Department of English, University of North Carolina Wilmington  
Self-Study for MA Program Review | Fall 2015

Executive Summary  
Characteristics of our program
The MA program at UNCW is a small, regional program that enables students to tailor their course of study to their own interests and goals; as one recent graduate put it: “It’s a very versatile program; we can make it what we want it to be. One of the reasons I came here is that [I] have the time and the space to figure out [my] goals.”

We offer good preparation for Ph.D. programs and for teaching at community colleges. Our TAs benefit from their work in the writing center, their observations of first-year mentors, and their experience as instructors of record in four courses during their second year. They enjoy ongoing pedagogical support within the department in the form of regular check-in sessions and pedagogy talks. Those who do not receive a TA position in our department have the opportunity to do a teaching internship; several receive part-time GA or TA positions each year through other departments or organizations on campus.

Recent Initiatives
• A 2015 summer internship enabled students to do document usability studies, website user experience (UX) analysis, search engine optimization (SEO), and grant proposal writing. Opportunities such as these are crucial for students who are preparing for careers outside of academia.

• Our first English Studies Day this fall featured panels on English beyond the classroom, presentations by alumni, information about graduate school (including PhD programs), and a resumé workshop.

Major changes to the program since 2009
We have had a number of retirements, losses, and hires in the past five years that have changed the face of our department dramatically. The loss of our African Americanist and our Latin Americanist in the past year and a half has made covering those portions of the curriculum impossible. However, we did hire a number of professional writing and composition professors several years ago; this has enabled us to teach new writing courses and to reach out to a broader student population.

We have made the thesis optional to better meet the needs of our current students; we have also regularized the assessment process and, in particular, have integrated more “best assignments” into our courses. We are in the process of changing our comprehensive examination to ensure that students are reading a greater variety of material that connects to the many sub-disciplines in our department and to allow students to have input in the exam’s makeup.

Recruitment efforts
We experienced a dip in enrollment in fall 2014 and, while there was a slight uptick in 2015, we have been actively engaging in a number of recruitment activities. These have included creating a brochure and sending it out to colleges throughout the state and country, editing the website to be more user friendly to potential applicants, creating a promotional video, creating a BA/MA program for 2016, initiating outreach to science departments who are interested in our writing classes, and beginning discussion about a professional writing certificate.
1. General characteristics of and brief history of the academic unit

1.1 Mission statement:
The Department of English fosters a commitment to language, critical thinking, and information literacy through instruction in the fields of literary studies, rhetoric and composition, professional writing, linguistics, teacher education, and journalism. As members of a keystone discipline within the Humanities, faculty in English encourage the cultural and intellectual development of our students. We challenge our students to be intellectually curious and to engage both locally and globally by scrutinizing language and its relation to power. We ask students both to analyze and to produce written texts that grapple with complexity and nuance, imparting a wide range of skills—whether in the use of a theoretical apparatus or in the use of information and communication technologies—that bring them closer to their academic, professional, and personal goals. As scholars, we contribute to all areas of English studies and actively bring both undergraduate and graduate students into our research activities. We are scholars and teachers who enthusiastically engage in service to the region and to the larger scholarly community. (Approved February 2015)

1.2 Departmental goals:

These are some goals that we had accomplished by 2008-2009.

1. Student participation in professional conferences
2. Wider use of instructional technology in computer-equipped and other smart classrooms
3. Smart classrooms in Morton Hall
4. Foster relationships among the department, other academic units, and the community (including high schools and community colleges)
   • Buckner Lectures and film series tailored to community interests
5. More comprehensive mentoring of pre-tenured faculty
   • Professional-development program
   • Wider participation in mentoring pre-tenured faculty

Goals for the Department Post-2009. Those with an * have been achieved.

1. More formalized mentoring of undergraduate research projects and internships
• Rewards (CHE credit) for undergraduate thesis direction and other forms of mentorship*
• Increased course credit for internships to allow for more writing and reflection*
• Research assistantships and other GA positions [One other position for 2014-15 and 2015-16; more would be useful.]

2. More integration of service learning and community outreach into the curriculum

3. Opportunities and support for graduate students to travel as Wentworth Travel scholars.* [In the 2014-15 year we had 8 graduate students with Wentworth fellowships.]

