



**First Choice Graduate Program
Renewal Report**

**Department of English
Master of Arts in English
College of Arts & Humanities**

January 8, 2013

First Choice Graduate Program Renewal Report

Master of Arts in English

Part 1 Program Team & Review Board

Master of Arts in English Program Team
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Council on Graduate Studies Review Board
Carrie Dale, Ph.D., Board Chair
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Part 2 Consultation and Review Summary

2012 Review

Renewal Report October 30, 2012
CGS Renewal Review November 27, 2012
CGS Report Date January 8, 2013
Renewal Designation Period January 2013 to June 30, 2018

2007 Review

Initial Consultation February 13, 2007
Consultation Report March 22, 2007.
Program Review Request May 31, 2007
Review Report September 4, 2007
CGS Review October 2, 2007
Report Date January 14, 2008

Part 3 Renewal Report

The Mission of the Master of Arts in English: The Master of Arts in English offers students opportunities to pursue advanced training in one of four areas of concentration: Literary Studies, Literary Studies with Creative Writing emphasis, and Composition/Rhetoric and Professional Writing. The program will prepare students for careers in a variety of fields, including secondary and college-level teaching, editing and publishing, research and technical writing in either the private or the public sector. Master of Arts graduates will also be prepared to undertake further study at the doctoral level. Close contact with the department's excellent graduate faculty allows students to deepen their knowledge of literary study, the teaching of writing and literature, and the use of technology for both scholarly and practical research. Graduate assistantships, internships, mentorships, and some classroom teaching are available and integrated into students' individualized programs of study.

Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni. Rating = 4. Table 1 provides a summary of the programs' application, enrollment, and diversity rates. The evidence demonstrated sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body.

Table 1 – Application, Enrollment, and Diversity Summary

Enrollment Data	F 2009		F 2010		F 2011		3 Year Mean	
	#	%	#	%	#	%	#	%
# of Applications	13		22		21		19	
# of Admission Offers	13	100	21	95	20	95	18	96
Admission Yield	9	69	10	48	10	50	10	56
Continuing Candidates	29		28		31		29	
Total Enrollment	37		37		40		38	
Diversity Rates Based on Total Enrollment								
Undergraduate Diversity	16	43	15	41	13	33	15	39
Domestic Diversity	1	3	0	na	1	3	1	3
International Diversity	1	3	0	na	0	na	0	na
Gender Diversity	21	57	23	62	23	58	22	58

1ai-Enrollment Management/Recruitment Plan: A clear plan for meeting application, enrollment, and diversity goals. Rating = 4 to 5. The Renewal Report documented continued use of electronic processes, print materials, and recruitment programs that are effectively attracting high quality and diverse students to the applicant pool. The report identified a clear well defined Recruitment Plan and achievement of recruitment and selectivity goals along with enhancements that have been added to further increase quality and diversity with a special focus on attracting more well-qualified international students. The report noted the use of outreach programs to Historically Black Colleges and Universities within a five-state radius outreach to alumni, and networking with personal and professional contacts. The program has a Facebook page to enhance its electronic portfolio. The program is in the process of creating an Advisory Board composed of local alumni who will also assist with recruitment. The program uses participation in EIU's Graduate Fair, the Graduate School's campus visits program, information sessions in the EIU Writing Workshop and a new one-hour course *English Majors Forum* to inform undergraduates about graduate study. The program has also developed a well organized applicant contact schedule and a well defined set of selection criteria to secure the candidates the program seeks. The program documented a sustained record of achieving its enrollment goals.

1aii-Enrollment Management/Selection Criteria: A rationale for selection decisions; fulfilling its expectations for quality. Rating = 4 to 5. Since the Fall of 2010, admission decisions are made on the basis of these elements: a) undergraduate grade point average, b) GRE General Test Scores, c) two letters of recommendation, d) submission of a statement of professional goals, and e) a writing sample. The Graduate Studies Committee also developed a rubric for use when evaluating applications. The evidence shows that it offers admission to those candidates that are well matched to the rigor of the program and that admission offers are accepted by many of the best candidates.

