections of this Self-Study, please discuss significant changes, beyond those already documented above, that your unit is planning or that you foresee occurring over the next three years, and assess the potential impact of those changes on the scope and quality of academic programs.

   • We will undergo a major renovation of the common areas of 236 Bay State Road, with an eye toward revitalizing the culture of community among English majors and those taking English courses.

A. The Curricular Context: How will your unit’s set of commitments and priorities in undergraduate and graduate education evolve (include enrollment projections in cases where you foresee a substantial change in student numbers)?

   • We are focusing on strategies that will reduce the time from matriculation to attainment of degree for doctoral students. This metric has been an albatross in the national rankings of the English Department, such as the recently released NRC Rankings. Thus we have identified the period including when doctoral students finish coursework, are studying for orals, and writing the prospectus for the dissertation. Extra financial support, such as a summer stipend, would enable such students to focus on getting through this stage as quickly as possible, without having to find external forms of labor that have historically slowed them down.

   • One of our goals is to build audiences for 100-level courses in order to invite students to consider other courses in the English Department, as well as to add more 300-level courses, that have sometimes proven to be more appealing to students considering the major than those 500-level courses that are quite specialized and also may include competitive graduate students.

List any academic programs that you are currently proposing/developing/reviewing/revising or planning to propose/develop/review/revise, either within your department or in collaboration with other units of the College and University.

   • The new assistant professor hire in literature/film would have an opportunity to supervise a film series that the English Department hopes to launch in AY 2012-13. Professor Julia Brown has applied to the Humanities Foundation to fund the series, which is designed to screen about eight...
films each semester. Each event will be introduced by a member of the English Department, and open to all students in CAS, especially English majors. The expectation is that the new hire would be willing to take a leadership role in the administration of this series and, over time, in the articulation of a Film Studies concentration within the Department and the Film Studies major in CAS/COM.

Please take advantage of this opportunity not only to think about new initiatives and growth areas, but also to assess the costs and benefits of any degree programs or minors currently offered or staffed by your unit that enroll small numbers of students. List those programs/minors here, and in each case say why the program should be continued as is, strengthened, absorbed as a track within some larger program, or discontinued to free up teaching and advising capacity for higher priorities.

The answers to B & C in this section are embedded above.

*Thank you for taking the time to engage in this exercise. It will help us serve our students and faculty better. We will take account of the responses in responding to specific proposals, requests for temporary lecturers, and requests for new and replacement faculty positions. We will also use the self-study as one basis for continuing discussions in the College about strategic planning.*