4. Solicit information from exit surveys and interviews* [We have gained useful information each year from exit interviews. The exit interviews are now sent via e-mail; the graduate coordinator compiles the information and sends it to graduate faculty. See responses below. Additionally, the graduate coordinator does a survey of first-year students asking students which courses they would most like to see. For 2016-17, we hope to honor at least five of their suggestions.]

5. Greater support for scholarship and research, especially for pre-tenured faculty. [We could do more in this area; instead, we have recently received word that some awards are being eliminated.]

6. Additional opportunities for students to professionalize and offering opportunities for internships for graduate students and service learning.* [A 2015 ETEAL initiative enabled students to work under the guidance of faculty mentors to produce multimedia documents for commercial and nonprofit client partners. Students engaged in practices such as document usability studies, website user experience (UX) analysis, search engine optimization (SEO), grant proposal writing, and promotional material production. See Appendix B for additional information.]

7. More reciprocal relationships among the department, other academic units, and the community.

• Every semester, the English Department hosts English in Action. Students, including our graduate students, have the chance to share posters and projects with the UNCW community.*

• Increased department-student gatherings.* We have held faculty-student teas/donuts every semester which have been moderately successful. Our first
English Studies Day, held on November 10, 2015, however, was quite successful. It featured panels on English beyond the classroom, information from professional writing and literary studies alums, information about graduate school (including PhD programs), and a resumé workshop. It also gave students a chance to mingle with their professors.

8. Increased cooperation with high schools and community colleges

• College Day for high-school students.* Thanks to our graduate student, Justine Chew, who is also a high school English teacher, we have begun collaborations with Pender Early College High School. In spring 2015, we held four seminars for students from Pender. Justine is planning a second iteration that promises to reach additional students in the Cape Fear area.

• Community college instructors, including a graduate of our MA program, Ashley Ess, have visited campus and given “chalk talks” to our teaching assistants and part-time instructors.

• Under the leadership of Vic Malo, the English Department hosted a Cape Fear English Language Arts Conference in 2014. The day-long event brought faculty members, former MAs, and high school teachers from around the area together for a day of learning. English graduate students were involved in the planning and organizing of the event. See Appendix B for more information.

9. Greater contact with departmental alumni

• Departmental alumni chapter

• Undergraduate and graduate alumni web pages with testimonials.*

• Department Facebook page*

10. Boost enrollment [Efforts are underway: see other sections of this report.]

11. Make Morton Hall more appealing

• Rejuvenation/preservation*. [The Morton Rejuvenation committee has made many efforts in terms of seating, posters, displays, book giveaways, and a television that projects upcoming events. #KeepMortonWeird (an informal department motto) now appears on a t-shirt designed by a graduate student for fundraising purposes.]

• Outdoor classroom (idea has not met with institutional support)

Brief history of the academic unit

UNCW’s modern English department began in 1977 with the hiring of Brooks Dodson through the department’s first national search. Subsequently, the department used national searches to fill
all tenure-track lines, thus transforming what was essentially a locally staffed English department into one with national visibility. Along the way, significant hires were made in composition and rhetoric, linguistics, British and American literature, postcolonial literature, creative writing, theory, and film studies. In 1999, for a variety of institutional reasons, creative writing became a separate department; film studies established a separate department in 2005.

In 1989 under the leadership of Chair Robert Byington, the department began a graduate program leading to an MA in English. Barbara Waxman was the first coordinator, overseeing the development of curriculum, the admissions process, and the design of the first program for the training of teaching assistants. The early MA curriculum was aimed at producing graduates with abilities in literature, composition, and theory and providing advanced training for high school English teachers.

In 1997, a more specialized track in critical literacy was added to the MA program in English. For several years, there were two distinct tracks for the English MA, each with different requirements: the literature concentration and the critical literacy concentration. However, the critical literacy track was eliminated early in Lewis Walker’s tenure as graduate coordinator, which began in the fall of 2002 and ended in December of 2005, establishing a commitment to fostering a general MA degree in English Studies that provides maximum flexibility for students.

In the spring of 2006, Barbara Waxman resumed the position of graduate coordinator and developed explicit guidelines, timelines, and suggestions for students and their thesis committees designed to enable students to more effectively complete their thesis work. Also during Waxman’s tenure, the graduate committee developed a process for assessing student learning outcomes and a point system for evaluating applications.

In July 2008, Colleen Reilly became graduate coordinator. Under her leadership, evaluation of student materials according to student learning outcomes became more rigorous and routinized. Additionally, the graduate program’s website was revised and updated, the graduate handbook was updated and completely redesigned, and the comprehensive examination was revised.