1aiii-Enrollment Management/Acceptance Rate: Desired applicants accept admission offers. Rating = 4. The program documented that it offers admission to only top applicants in the program and admission offers are accepted. The evidence included a 100% yield among in-state students applying without assistantship support. Out-of-state applicants who earn assistantships accept offers; and those who do not typically have been admitted to doctoral programs. Recent examples include applicants admitted to Rice University, University of Tennessee and the University of Michigan. The program reported an 80% acceptance rate for candidates offered assistantships. These candidates earned an average GPA of 3.56 from 2008-2012.

1b-Assistantship/Scholarship Management: Rating = 4. Table 2 provides a summary of the program's annual and competitive awards. The program documented a sustained record of assistantship management.

Table 2 - Graduate Assistantship Summary

Academic Year Assistantships	2009	2010	2011	Mean	Current Rate
Annual Allocation	10	10	10	10	885/month

Competitive Awards	2	1	2	1.7	885/month
Grants or External Awards	3.5	7	5.5	5.3	variable
Philanthropic Awards					
Other Campus Assistantships	0	0	0	0	Variable
Total Academic Year	15.5	18	17.5	17.0	
Summer Assistantships					
Annual Allocation	2	2	2	2	885/month
Competitive Awards	3	2	2	2.3	885/moth
Grants or External Awards	1	0	0	0.3	Variable
Philanthropic Awards	0	0	0	0	
Other Campus Assistantships	0	0	0	0	Variable
Total Summer	6	4	4	4.7	

1bi-Assistantship/Scholarship Management/Annual Awards: The awards attract desired applicants; teaching, research, or service experiences add value to the degree. Rating = 4. The program documented exemplary use of graduate assistantships by providing assistants with opportunities to hone their discipline knowledge. Many assistants begin their assistantship experience in the EIU Writing Center and, if they meet the criteria, may be selected for the supervised teaching assistantship program at EIU that provides guidance and supervision in college teaching. A parallel program is also available through a new partnership with Parkland College. Feedback from the undergraduates who use the EIU Writing Center provides validation of the important services that this Center offers to undergraduate instruction at EIU.

1bii-Assistantship/Scholarship Management/Competitive Awards: Competitively acquires additional assistantships; attracts additional desired applicants; teaching, research, or service add value. Rating = 4. The program has successfully secured 4 additional awards funded by the College of Arts & Humanities and 1 additional award through Lake Land College. The program also has an impressive record of securing competitive Presidential, Spring Scholar, and Summer Research awards. More recently, a graduate assistant was selected to support the Humanities Center. In addition, candidates who held Presidential Assistantships in 2011 and 2012 are both currently PhD candidates. The evidence documented the awards attract the talented and diverse students the program seeks. The program documented a sustained record of assistantship management.

1c-Matriculation Management: A targeted graduation rate; candidates consistently meet the program's degree completion expectations. Rating = 4. Table 3 provides a summary of the program's matriculation success. The program documented consistent graduation rates over a three-year period to verify how it manages and achieves its matriculation goals. During the presentation, the Coordinator noted that 94 to 82% of the candidates admitted in the Fall 2008/Spring 2009 and Fall 2009/Spring 2010 cycles had completed the degree in 3 years. The program was satisfied that a completion rate in this range reflected that candidates who are admitted to this 2-year program typically complete the degree.

Table 3 - Matriculation Management

Entering Term	#	Degree Completion Term							
		S 2009		S 2010		S 2011		F 2011	
		#	%	#	%	#	%	#	%
F 2008	20	0	na	9	45	15	75	15	75
F 2009	9	0	na	0	Na	5	56	5	56
F 2010	10	0	na	0	Na	0	na	0	na
F 2011	10	0	na	0	Na	0	na	0	na

