Department of English

STRATEGIC PLAN 2007-2016
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Goal 1.1: Sustain the pattern of growth and development at the Doctoral and Master’s level.
Action Items: Seek increased funding for graduate programs. Continue to recruit vigorously for outstanding graduate students, both locally and nationally. Continue to prioritize tenure-track hires.

Goal 1.2: Give students the opportunity for more meaningful interaction with faculty and peers through smaller classes, enabling a stronger focus on writing at both the undergraduate and graduate level.
Action Items: Continue to prioritize tenure-track hires and more medium-sized classroom space. Seek to reduce class sizes. Create discussion sections for large lecture classes, run by graduate teaching assistants.

Goal 1.3: Create more opportunities for active involvement of faculty in the mentoring and advising of students.
Action Items: Send letters of welcome to each new English major, identifying the English faculty and their e-mail addresses. Organize an Open House for new English students, to help them answer the question, “What can you do with an English degree?”

Goal 1.4: Provide opportunities for international study and travel for students, and for other sources of international connection, including the establishment of a four-semester language requirement for undergraduates.
Action Items: Develop several exchange programs with foreign universities in Mexico and elsewhere in Latin America, in Europe, and in other countries. Seek sources for funding of students to study abroad. Implement a four-semester language requirement.
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Goal 2.1: Increase the local, national, and international visibility of our scholarly and creative endeavors.
   Action Items: Continue to advocate for increased funding and support for research and travel. Seek to hire faculty with promising research potential. Fully implement 2-2 workload for those faculty who are energetically engaged in publication.

Goal 2.2: Increase the number of faculty applications for external funding.
   Action Items: Organize faculty workshops designed to provide information about grant-writing and grant opportunities. Invite faculty and graduate students to already-organized workshops to help them understand the application process.

Goal 2.3: Increase collaboration with the UTHSCSA and with other similar universities.
   Action Items: Support research. Encourage and reward inter-institutional collaboration. Seek to hire faculty who can promote this connection.

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Goal 3.1: Make classes more accessible .
   Action Items: Offer more classes in the evening, weekends, and summer, and more at the downtown campus.

Goal 3.2: Make classes more affordable.
   Action Items: Continue to search for more scholarships for our students and to seek to establish more endowed scholarships. Seek corporate support for programs. Establish more research and teaching assistantship positions which will help support graduate students while providing the opportunity for smaller classes and discussion sessions for undergraduates; seek funding from the administration for this expansion.

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Goal 4.1 Continue to perform outreach to the local and global community.
   Action Items: Continue to provide tutoring and other forms of service learning in community schools and other locations. Bring
our work to the local, national, and international community through lectures, workshops, training session internships, etc. Continue our involvement with the Guadalupe Cultural Arts Center, Gemini Ink, McNay Art Museum, and other cultural centers in the city and region.

**Goal 4.2:** Continue to develop the Department as a Center of Excellence in Literatures, Language, and Culture.

**Action Items:** Continue to create and promote research and creative events to expand the community’s awareness and appreciation of the cultural offerings of our department. Support the establishment of a post-doctoral position in our Department for Africana and Diaspora Studies.

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**Goal 5.1:** Continue to advocate for the increase and expansion of library holdings.

**Action Items:** Encourage student organizations to support an initiative to increase library holdings.

**Goal 5.2:** Continuing to advocate for appropriate classrooms and class sizes for the kinds of courses we teach, as well as for office space for faculty and graduate students.

**Action Items:** Continue to seek more classroom space for our students. Encourage upper administration to consider using temporary buildings to handle the space crisis. Maximize use of our Department’s seminar rooms and computer lab. Expand use of downtown campus. Schedule courses at less-popular hours. Continue to seek more office space for faculty and graduate students.

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1. Introduction

The Department of English, established as an independent department from the Department of English, Classics, and Philosophy in Fall, 2008, offers an undergraduate degree in English, with possible concentrations in Creative Writing and Professional Writing, an M.A. degree in English literature, and a Ph.D. degree with a dual focus in cross-cultural, transnational literary, language, and cultural studies, and the theory and practice of teaching composition. A Graduate Certificate in Creative Writing is also available to students in any UTSA graduate program.