In the spring of 2013, Meghan Sweeney became graduate coordinator, after having served in that capacity for one semester in 2011. Her initiatives have included revising the comprehensive examination and a number of recruitment efforts. These include creating a brochure (see Appendix B), editing the website to be more user friendly to potential applicants, supervising an ongoing promotional video, initiating a BA/MA program, initiating (along with other members of the department) outreach to science departments who are interested in our writing classes, and encouraging the development of a professional writing certificate.

The Graduate English Association has also been a factor in energizing the intellectual and social lives of our graduate students. GEA members have arranged talks by faculty, workshops on a
variety of topics, and group sessions to prepare for the comprehensive exam. Students take part in on campus conferences (SEWSA) or host a graduate student conference. Students are currently involved in planning the upcoming conference in conjunction with the State Department sponsored collaboration with the International Islamic University Islamabad.

http://uncw.edu/tigr/includes/IIUI.html

New hires in recent years:
Lance Cummings (hired 2014): professional and technical writing, online writing instruction, second language writing
Sarah Hallenbeck (hired 2011): rhetoric and composition, feminist rhetorics, professional and technical writing
Jennifer Kontny (hired 2014): language in digital environments, discourse analysis, visual rhetoric
Kate Maddalena (hired 2014): technical communications; science and technology studies
Victor Malo (hired 2012): English education, qualitative research methods, young adult literature
Alex Porco (hired 2012): Poetry, poetic theory; hip-hop music and culture; theory and practice of the avant-garde
Anirban Ray (hired 2013): digital literacy; rhetoric of technology; intercultural and global communication

Our African Americanist, Marlon Moore, left and was not replaced.
Our journalist, Jeff Neeley, left and was not replaced.
Our Latin Americanist (hired as a generalist), Barbara Waxman, retired and was not replaced.
This has left a gap in our graduate faculty ranks and in our course offerings.

2. Findings of and responses to previous reviews

The most recent review of the graduate program was performed in 2008 under the supervision of the graduate coordinator, Colleen Reilly. The 2009 self-study report by Annette Federico of James Madison and Malin Pereira of UNC Charlotte emphasized that students were content pleased with the “non-competitive learning environment” and observed that faculty were “supportive of [students’] different goals.”

The report stressed that additional T.A. lines were necessary and that stipends should be raised to compete with peer institutions. While the stipend has been raised (to $10,500), the number of teaching assistantships has not increased in the past five years. However, for the past two years, the graduate coordinator has successfully petitioned to have an additional GA position filled by English graduate students.
The report also noted that comparable M.A. programs do not require both an exam and a thesis; we since have changed our curriculum to make the thesis optional. Consequently, we have moved from using the thesis as an artifact of assessment to using an assignment from the final semester of coursework. We have honed this process in the past several semesters, now regularly including a pre-assessment norming session for the graduate committee and collecting final paper topic assignments.

A thesis guide was developed to help ensure that the experience is productive and consistent among those choosing to do a thesis (See Appendix D). Additionally, the point system for directing theses and internships has been standardized and brought up to recent university standards. With these changes, the reviewers’ single greatest concern, imbalanced faculty workload, has been largely ameliorated. However, it is still the case that certain faculty members do more thesis and DIS work than others.

Our reviewers suggested that the comprehensive exam could “benefit from comparisons with peer institutions.” We made changes in our exam structure the following year, and, after an extensive comparative study of peer institutions (performed by the graduate coordinator and graduate assistants), another revision will go into effect this year. This new exam will ensure that students are reading a greater variety of material that connects to many of the various sub-disciplines in our department. It also will allow us to create a list that could be changed at any time but that would not necessarily have to be updated every year. Finally, it will allow students to have input in the exam and thus, we hope, more investment in the exam itself. The graduate coordinator will meet with students throughout the process to make the transition relatively seamless.

In 2009, our reviewers emphasized that we needed “recruit aggressively for diversity.” That year, we did hire an African Americanist who was in our department from 2009-2015; there has been no replacement line. We were able to hire Dr. Ray, who works on the rhetoric of technology and global communication, in 2013. Furthermore, the report suggested that “students from underrepresented groups are particularly interested in applied programs that assure job placement, so focusing on professional writing as well as literary areas will help diversity recruitment.” With our additional hires the past two years, we have been able to offer more professional and technical writing courses. We hope to tap into this population further in the next two years by recruiting more students from our own PW track (which we did this year for the first time) and initiating a professional writing certificate at the graduate level.