1d-Graduate Placement: The program can document sustained placements; earning of required credentials; making important contributions to society; pursuing an advanced degree. Rating = 5. The program maintains strong contact with its alumni and can track the placement of its graduates using a series of best practice processes. The program verified that its graduates secure placements in schools,

community colleges, and impressive PhD programs. Professional placements include Illinois Valley Community College, Louis and Clark College, and Parkland College. Ph.D. placements include Purdue University, St. Louis University, and University of South Florida. During the presentation, Dr. Hoberman highlighted 5 recent graduates. Two are now PhD candidates having earned placements at Illinois State University and University of Tennessee. Another candidate is a teacher at Mattoon High School, another works for the Mattoon Journal Gazette/Charleston Times Courier, and another secured a position as a Grants Coordinator at Evansville ARC. She highlighted the awards and recognition many of these candidates have earned. She reported that 85% of their graduates are employed or pursuing an advanced degree and that 100% of their employed graduates are working in fields related to their expertise. The summary documented a sustained record of placements. Table 4 provided evidence that 85% of the graduates are employed or pursuing advanced degrees post degree completion and 100% of those employed are working in degree-related positions.

Table 4 – Three-Year Graduate Placement Rates

Year Completed	Employed		Adv Study		Unemployed		Unknown		Goal		Status
	#	%	#	%	#	%	#	%	#	%	
S 2008	5	3	60	1	20	0	Na	1	20		
S 2009	14	11	79	2	14	0	Na	1	7		
S 2010	17	9	53	4	24	0	Na	4	24		
TOTAL	36	23	64	7	21	0	Na	6	16		

Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics. Rating = 5. The evidence demonstrated sustained achievements in fostering advanced scholarship were achieved. Dr. Hoberman noted the program won the Provost's Award for Academic Assessment for 2010. In addition, the program's Spring 2011 Annual Assessment Plan was rated so high the program was released from submitting a Spring 2012 Report. Dr. Hoberman noted since then the program has continued to improve its assessment mechanisms by creating an Assessment Subcommittee and revising and circulating a survey for current MA students. In addition, the program is devising additional rubrics for exam petitions and applicant files and creating a computerized database to facilitate future assessment reports

2a-Center for Academic Support and Achievement documents that assessment data are used to improve student learning, to guide improvements to the curriculum and to achieve academic excellence. Rating = 5. The Review Board noted the program has developed a well focused assessment plan that addresses CASA guidelines and the learning outcomes identified by the program's faculty. Included among the documents were assessment rubrics related to the program's capstones, individual student course assessment rubrics, and the guidelines for assessing the exam prospectus, creative writing prospectus, and the literature, composition, or professional writing prospectus. The rubrics are well developed and serve as models for other programs that may be seeking these assessment tools. The review verified this program has a sustained record of using its assessment to advance its student learning.

2b-Graduate School documents that assessment data are used to improve student learning based on CGS Criteria. Rating = 5. The program has a sustained record of evaluations of excellence from the Dean of the Graduate School.

Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry. Rating = 4 to 5. The evidence demonstrated sustained achievements in expanding the curriculum.

3a-Sustained Mission and Planning Leadership: Articulates a clear mission; aligned with current and future trends in the discipline; states the program's strengths. Rating = 4. Dr. Hoberman noted that while the program does not directly review its mission statement annually, it uses a well-defined process for reviewing and advancing its academic offerings that keep the mission fresh and aligned with

contemporary trends in the field and new credential opportunities. The program noted that it added the Certificate in the Teaching of Writing (approved by the IBHE in 2011), accompanied by a new class ENG 5585, Writing Project for Teachers, in conjunction with the Eastern Illinois Writing Project. Also added was a new class, ENG 5260, a component in the Professional Writing concentration and part of the MS in Renewable Energy. A new class, Creative Writing Professional Development (ENG 5025), was approved in 2011 and offered for the first time in fall 2012. Finally, the program organized its curriculum to insure that the composition/rhetoric concentration, which is often the concentration selected by high school teachers, and the graduate-level creative writing class are offered at night, so as to ensure access by those who work full time.