The Department offers courses across a broad range of topics, from the literary and critical analysis of British and American literature to the multiethnic literatures of the U.S., from linguistics and rhetoric to creative writing. Faculty strengths include Latina/o literature, African American literature and language, American literature, British Literature, Creative Writing, Comparative Literature, Rhetoric & Composition, and Linguistics.

2. English Mission, Vision and Core Values

Our Department’s mission, vision, and core values statements reflect the purpose of our department (Mission), what we aspire to be (Vision), and the guiding principles that we will use to reach our goals (Core Values).

Mission Statement

- to commit ourselves to an educational endeavor with a focus on literature, culture, and language
- to contribute to the literary, linguistic, and cultural scholarship in local, national, and international arenas
- to teach and mentor students to read analytically, think critically, and write effectively
- to use our departmental expertise to serve our community

Vision Statement The Department of English will continue its commitment to intellectual and creative excellence while providing students with the knowledge and skills needed to be articulate, literate members of society.

Core Values Excellence and Outreach

3. English Strategic Advantages

The Department of English is one of the largest departments in the College of Liberal and Fine Arts, and is the department with the oldest and largest Ph.D. program in the College. The Department has an important role to play in helping the University achieve Tier 1
status, through its energetic production of publications, its fostering of the research of our doctoral students, its connections with institutions worldwide, and its commitment to outreach to our community and region. In contributing to the university and college research mission, faculty members have been awarded a number of prestigious fellowships, grants, and awards from such organizations as NEH, NEA, MLA, and the Ford Foundation. Two faculty members have been designated as Ashbel Smith Professors; a number have been Chancellor’s Council and Fulbright awardees; one Creative Writing faculty member has been awarded the Violet Crown Book award twice as a result of her successful creative efforts. Another faculty member received the Balakian Award from the National Book Critics Circle, which has been called the Pulitzer for literary criticism. A third was named the 2008 NACCS Scholar by the National Association for Chicana and Chicano Studies. In addition, two of our doctoral students have been awarded Ford Foundation Fellowships.

The department’s reputation has also been greatly enhanced by the establishment of two endowed chairs, the Sue E. Denman Distinguished Chair in American Literature and the Brackenridge Distinguished Chair in the Humanities. Our two distinguished endowed chairs have brought energy and innovative ideas to our program, establishing, for example, a new postdoctoral position in Africana Literary & Cultural Studies and organizing a conference on African American Women’s Language. Many other faculty members also have national and international reputations.

Faculty from the Department of English also make a substantial contribution to university administration and governance, providing the Director of the Women’s Studies Center, a Provost Fellow, and an Assistant Director for National Fellowships in the Honors College, among numerous other positions of service.

Our department plays a large role in contributing to the cultural enrichment of our community. The establishment of the Brackenridge Distinguished Visiting Professorship in 1987 by the Brackenridge Foundation has provided twenty years of outstanding lectures and classroom visits by such renowned scholars as Jacques Barzun, Michael Grant, Sacvan Bercovitch, Houston Baker, Jr., and Cherrie Moraga. The Friends of Shakespeare have helped sponsor 27 residencies of the Actors from the London Stage at UTSA since 1988. Each year, five actors, from such companies as the Royal Shakespeare Company, the Royal National Theatre of Great Britain, and Shakespeare’s Globe Theatre, perform Shakespeare’s plays and visit college and high school classes to bring a face-to-face encounter with Shakespeare’s work to students and to the community. Our Creative Writing Reading Series sponsors readings by renowned poets and authors, providing the inspiration for students of Creative Writing and members of the community, alike. Our Creative Writing students are also responsible for producing an award-winning, student-run journal, The Sagebrush Review, now in its third year of publication. The students organize readings and other fund-raising events to help support its production.

The Department of English is well-poised to help UTSA meet its new strategic goals. With regard to globalization, the Department of English has promoted
internationalization of our program in recent years, establishing a study abroad experience for graduate students at the University of La Mancha at Toledo, Spain. Several faculty members have held Fulbright lectureships in Russia, Romania, and Greece, and we have attracted international lecturers and students, especially in our graduate programs. We wish to encourage international links on many levels, with Mexico and other Latin American countries, with Europe, and with other cultures around the world. With regard to diversity, our doctoral program, with an emphasis on cross-cultural, transnational literary, linguistic, and cultural study, is focused squarely upon the issue of diversity. Our graduate programs also foster the development of transformative leadership, training our students to be dedicated educators and visionary citizens. This commitment has been institutionalized through the establishment of service learning as an essential component in our doctoral curriculum. We are confident that our department is providing students and the community with the kind of cultural enrichment and first-class educational experience expected of a Tier 1 institution.

