English and Technical Communication Department
Strategic Plan
2013-2020

Department/Program Mission
Our mission is to foster the development of reading, communication, and critical thinking skills through rigorous teaching and scholarship in the areas of English and Technical Communication.

Vision
The Department of English and Technical Communication will be recognized by our peer institutions and throughout our state for our excellence in scholarship and teaching. Our graduates will be recognized for their preparedness as teachers, writers, and technical communicators.

Values
We support the campus values of Lifelong Success, Creativity, Integrity, Sustainability, Partnerships, and Inclusion. In addition, we value

- **Dialogue:** We value language, narrative, and argument as means of expressing and understanding the world and the human condition across cultures.
- **Communication:** We assert that effective writing is essential to communicating our knowledge and beliefs, and that careful reading is essential to a critical understanding of the knowledge and beliefs of others. Successful communication often requires the integration of multiple modes (written, oral, visual, non-verbal) and that technology plays an important role in communication.
- **Intellectual range and rigor:** We value the capacity for sustained original thinking and the intellectual range necessary to work across disciplinary and cultural boundaries in order to solve today’s complex problems.

Strategic Plan 2013-2020

**Strategy Statement:** By 2020, the Department of English and Technical Communication will be recognized among peer institutions and across the state for producing valuable scholarship and graduates with excellent academic and career preparation by fostering intellectual and experiential learning opportunities for students, faculty, and the broader community.
**[Campus Theme 1: Develop and inspire creative thinkers and leaders for life-long success]**

The Department of English and Technical Communication takes seriously its role in educating all students at Missouri S&T, particularly in the areas of creative and critical thinking and communication. Our majors need to be able to translate their knowledge and skills into successful careers and meaningful lives. To these ends, English/TC will pursue several Levers/Categories of Actions:

1. Require all undergraduate majors to participate in some significant experiential learning activity before they graduate. [Campus Lever 1.1]
   a. Track experiential learning among majors to establish baseline (Chair/Administrative Assistant; complete: August, 2014)
   b. Increase baseline by 25% (Chair/Administrative Assistant; complete May, 2015)
      i. Increase # of OURE projects (research faculty)
      ii. More holistic and aggressive advising (advising faculty)
      iii. Pursue internship opportunities (advising faculty)
      iv. Encourage study abroad opportunities (advising faculty) and offer scholarship and curricular incentives (Chair).
   c. Increase baseline by 50% (Chair/Administrative Assistant; complete May, 2016)
   d. Increase baseline by 70% (Chair/Administrative Assistant; complete May, 2018)
   e. Increase baseline to 100% by 2020 (Chair/Administrative Assistant)

2. Develop a culture of excellence in research, scholarship, and creative activity. [Campus Lever 2.3]
   a. To enable continued scholarly productivity, particularly alongside increased service demands, maintain 2-2 teaching load for T/TT faculty (Chair, 2014-2020).
   b. At least one national conference presentation or similar research-related trip per year for T/TT faculty, dependent upon financial support (Measured in annual review by Chair; Complete April, 2015; ongoing). Current baseline: 80% compliance.

**[Campus Theme 2: Enhance reputation and raise visibility]**

The Department of English and Technical Communication is made up of excellent scholars and teachers with inter/national reputations in their fields. Nevertheless, we remain underappreciated, underfunded, and less visible than we would like if we are to accomplish many of our objectives. Raising our visibility on campus and within the national arena of our discipline is our most pressing goal.

1. Develop a culture of excellence in research, scholarship, and creative activity. [Campus Lever 2.3]
c. NTT faculty to engage in one meaningful professional development activity per year, dependent upon financial support (measured in annual review by Chair; complete April, 2015; ongoing). Current baseline: 0%.
d. Sponsor at least one talk/reading by visiting scholar or writer each semester (Chair; 2014-2020). Current baseline: 1/yr.
e. Increase publication rate among research faculty to average equivalent of one single-authored, peer-reviewed article per year or research monograph every five years (measured in annual review by Chair; complete April, 2015; ongoing). Current baseline: <1/yr average.
f. Increase number of full professors in the department from 1 (current) to 4.

2. Modify our conventional methods of teaching and research to accommodate current and new technology that will enhance student learning and increase faculty productivity. [Campus Lever 2.5]
   a. Continue to develop our online offerings in technical communication and writing. [Campus Lever 4.1]
      i. Offer online and distance versions of master’s level TC courses (TC faculty, Chair; complete: January, 2014; ongoing). Current baseline: full MS degree online and distance.
      ii. Offer online versions of English 20, 60, and 260 (Comp Director, Chair; complete: January, 2014; ongoing). 2013-14 baseline: 1 section Eng 20, 2 sections Eng 60, 3 sections Eng 260; 3 hybrid sections Eng 20; 1 section Eng 160.
      iii. Assess the effectiveness of online courses vs. face-to-face versions (teaching faculty, Comp Director, Chair; begun 2014; ongoing)
   b. Continue to look at ways to integrate new technologies into all of our classes with a view toward enhancing student learning. [Campus Lever 4.3]
      i. All sections of all courses use Blackboard as primary course interface (Measured in annual review by Chair; Complete April, 2015; ongoing). Current baseline: 80%
      ii. Integrate flipped classroom principles in writing courses: lectures can be made available in video formats online, allowing classroom time to be used for writing workshops and activities. (Composition Director; Start date: January 2014; complete May, 2016)
      iii. Create a Blackboard shell course containing video lectures, essay assignment instructions, and rubrics. Shell course will be accessible to all writing instructors, and will promote greater course consistency and standardization of grading practices. (Composition Director; Start date: August, 2014; complete May, 2015)
      iv. Pursue grant opportunities to promote reading comprehension across campus, working in conjunction with campus departments
that offer multiple-section freshman courses. (Composition Director; Start date: January 2014; complete May, 2017)