3bi-Administrative Leadership: Documents how its administrative structure and leadership advance the quality of its curriculum. Rating = 5. The report provided an effective summary of how administrative duties are organized to ensure effective collaborations among program leaders to ensure quality. Dr. Hoberman reported that the Graduate Studies Committee (GSC) works effectively with the English Department and college and university committees to insure approval for its curricular initiatives. The Graduate Coordinator serves as Chair of the GSC and that in this capacity she also serves on the department's Executive Committee. This administrative structure ensures communication of concerns, programming, and curricular initiatives. Processes used to advance the graduate mission include circulation of the GSC minutes and requests for faculty input as necessary. Each semester the GSC organizes brown-bag lunches where faculty teaching graduate classes meet with those assigned to future graduate classes to talk over their experiences and expectations. In addition, thesis and exam defenses, student readings, and student symposia are open to the entire faculty, encouraging interaction among faculty, the GSC, and graduate students. Several yearly social events include a September reception at the home of the Graduate Coordinator, a presentation by the program's Outstanding Alumnus, and the Bazargan Lecture and reception. These events bring graduate students, faculty, and GSC members together and create a strong network of communication and collaboration. The Graduate Coordinator acts as liaison between the GSC and the department as a whole, and between graduate faculty and graduate students. Input from graduate students is available through the membership of the English Graduate Student Organization (EGS) president on the GSC and through frequent advisory meetings with graduate students. These broad and numerous opportunities for the Graduate Coordinator to participate in leadership were considered a strength of the program.

3bii-Graduate Faculty Leadership: Documents the significant role of the graduate faculty with advancing the curriculum through curriculum committees or appropriate curriculum processes. Rating = 4. The report described an effective Graduate Studies Committee that comprehensively evaluates and proposes advancements to the program. The report detailed how the GSC faculty continued to assess and fine-tune the MA program throughout the renewal period. In response to needs perceived by faculty and students, the GSC has made a number of changes in the program since 2007. These include the creation of a Certificate in the Teaching of Writing (approved by the IBHE 2011) and of ENG 5585, Writing Project for English Teachers (approved 2009). Other new classes include ENG 5260, to serve professional writing students as well as the new MS in Sustainable Energy; modifications to the Creative Writing Concentration (requiring three rather than two creative writing courses; creation of a new required course ENG 5025, Creative Writing Professional Development); changes to the Professional Writing concentration (requiring ENG 4765, Professional Editing), as well as changes to Graduate Assistantship requirements (removal of ENG 5502, Mentored Composition Teaching, as a requirement for those who don't want to teach) and to admissions requirements (required of all candidates, not just GAs, a writing sample and two letters of recommendation). The creation of a permanent subcommittee on assessment ensures effective data gathering and dissemination.

3c-Sustained Curricular Leadership by External Review: Sustained excellence based on external reviews as appropriate to the mission/discipline. Rating = 4. The Coordinator of Graduate Studies and the Chair met with faculty involved in the MS in Sustainable Energy and the MS in Reading to coordinate relevant course offerings for these external curriculum boards. Currently, CGS has mandated that the program create an Advisory Council composed of alumni from the program to help keep programs up to date.

3d-Sustained Capstone Leadership: Requires a rigorous capstone appropriate to the mission and documents the impact of each of its capstones on the quality of learning in the degree program. Rating = 5. The report provided a comprehensive review of how each of its capstones; the examination and the

thesis contribute to program excellence. Each capstone requires an oral defense. Using the new rubrics, graduate faculty have a reliable and valid way to verify that completion of the capstone provides evidence that expected program competencies have been met. Each of the capstones is also evaluated to insure they retain their rigor and value as end of program experiences. Dr. Hoberman noted over the last three years, 90% of the program's graduate candidates wrote theses rather than exams. For professional writers, the GSC created a new option, the applied thesis. The first applied thesis was defended in 2011. This option allows professional writing students to gain real-world experience as they research, complete, and defend their project. Thesis prospectus requirements continue to ensure students meet a high standard in planning their theses. Rubrics at the prospectus and the defense stage are filled out by GSC members. The GSC conducts workshops to help students through the prospectus-writing process. It has also recently rewritten guidelines on the website to clarify both the thesis and exam process for students. Future plans include a letter addressed to graduate faculty explaining the prospectus review process; the aim is to facilitate communication, and to create a stronger sense of cohesion among faculty working with graduate students at any one time. The report confirmed exemplary and sustained achievement in this area.