4. English Strategic Challenges

In the past six years the number of English majors has increased to approximately 600 undergraduates, 100 MA students, and 39 Ph.D. students, while the number of faculty has decreased from 24 to 18 T/TT teaching faculty. The ratio of professor to student is thus approximately 41:1, an unacceptably high ratio for a Ph.D.-granting program. Faculty members are stretched to their limit as they attempt to provide not only exemplary classroom instruction, but also to serve as MA thesis supervisors and Ph.D. dissertation directors and committee members. We are forced to rely on NTT faculty for more of our lower-division classes than had been the case in the past, and all of our classes have grown dramatically in size: some undergraduate classes have as many as 250 students; upper division classes often reach 70 students; senior seminars and graduate classes have up to 25 students. The most notable implication of this growth in class size is that the writing component is necessarily diminished. Like the college, we need to see a decrease in this ratio if we are to provide a quality education to our students, and if we have any hope of keeping up the level of research required at a Tier 1 institution.

Therefore, to help promote UTSA to Tier I status and to enable successful execution of the Strategic Plan, the Department of English, like COLFA, needs the following:

- more T/TT faculty—at least double the current number
- a more realistic NTT budget in the interim
- additional staff members supporting teaching and research
- continuing commitment and greater financial support of our graduate programs
- additional office space for new faculty
- greater preliminary investment in faculty research in the form of start ups and travel funds
- additional instructional space
5. Strategic Initiatives, Goals, Action Items and Metrics

In order to meet our vision and fulfill our mission, the Department of English is committed to pursuing 5 strategic initiatives, encompassing 13 goals. Our initiatives reflect support for UTSA’s strategic plan as well as the three foundational themes and five areas for collaborative excellence described in the matrix found in Appendix II.

*English Strategic Initiative I: Enriching Educational Experiences to Enable Student Success*

**Goal 1.1:** Sustain the pattern of growth and development at the Doctoral and Master’s level.

The Department of English has the oldest and most robust Ph.D. program in the College of Liberal and Fine Arts, as well as one of the oldest, largest and most productive master’s programs. We have established a strong tradition of graduate education in our department, and are committed to fostering its growth, thereby promoting UTSA’s mission to reach Tier I status through enhanced graduate programs. The establishment of two endowed chairs, the Sue E. Denman Distinguished Chair in American Literature and the Brackenridge Distinguished Chair in the Humanities, has considerably enhanced the reputation of our graduate programs, and has enabled us to expand our graduate offerings. The faculty has, however, suffered a severe decrease in numbers over the last decade, and is in dire need of new hires to meet the demands of these vibrant programs. By the year 2016, we hope to have at least doubled the size of our graduate faculty, as our university continues to grow.

**Action Items:** Seek increased funding for graduate programs. Continue to recruit vigorously for outstanding graduate students, both locally and nationally. Continue to prioritize more tenure-track hires.

**Metrics:** Track the time to graduate degree, number of graduate degrees granted.

**Goal 1.2:** Give students the opportunity for more meaningful interaction with faculty and peers through smaller classes, enabling a stronger focus on writing at both the undergraduate and graduate level.

The Department of English is committed to preserving the quality of faculty-student interaction that has always been a part of our success in the classroom. As our lecture classes grow in size, we plan to provide students in these classes with small discussion sections, to be conducted by our graduate students. At present, such an arrangement is precluded by the lack of classroom space, not by the lack of capable graduate students. One of the most important effects of decreasing class size will be the enhancement of student writing. In recent years, as class size has increased, the number of writing-intensive classes has decreased. By the year 2016, we plan to increase offerings in writing-intensive classes.
**Action Items:** Continue to prioritize tenure-track hires and seek more medium-sized classroom space. Make efforts to reduce class sizes. Create discussion sections for large lecture classes, run by graduate teaching assistants.

**Metrics:** Track the amount of writing that is done by undergraduate students by examining the requirements given on syllabi in each class. Assess graduating seniors’ writing abilities by carrying out an analysis of 20% of the papers from the capstone Senior Seminars each year. Determine how many courses have small discussion sections.