[Campus Theme 3: Achieve sustainable growth to ensure best return on investment]

Increasing the number of students majoring in English and Technical Communication and enrolling as graduate students in our Tech Com programs is a high priority for the department, and one that supports the campus strategic plan of achieving sustainable growth.

As of FS13, we have 47 undergraduate majors (23 English/24 TC). We would like to raise that number to 59 by 2020. Such an ambitious recruiting effort is not something we’re equipped to do on our own, particularly given the inherent difficulties that face us: representing humanities degrees when the campus’s efforts are so emphatically STEM-focused; the geographic and cultural isolation of Rolla; the poor economy and related public feeling that expensive educations should have direct practical applications and financial pay-offs. Nevertheless, we are working toward this enrollment goal.

Our efforts in the areas of Themes 1, 2, and 4 contribute to this goal. In particular: 2.1, Developing a culture of excellence within the department; 1.1, Requiring significant experiential learning activities, particularly internships and study abroad; 4, facilitating meaningful access to and interaction with faculty in the department.

In addition, we are working toward increasing undergraduate major and graduate student enrollment in several ways.

1. Making recruiting and admissions a more explicit duty of particular faculty members. [Campus Lever 3.7]
   a. Increase participation at open houses, out of town recruiting events by 50% (Chair, TC Director; 2015). Current baseline: 2/yr.
   b. Maintain mailings (Administrative Asst; 2014-2020; ongoing)
   c. Initiate phone calls to high school and college counselors (TC Director; 2014-2020). Current baseline: 0.

2. Increase emphasis on holistic advising, particularly with an eye toward post-graduate plans. [Campus Lever 3.5]
   a. Annual career advice events for students (Chair, 2014-2020). Current baseline: 1 every 3 yrs.
   b. Annual one-on-one student meetings with Chair (2014-2020). Current baseline: <1 per student average.
   c. Faculty advisors address issues of internships, experiential learning, and long-term career goals in bi-annual meetings (2014-2020).
3. Work with Admissions, Development, COER, Communications, and Global Learning to increase our visibility and convey our worth to external constituents (Chair, TC Director, 2014-2020).
   a. Attend annual Major/Minor events on campus (designated faculty, Chair)

[Campus Theme 4: Increase and facilitate meaningful access to and interaction with renowned faculty, staff and services]

Senior exit interviews with majors and more informal feedback from students indicate that access to and perceived approachability of faculty in English and Technical Communication are already high and among our greatest program strengths. We will maintain and increase this strength in several ways. At the same time, we are keenly aware that our student body is becoming increasingly diverse, particularly with the rise in number of international students, many of whom require extra help in refining their English language skills.

1. Maintain or reduce current enrollment caps to ensure meaningful interaction between faculty and students. [Campus Lever 4.4]
   a. Maintain current enrollment caps at 20 students in courses with a heavy writing component or those taught in CLCs: Eng 20, Eng 160 (Chair, 2014-2020).
   b. Decrease enrollment caps to 20 students in Eng 60 if financially feasible (Chair; complete: January, 2015).
2. Increase the number and percentage of students participating in research-related experiences. [Campus Lever 4.4] (See also Department Lever 1.1 above).
   a. Increase participation in OURE by 25% (2015), 50% (2016); (Chair, research faculty). 2013 baseline: 0.
   b. Increase participation in Undergraduate Research Contest by 25% (2015), 50% (2016); (Chair, research faculty). 2013 baseline: 0.
   c. Support student attendance and presentation at relevant conferences
      i. Send students to regional Sigma Tau Delta (English honorary) conferences (STD advisor, Chair; complete: December, 2014; ongoing)
      ii. Send TC students to regional Society for Technical Communication conference annually (STC advisor, Chair; complete: May, 2014; ongoing)
3. Provide appropriate ESL writing instruction to growing numbers of undergraduate and graduate students as needed, remaining flexible and responsive in our delivery to accommodate the changing needs of the ESL population.
   a. Offer at least one section of ESL-targeted English 20 each semester, increasing with need and available resources (Chair; task complete: August, 2013)
b. Increase number of sections of ESL-targeted English 20 to accommodate all appropriate ESL learners: 2 sections (SP15); 3 sections (SP16) (Chair)
c. Offer English Language Learning Center each semester, increasing with need and available resources (Chair; begun August, 2013; ongoing)
d. Work with other units on campus (ALP, ALI and International Affairs, Graduate Studies) to coordinate efforts and submit proposals for internal and external funding (Chair; 2014-2020)
   i. BIC proposal submission (Chair; complete: Dec, 2013)
   ii. BIC proposal resubmission (Chair; begun: Jan, 2014; complete: Dec, 2014)