3e-Sustained Student Leadership: Fosters participation of its graduate candidates on student advisory boards. Rating = 4. The program documented a history of student leadership through the English Graduate Student Organization (EGSO), and the Graduate Student Advisory Council. The report noted that the EGSO, through fund raising, provides travel support to graduate candidates who have papers accepted for presentation and have conducted surveys to effectively convey graduate student issues to the Coordinator. The report noted the EGSO continues to bring grad students together for social and professional events and has been increasingly successful in creating a sense of community that includes all master's students, including those who do not hold assistantships. In the past, some of these candidates felt somewhat marginalized. EGSO collects money through bake sales, and in 2011, awarded 8 grants to graduate students attending conferences. Dr. Hoberman noted that EGSO officers are elected by current graduate students. The EGSO resident serves on the GSC and provides vital input on graduate student questions and needs. Workshops and guest speakers are scheduled with the help and advice of the EGSO representative, who then helps ensure the best possible attendance at these events. All graduate candidates now have mailboxes in the English department mailroom. The aim is to facilitate communication and foster a greater sense of community. The evidence confirmed sustained student leadership.

3f-Sustained Alumni Leadership: The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board. Rating = 5. The program is currently developing a web based "alumni reunion" tool to maintain contact with alumni. The program has consistently had its alumni selected for Graduate School Alumni Awards and features alumni news in its Annual Newsletter. Since 2008 the program has welcomed Lee Martin (2009), Richard Morris (2010), Susan Morris (2011), and Jennifer Berkshire (2012). Ms. Berkshire's talk to faculty and graduate candidates was particularly inspiring and was taped for eventual use on our website. These features served to confirm alumni achievement.

3g-Sustained External Partnerships: Sustained external partnerships appropriate to its mission; assets of partners advance the program's quality. Rating =4. The program maintains the Study Abroad program at Harlaxton College. This program continues to serve graduate students well. Over the last three years, 6 graduate students have participated in the summer program at Harlaxton, 2 each summer. Graduate students continue to participate in the Study Abroad program in South Africa as well. In AY 2011-2012, the English department hosted Chinese doctoral student Li Xiaolong, who completed his doctoral dissertation on Don DeLillo while in residence here. Xiaolong participated in graduate classes and colloquia and attended MA program events, providing graduate students with a valuable opportunity to learn about Chinese culture and literature. The program hopes to cooperate with him in the future to encourage exchange programs between his university and ours. Another vital partnership is with Parkland College; since 2009, we have placed a graduate assistant there every year. This external agreement provides funding for an additional assistantship while giving our students experience working in a two-year college. Terri Fredrick has worked with local businesses and non-profits to provide internship opportunities for our professional writing students. In 2010-2011, this relationship resulted in the creation of a professional writing assistantship for a graduate student, who worked in public relations at Lake Land College. The program serves as a role model for international partnerships that provide

international networking and study for its graduate candidates. The evidence offered a model of excellence for international partnering.

Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty. Rating = 4 to 5. The evidence demonstrated sustained achievements in research/creative activity with graduate students and faculty.

4a-Student Research Leadership: The report documented the program has successfully engaged its candidates in research.

4ai-Research Productivity: Has an annual research productivity goal and documents that its candidates meet or exceed the completion of those products. Rating = 4. The report documented that the program has successfully engaged its candidates in research by noting that of the 64 students receiving degrees between spring 2008 and spring 2012, 58 completed theses and 6 completed exams. The outcome verified that over 90% of the graduate candidates chose the thesis option, well over our previously established goal (2007) of 75%.