**Goal 1.3:** Create more opportunities for active involvement of faculty in the mentoring and advising of students.

Such activities as a welcoming reception or an open house for new students could help them feel better acclimated as they enter the university; continued mentoring throughout their academic careers could help ensure their success. Tracking of alumni after graduation would allow us to assess the success of our students over the long term.

**Action Items:** Send letters of welcome to each new English major, identifying the English faculty and their e-mail addresses. Organize an Open House for new English students, to help them answer the question, “What can you do with an English degree?”

**Metrics:** Create a system to more accurately track students who apply and go to graduate school or into particular professions, by obtaining detailed contact information from students before graduation, so that a continuing relationship can be maintained and information obtained about career paths chosen.

**Goal 1.4** Provide opportunities for international study and travel for students, and for other sources of international connection, including the establishment of a four-semester language requirement for undergraduates.

The Department of English has promoted internationalization of our program over the years. We have established a study abroad experience for graduate students at the University of La Mancha at Toledo, Spain. Several faculty members have held Fulbright lectureships in Russia, Romania, and Greece, and we have attracted international lecturers and students, especially in our graduate programs. We wish to encourage international links on many levels, with Mexico and other Latin American countries, with Europe, and with other cultures around the world. We hope to promote the University’s plan to expand international connections, and expect to have an expanded study-abroad program in place by 2016. In order to equip our students with the skills they will need to be successful in a globalized society, we also plan to implement a four-semester language requirement for undergraduates.
Action items: Develop several exchange programs with foreign universities in Mexico and elsewhere in Latin America, in Europe, and in other countries. Seek sources for funding of students to study abroad. Implement a four-semester language requirement.

Metrics: Track the number of students who engage in study abroad. Assess the value of the language requirement by means of an analysis of grades of 4th-semester students.

English Strategic Initiative II: Serving Society through Creativity, Expanded Research, and Innovations

Goal 2.1: Increase the local, national, and international visibility of our scholarly and creative endeavors.

The Department of English has been prolific in the publication of books, refereed journal articles, reviews, and works of creative writing. The Department boasts two Ashbel Smith Professors, a number of Chancellor’s Council and Fulbright awardees, as well as NEH, NEA, Ford Foundation, MLA, and Violet Crown Book awards as a result of their successful research and creative efforts. One faculty member received the Balakian Award from the National Book Critics Circle, which has been called the Pulitzer for literary criticism. Another was named the 2008 NACCs Scholar by the National Association for Chicana and Chicano Studies. Faculty present at national and international conferences on a regular basis, and have established strong reputations, even in the face of inadequate travel and research funding. By 2016, we expect that our research and creative production will have increased substantially, as we implement research-based workload policies and as the University provides more institutional will in support of publication efforts.

Action Items: Continue to advocate for increased funding and support for research and travel. Seek to hire faculty with promising research potential. Fully implement 2-2 workload for those faculty who are energetically engaged in publication.

Metrics: Tally the number of publications with 1st, 2nd, and 3rd tier publishers and journals.

Goal 2.2: Increase the number of faculty applications for external funding.

Our Department has been very successful in its quest for grants, both individual and programmatic, such as an NEH grant to fund a bicultural summer institute. In addition, two of our Ph.D. students have been awarded prestigious Ford Foundation Dissertation Fellowships. By 2016, we hope to increase substantially the number of grants which faculty and graduate students have been awarded.

Action Items: Organize faculty workshops designed to provide information about grant-writing and grant opportunities. Invite faculty and graduate students to already-
organized workshops to help them understand the application process

**Metrics:** Tally the number of grants and awards received

**Goal 2.3:** Increase collaboration with the UTHSCSA and with other similar universities.

The Department of English has strong ties with the UTHSCSA, offering courses and lectures which connect the Humanities and Sciences, and creating collaborative bonds between the two institutions. The Department will continue to foster links between the two, especially as regards Creative Writing and the Sciences.

**Action Items:** Support research. Encourage and reward inter-institutional collaboration. Seek to hire faculty who can promote this connection.

**Metrics:** Assess the increases in number of faculty, research programs, external funding, and publications related to health and science. Note an increase in collaborations with medical and health organizations.

**English Strategic Initiative III: Promoting Access and Affordability**

**Goal 3.1:** Make classes more accessible.

Some undergraduate students have had difficulty completing their programs of study because their classes are mostly available during the day, and at the 1604 campus. A greater variety of offerings would serve these students better.