The report observed that students would be well served by a course that specifically addressed teaching literature at community college. While this was crucial in 2009, the climate has changed. Our graduates who teach at the community colleges in the surrounding area (particularly Cape Fear CC) seldom teach literature.
A final recommendation has been particularly instructive, given the political and economic climate in the last few years and the decline of English majors more broadly: “The department could articulate expectations for contributing to and helping to build the graduate program.” We have taken this task seriously and have begun to implement substantial changes, as outlined in section 10.

3. General program characteristics

3.1 General discussion:

The Department of English has historically enrolled approximately 30-35 students. In the past two admission cycles, numbers have been lower and our overall enrollment hovers around 20 (although, thanks to recruiting efforts, we do have additional students in the queue for the spring). We understand that we are at a crossroads and that, if we are to continue, we must change. This means facing the economic and political realities of North Carolina and beyond. Undergraduate students who once would have, as a matter of course, continued at UNCW for an MA need instead to find full-time employment and pay off debts. Other students elect to go elsewhere, where they can receive additional funding. We no longer have MAT students in our courses and fewer creative writing students (due in part to additional hiring in CRW) are in our classes.

Despite these challenges, we have maintained a variety of course offerings for our students, enabling them, in consultation with advisors, to tailor their schedules to their own career objectives and interests, selecting courses in literature, rhetoric and composition, professional writing, literary theory, and more. The courses taught within the graduate program still reflect the Department of English and university’s commitment to nurturing the cultural and intellectual development of students, while fostering skills in communication and analysis to prepare them for careers in a variety of fields. By regularly offering courses that emphasize multicultural subjects and the value of multiple viewpoints within historical and global contexts1, the program models and teaches its students the advantages of rigorous, intellectual inquiry and an appreciation for the global community and its texts.

3.2 Curriculum description:

Since fall 2010, the MA in English has required a total of 36 hours of graduate coursework and has made the thesis optional. This curriculum shift gives students greater flexibility in

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1 One 2015 graduate of the program stated “I’ve always appreciated how [the program is] really non-canonical. It seems much more focused on opening up the space of English” (Reed 36).
determining the shape of their degree and allows students the opportunity for additional coursework. In the 2014-15 year, 6/13 second-year students chose the thesis option.

All students take ENG 501: Introduction to Research Methods and either ENG 502: Introduction to Literary Theory or ENG 552: Rhetoric and Culture. In consultation with the graduate coordinator, students individually choose other courses. All students take a comprehensive examination, typically in their third semester of study. We encourage applied learning work outside of the classroom and many of our students choose to complete an internship or a directed independent study.

All graduate courses emphasize rigorous intellectual inquiry; development of sustained, original, critical arguments; careful, considered reading and analysis of texts; the locating and assessment of appropriate primary and secondary research; and the development of ease and facility in public speaking and the expression of ideas. Our program encourages students to work proactively to make connections between their courses and to recognize how the skills and subjects they are learning build on and illuminate each other. Our philosophy consists of encouraging students’ intellectual development by nurturing the academic skills they need and then giving them the freedom to pursue their own intellectual interests either in additional coursework or when writing a thesis.

The 36 hours of coursework required for the MA degree must be distributed according to the following guidelines:

- 30 of the required 36 hours must be taken in residence.
- Students pursuing the thesis option must complete 30 semester hours of graduate coursework, register for ENG 599 thesis (6 hours) in their last two semesters, and present and defend a thesis, acceptable to the student's thesis committee, prior to graduation. Students pursuing the non-thesis option will complete 36 hours of graduate coursework.
- Students may take up to 9 hours from among the following:
  1-6 hours of internship (596 and 598)
  1-3 hours of DIS work
  3 hours from outside the department (with prior approval from the Graduate Coordinator)
  6 hours of thesis work. (Please see Appendix B; this language is not yet a part of the course catalogue)

Each semester 5-6 graduate courses are offered (see Appendix A for a complete list of graduate courses since Spring 2009).