4aii-Research Engagement: Graduate candidates will achieve a sustained record of scholarships through presentations, performances, or exhibits. Rating = 5. Candidates are initially prepared by symposia in ENG 5000 and, for creative writing students, reinforced by ENG5025. Candidates present their research and creative work in a range of professional, external venues. Students graduating between spring 2008 and spring 2012 presented or published 48 scholarly or creative works. Venues include VAGANTES, a particularly competitive conference for graduate students, and the Louisville Conference on Literature and Culture since 1900, a national conference where presenters are predominantly faculty. One graduate student had a chapter accepted for a collection of essays, *Time in Television Narrative*, since published by University Press of Mississippi (2012). Graduate students regularly participate in Graduate Exposition. With the help of funding from the Williams Travel Award and EGSO and support from faculty, the students themselves have fostered an atmosphere in which conference presentations are highly valued. Each year faculty offer a well-attended workshop on how to submit to a conference and how to behave once you get there. This ensures students recognize their obligation to attend and participate in others' sessions as well as to present effectively at their own. The spring Bazargan Lecture continues to galvanize student and faculty interest; recent speakers include Robyn Warhol, Dale Bauer, and Gerald Graff. The program has developed and sustained a culture of research and offers an example of excellence to other graduate programs.

4b-Research and Travel Grants: Rating = 5. The program has an exemplary and sustained history of earning Graduate School travel and research grants to support student research presentations. Their statistics are impressive and include 18 awards between 2008 and 2012 averaging 4 per year.

4c-Showcasing Scholarship/Creative Activity: Rating = 5. The program has a sustained record of programs to showcase student scholarship. Dr. Hoberman noted that the program hosts the James K. Johnson Creative Writing award which is a program that was designed to recognize and showcase student creative writing. She further noted that graduate candidates frequently publish their creative work in *The Vehicle*. The program also offers a new course ENG 5025 (Creative Writing Professional Development) which culminates in a reading each fall semester. Also each semester, ENG 5000 ends with a symposium at which first-year students present their research projects. Defenses are valued not only as capstone experiences but also as an opportunity to share research outcomes and creative work with faculty and peers. Typically, 3-5 candidates participate in the Graduate Exposition. In addition, the program has implemented a new series begun in spring 2009, the annual Graduate Studies Colloquium for Graduate Student Research at EIU. The GSC selects a presenter from proposals submitted by graduate students to EGSO, which organizes the competition. In Spring 2012, Bryan Hebler presented his research on Don DeLillo. Earlier presenters include Andrew Eichel and John Stromski. This was an area of strength that could be modeled by other graduate programs.

4d-Awards Participation: Rating = 5. The program has a sustained record of earning Graduate School awards that confirm the criteria were met. The program has earned numerous awards for graduate student research. Examples include the Thesis Award of Excellence for the College of Arts and Humanities: John Stromski, Spring 2012; the English Department Distinguished Thesis Award: Emily

Ramage (2008), Andrew Eichel (2009), Kristi McDuffie (2010), John Stromski (2011), Rashelle Spear (2012); the English Department nominee for Midwestern Association of Graduate Schools Teaching Award: Rashelle Spear (2012); and the Graduate Video Showcase presenters: Kristi McDuffie, John Stromski, and Rashelle Spear. The program names a distinguished graduate student every spring and in 2011, nominated John Stromski for the Hamand Society of Scholars. The program applies annually for an additional Presidential GA and for a Provost's Research Assistant. The program was awarded a Provost's Award for AY 2010-11. For the first time, in AY 2011-2012, the GSC nominated a candidate for the Francis Meyer Hampton Award and an essay for the King-Mertz Award.

Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service. Rating = 4 to 5. The evidence demonstrated sustained achievements in a sustained record of developing opportunities for the discovery and application of knowledge.

5a-Coordinator Leadership: Rating = 4 to 5. The report documented the sustained and impressive leadership of the program's graduate coordinator. Examples of achievements include serving as co-chair of the Enrollment Quality and Diversity Board (EQDB) and currently serving on the Integrative Graduate Studies Board. The Coordinator also served on the King-Mertz award committee for the College of Arts and Humanities.