**Action Items:** Offer more classes in the evening, weekends, and summer, and more at the downtown campus.

**Metrics:** Compare enrollments with previous years.

**Goal 3.2:** Make classes more affordable.

Corporate support for our programs could provide us with needed resources, and could provide funds which could be used to endow a scholarship.

**Action Items:** Continue to search for more scholarships for our students and to seek to establish more endowed scholarships. Seek corporate support for programs. Establish more research and teaching assistantship positions which will help support graduate students while providing the opportunity for smaller classes and discussion sessions for undergraduates; seek funding from the administration for this expansion.
**Metrics:** Track the number of students receiving scholarships, fellowships, and travel funding, and the amount they receive.

*English Strategic Initiative IV: Serving the Public through Community Engagement*

**Goal 4.1** Continue to perform outreach to the local and global community.

Outreach is one of the Department’s core values, and we are committed to its implementation on the local, national, and international level.

**Action Items:** Continue to provide tutoring and other forms of service learning in community schools and other locations. Bring our work to the local, national, and international community through lectures, workshops, training sessions, internships, etc. Continue our involvement with the Guadalupe Cultural Arts Center, Gemini Ink, McNay Art Museum, and other cultural centers in the city and region.

**Metrics:** Collect data from annual reports on participation in community outreach.

**Goal 4.2:** Continue to develop the Department as a Center of Excellence in Literatures, Language, and Culture.

The Department supports a rich and vibrant culture in the arts and humanities including the annual performances of the Actors from the London Stage, the Brackenridge Distinguished Visiting Lecturer Series, the Creative Writing Series, numerous other literary readings and lectures, student production of a literary journal, and other educational and outreach programs.

**Action Items:** Continue to create and promote research and creative events to expand the community’s awareness and appreciation of the cultural offerings of our department. Support the establishment of a post-doctoral position in our Department for Africana and Diaspora Studies.

**Metrics:** Determine the number and quality of events and exhibits annually, the number of attendees, and the degree of public and professional recognition and publicity of departmental activities. Assess the success of the post-doctoral hire by evaluating the publications produced, lectures presented, and classes taught.

*English Strategic Initiative V: Expanding Resources and Infrastructure*

**Goal 5.1:** Continue to advocate for the increase and expansion of library holdings

The success of all our programs, especially our Ph.D., and the productivity of faculty research rests upon the access that scholars have to library materials. While some
access has been provided through electronic resources, many works are not available electronically, and need to be acquired in print.

**Action Items:** Encourage student organizations to support an initiative to increase library holdings.

**Metrics:** Request information from the library about library acquisitions and holdings

**Goal 5.2:** Continue to advocate for appropriate classrooms and class sizes for the kinds of courses we teach, as well as for office space for faculty and graduate students.

Classroom space is at a critical level. Many decisions are being made solely on the basis of classroom availability. We regard this situation an unacceptable and debilitating for our university and our program.

**Action Items:** Continue to seek more classroom space for our students. Encourage upper administration to consider using temporary buildings to handle the space crisis. Maximize use of our Department’s seminar rooms and computer lab. Expand use of downtown campus. Schedule courses at less-popular hours. Continue to seek more office space for faculty and graduate students.

**Metrics:** Assess the department’s efficiency in scheduling and classroom use.

6. **Department of English Key Indicators**

The following metrics will serve as indicators of the Department of English’s overall progress in achieving our vision and meeting our strategic goals. Each indicator will have associated targets and will be benchmarked against past performance as well as peer institution performance as applicable.

*Department of English Strategic Initiative I: Enriching Educational Experiences to Enable Student Success*

- Count the number of graduate degrees granted
- Assess amount and quality of writing by undergraduates
- Track students after graduation
- Determine how many students study abroad

*Department of English Strategic Initiative II: Serving Society through Creativity, Expanded Research, and Innovations*

- Tally the number of publications with 1st, 2nd, and 3rd tier publishers and journals.
- Collect the number of grants and awards received
• Assess the number of faculty, research programs, external funding, and publications related to health and science.

**Department of English Strategic Initiative III: Ensuring Access and Affordability**

• Compare enrollments in evening, weekend, and downtown classes with previous years.
• Track the number of students receiving scholarships, and the amount they receive.