In the fall semester, ENG 501: Introduction to Research Methods in English and ENG 502: Introduction to Literary Theory are offered. In the spring semester, ENG 503: Theory and

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2 We are currently discussing the nature of this required course.
Practice of Teaching Composition is offered; ENG 552: Rhetoric and Culture is offered at least every other spring. ENG 503 is required for all teaching assistants. There is sometimes a graduate course offered in the summer. Elective courses typically offered include ENG 511: Studies in the Novel, ENG 551: Topics in Professional Writing, ENG 560: Topics in British Literature, and ENG 580: Studies in Literature, among others. The following is a sample course of study:

1st semester: ENG 501 (possibly to be replaced by a WAC Writing course), ENG 502, and one other ENG course
2nd semester: ENG 503 and/or ENG 552, and one/two other ENG course(s)
3rd semester: Comprehensive Exam during the third week of the semester, 2 elective courses, and, for students doing the thesis option, ENG 599 (Or: 3 electives)
4th semester: ENG 599 for those doing the thesis option and 2 elective courses (Or: 3 electives)

Educational objectives:

- Introduce students to the major theoretical issues and topics in English studies relating to language; literature; literacy; rhetoric and composition; professional, technical, and electronic writing; pedagogy; and critical theory
- Teach and model how to engage in rigorous intellectual inquiry
- Teach students how to develop sustained, original, critical arguments
- Teach careful, considered reading and analysis of texts
- Teach students how to locate, assess, and integrate different kinds of primary and secondary sources
- Encourage ease in presenting complex information to many kinds of audiences
- Prepare students who are interested for further graduate work leading to the Ph.D.
- Prepare students who are interested in work outside of academia
- Offer advanced research and educational opportunities

Programmatic goals:
The following goals were listed in the 2009 self-study. Goals with asterisks beside them have been accomplished.

Curriculum
• Continuously review and update our master’s program so it reflects current thinking in English Studies*

**Teaching**

• Offer departmental workshops focused on teaching*
• Encourage the use of technology in our classes*
• Obtain sufficient additional classrooms to cover the number of sections we must offer*
• Provide more classrooms with multimedia capabilities. [Although Morton Hall is not as technologically advanced as other buildings, we usually have access to the technology we need.]*

**Students**

• Foster a greater sense of community among English majors [and English MAs]*
• Provide them with increased educational and social opportunities outside the classroom such as outside research and attendance at conferences*
• Attract more graduate students from outside the region
• Obtain more funding for graduate scholarships and assistantships [As noted elsewhere, more is needed in this area]*
• Track English-major [and MA] job placement to enable better advising and to guide curricular decisions. [This has been improved, but still could be better.]*

**Faculty**

• Improve salaries of graduate faculty to obtain equity with comparable departments in the college and with other English departments in the country. [This has dipped since our last report and has had a particular effect on associate professors.]
• Provide all faculty, including teaching assistants, with full access to telephone and computer communications and space for student conferences*
• Compensate research-active faculty with greater release time. Provide release time for untenured junior faculty for research.
• Provide adequate rewards to make departmental administrative positions attractive to faculty*

**3.3 Unique aspects of the program**
One of the benefits of our small MA program is that it allows for closer interaction between faculty and MA students than occurs in larger programs focused on awarding doctoral degrees. Small programs such as ours maintain a commitment to individual attention for students. As Table 1 below indicates, the enrollment in our graduate courses is often below 15, increasing the ability of students to interact one-on-one with faculty members and obtain thoughtful and individualized feedback on their work. We offer students the opportunity to complete a master’s thesis, work on a DIS, and/or do an internship, depending on their needs.

Our program is unique in that we have specialists within a number of sub-disciplines of English studies, including literature, rhetoric and composition, and professional writing. As section 9 below reflects, our faculty our remarkably productive and engaged in scholarly endeavors despite their teaching and service expectations.

Our program affords students excellent preparation in all aspects of classroom teaching prior to allowing them the opportunity to teach their own courses. Our mentoring program for teaching assistants is distinctive in providing students with an entire year of being mentored by experienced faculty members prior to teaching on their own. Students teach their own courses in their second year and have the opportunity to teach both 100-level and 200-level composition.

Finally, our active GEA allows students to develop leadership skills and create their own scholarly communities. The GEA sponsors workshops run by faculty and support personnel from the library and career services on a range of topics related to research and professional development. The size and intimacy of the program makes the GEA a very significant organization that plays an important role in the department.

Table 1: Total number of Graduate Course offered each semester, average number of students, per course, Spring 2009-Fall 2015

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The data show a noticeable bump in fall 2012 and a dip in fall 2015. Due to this dip, we took precautions not to add a sixth graduate course and to cross-list one course. This enabled our average number of students per course to be higher. Fall 2015 was also the first semester that the Women’s and Gender studies certificate course was offered; six students chose to take an outside course for this certificate.