5b-Graduate Faculty Scholarship: Rating = 4 to 5. Faculty scholarship was well documented with evidence of books, chapters, articles, and presentations the faculty have completed during the past three years. The evidence was impressive with contributions at state, regional, national, and international levels. The program's faculty have earned an impressive number of awards and have served in critical leadership roles on a variety of committees. Collectively, graduate faculty edit 4 major literary or scholarly journals. Other examples include creative writing faculty who have won 10 Pushcart Prize nominations and numerous literary awards; graduate faculty who have won numerous teaching awards, including multiple nominations as Outstanding Graduate Mentor and Outstanding Honors Professor. Additional examples include graduate faculty who have received not only many university grants to fund research and teaching but also external grants from the Illinois Arts Council, Illinois Humanities Council, and the National Endowment for the Humanities, the Mary Lily Travel Grant, UCLA Library Research Fellowship, and a Jay Tunney Travel Grant from the International Shaw Society. Finally, since 2008, graduate faculty have published 6 edited collections, 3 scholarly editions, 8 single-authored monographs, and 5 books of poetry, fiction, and creative nonfiction. Especially notable faculty achievements include:

- David Raybin's recognition as the Carnegie Foundation for the Advancement of Teaching/Council for Advancement and Support of Education, Illinois Professor of the Year (2011) and as Distinguished Faculty Member (2011);
- David Raybin's National Endowment for the Humanities grants in support of summer seminars for teachers of English (2009, 2011);
- Julie Campbell's appointment to the Executive Board of the Society for the Study of Early Modern Women (2010);
- Roxane Gay's inclusion in the *Best American Short Stories of 2012*;
- Chris Wixson's selection as Outstanding Honors Professor (2012).
- Robin Murray's grants from the National Writing Project totaling \$132,600.

Exemplary Achievements

- a) *1d-Graduate Placement:* The program's processes for maintaining contact with its alumni and its tracking of alumni placements was considered exemplary.
- b) *2a and 2b CASA and Graduate School documents that assessment data are used to improve student learning, to guide improvements to the curriculum and to achieve academic excellence. Examples include:* creating an Assessment Subcommittee and revising and circulating a survey for current graduate candidates to assist with assessment and devising additional rubrics for exam petitions and applicant files and creating a computerized database to facilitate future assessment reports
- c) *3bi-Administrative Leadership: Documents how its administrative structure and leadership advance the quality of its curriculum.* The report provided an effective summary of how

administrative duties are organized to ensure effective collaborations among program leaders to ensure quality.

- d) *3d-Sustained Capstone Leadership: Requires a rigorous capstone appropriate to the mission and documents the impact of each of its capstones on the quality of learning in the degree program.* The report provided a comprehensive review of how each of its capstones; the examination and the thesis contribute to program excellence.
- e) *3f-Sustained Alumni Leadership: The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board.* The program is currently developing a web based “alumni reunion” tool to maintain contact with alumni.
- f) *4a-Research Engagement: Graduate candidates achieve a sustained record of scholarships through presentations, performances, or exhibits.* Candidate are initially prepared by symposia in ENG 5000 and, for creative writing students, reinforced by ENG 5025.
- g) *4b-Research and Travel Grants:* The program has an exemplary and sustained history of earning Graduate School travel and research grants to support student research presentations.
- h) *4c-Showcasing Scholarship/Creative Activity:* The program has a sustained record of programs to showcase student scholarship.
- i) *4d-Awards Participation:* The program has a sustained record of earning Graduate School awards that confirm the criteria were met. The program has earned numerous awards for graduate student research.

Part 4 Recommendations

Based on the evidence presented, the Review Board determined the program met all of the criteria and recommended the Council on Graduate Studies accept the recommendation and the Dean of the Graduate School provide the First Choice Program Designation for a period of five years. The Council accepted the recommendation. The Dean of the Graduate School renewed the **Master of Arts in English** as a First Choice Graduate Program at Eastern Illinois University.

Part 5 Period of Designation

The Period of Designation for programs approved in the Fall of 2012 is January 2013 through June 30, 2018. The next review will be in the Fall of 2017.

Part 6 Benefits

For programs achieving the First Choice Graduate Program designation at Eastern Illinois University, the benefits include a Presidential Graduate Assistantship, an Annual Graduate School Initiative Award, two Summer Research Graduate Assistantships; two Williams Travel Awards to support student travel and any new funding that may be designated for First Choice Graduate Programs. The First Choice Program Designation and the data used to support that designation will be used to market and advertise the program by the Department, College, and the Graduate School.

Robert M. Augustine, Dean

January 8, 2013
Date

C: College of Arts & Humanities
Provost Lord