**Department of English Strategic Initiative IV: Serving the Public through Community Engagement**

• Collect data from annual reports on participation in community outreach.
• Determine the number and quality of events and exhibits annually; number of attendees; and degree of public and professional recognition and publicity of departmental activities.

**Department of English Strategic Initiative V: Expanding Resources and Infrastructure**

• Request information from the library about library acquisitions and holdings
  • Assess the department’s efficiency in scheduling and classroom use.

7. **Call to Action and Accountability for the Department of English**

For our *UTSA 2016* Strategic Plan to be successful, we must follow through to incorporate the Department of English initiatives into our everyday management, operations, and decision making. The intent of UTSA is to operate as an integrated whole, with each element and component contributing to the University mission and vision, collaboratively and in a holistic fashion. This approach will transform the institution from our present reality toward realization of our future vision. Thus, we will become a catalyst and crucible for change, inviting and involving all stakeholders to the table as contributors as well as beneficiaries. This approach reflects the notion of citizenship imbedded in our statements of mission, vision, and core values. Citizenship in its truest sense involves a shared responsibility and contribution to the welfare of our entire community.

**Implementation:**

An implementation process that will ensure that the strategic plan is carried out effectively is critical to our success.
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*We must integrate UTSA 2016 into our operational planning (unit-level plans and compacts).*

- *We must integrate UTSA 2016 as the guide for our Department of English budget process.*

- *We must participate in ongoing revision and modification of the Department of English plan.*

- *We must develop an organizational structure to support the Department of English plan and assign responsibilities.*
**Accountability:**

In order for the plan to work, the Department of English must ensure that an effective system involving both communication and assessment is established and maintained.

**Communication:**

The Department of English must develop a communication system to inform our personnel of our fidelity to our mission and progress toward its initiatives, goals and action items. Routine reporting of metrics on our goals will be a standard part of our meeting schedules. Every month there will be a report on one of the initiatives. The report will include progress (metric review) and issues. Twice a year, progress on all initiatives will be incorporated into a report reviewed by the CMO, Team 2016 and the Executive Leadership Council. UTSA’s President will present an annual public “State of UTSA” address that reflects overall progress toward University initiatives and goals to which the Department of English contributes.

As a result of our internal system and the public Web site, the university community will be able to assess our progress, and senior leaders will have regular opportunities to discuss and adjust our initiatives as needed.

**Marketing UTSA:**

The Department of English will contribute information to the CMO and Team 2016 to help UTSA tell its story and share our 2016 Vision, both of which are essential to attract top students, faculty, research sponsors, and resource contributors and to gain optimal buy-in from all UTSA’s community and state stakeholders. Stories demonstrating UTSA’s values-in-action work to positively reinforce integrity, excellence, inclusiveness, respect, collaboration, and innovation. The UTSA image, branding, reputation, and prestige will reflect all the aspirational goals outlined in this plan and inform key audiences about progress, constantly recognizing and celebrating accomplishments along this journey.

**Assessment:**

The Department of English must develop an assessment system to determine our fidelity to our announced mission and progress toward our vision. There will be clear lines of responsibility for managing and reporting the components of our strategic plan, to include collecting metric data, reporting progress, and resolving issues.

**8. Appendices:**

I. Department of English Strategic Planning Process
II. Department of English Matrix of University Foundational Themes and Areas of Excellence
APPENDIX I:
DEPARTMENT OF ENGLISH STRATEGIC PLANNING PROCESS

Members of the faculty of the Department of English met to construct a draft of the department’s strategic plan. The Chair then met with other COLFA Chairs and the Dean to discuss our various plans, and to construct a fairly unified strategic plan across the college. Insights from these meetings were used for the refinement of the departmental strategic plan by the Chair. The plan was then placed on the departmental I-drive, so that faculty members could access it, make comments, and propose revisions. The entire faculty then met to discuss the revisions, and to approve the entire strategic plan.
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<td>Ph.D. program with focus on</td>
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<td>Ph.D. program trains students</td>
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<td>to be dedicated educators and</td>
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<td>Department of</td>
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<td>English</td>
<td>3. Strong faculty emphasis on</td>
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<td>Required MA course on Multiethnic</td>
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<td>Literature</td>
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<td>Student organizations train</td>
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<td>4. International links to foreign</td>
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**APPENDIX II.**

DEPARTMENT OF ENGLISH MATRIX OF FOUNDATIONAL THEMES AND AREAS OF EXCELLENCE