Unique Aspects of the program: student responses
Recent graduate Melina Reed (2015) wrote her thesis on terminal M.A. programs, with a focus on UNCW’s program (“Teaching and Research Experiences in a Terminal English MA Program: a Qualitative Study”). She writes, “I chose my terminal English MA program because of the freedom it allowed me to gain valuable experience in both teaching and research… Upon graduation, I will have served twice as a teaching assistant under the mentorship of two instructors of composition, and I will have served as an instructor of record in two composition classrooms. I gained additional teaching experience through a teaching internship, where I served as a teaching assistant to a senior faculty member for two online composition courses. Each of these experiences has been invaluable to me as a means of professionalization and preparation for my future teaching goals” (11).

She also summarized the interviews that she conducted with other second-year MA students, whose names were not used in the study. Here is a sampling of their responses:

“Learning how to balance her time between her teaching and her research was a valuable learning process that she attributed to her terminal MA in English program” (24).

“He values the personal research freedom and content knowledge that he is gaining through coursework and the practical teaching experience he is gaining through his teaching assistantship” (24).

“He developed an interest in teaching through the combination of his experiences working at the writing center, doing a teaching internship, and taking the practice and theory of teaching composition course. [This student] feels that this combination of teaching experiences is crucial for people who do not serve as teaching assistants [and] may have an interest in teaching, and he credits the
program for providing both practical and theoretical teaching experiences for non-TAs through teaching internships and the teaching course” (26).

“Despite the fact that higher pay for master’s holding teachers is no longer a possibility in the state of North Carolina, [a student who is a current high school teacher] is still pursuing the degree because she values the transfer of content knowledge from her graduate classrooms to her own teaching….She values her ability to model her own teaching style after some of her professors [whom] she feels establish a respectful classroom climate” (26-7).

Most crucially, these students spoke openly and at length about the strong mentorship they received in our program.

From M.A. graduate Valerie Surrett (December 2010) who is in a PhD program at WVU: “We wrote more at UNCW than others in my program did during their MA studies… I was able to get the research course and pedagogy course requirements waived by submitting my UNCW equivalent course syllabi, which allowed me to take two more literature courses than my peers. My peers who came from departments with doctoral programs had less conference experience, as their programs generally didn’t offer MA travel funding. I had more teaching experience than others, and I was alone in having experiences designing courses and teaching sophomore-level composition…I don’t think I realized that UNCW’s program was more rigorous than others while I was in it, but that became clear pretty quickly when I got here.”

4. Certification, interdisciplinary, and other programs

Our faculty members participate in a number of interdisciplinary minors on the undergraduate level, including Classical Studies, English as a Second Language, European Studies, International Studies, Journalism, Native American Studies, Postcolonial Studies, and Women’s and Gender Studies. Furthermore, our faculty members contribute to thematic transdisciplinary clusters including Ancient Thought and Culture, Child and Adolescent Studies, Gender and Social Justice, and Global Diversity and Immigration. English Studies by nature encourages an interdisciplinary approach to written texts that incorporates historical, sociological, psychological, philosophical, and other disciplinary perspectives. Likewise, the spectrum of contemporary literary theory draws upon an equally broad range of disciplinary perspectives, including, but not limited to, history, sociology, economics, women’s and gender studies, communication and media studies, and linguistics.

English graduate faculty, whether teaching on an undergraduate or graduate level, therefore model any number of disciplinary vantage points in their presentation and analysis of written texts, which may range from Elizabethan drama and Victorian novels to film, television dramas, comic strips, and magazine advertisements. The professional writing component of the
undergraduate and graduate English curricula likewise draws upon a variety of disciplinary perspectives, including rhetoric, linguistics, ethics, sociology, organizational communication, teaching with technologies, and media studies.

The English graduate program’s commitment to interdisciplinarity is further evidenced by the fact that students are able to take courses outside of the English graduate curriculum; students are permitted to enroll in one graduate course outside of English with approval of the graduate coordinator and can avail themselves of graduate courses in history, graduate liberal studies, Spanish, and creative writing.

Additionally, the English Department currently participates in the Post-Baccalaureate Certificate in Women’s and Gender Studies. The WGS certificate has one required course (WGS 510). The certificate can be fulfilled by English Department courses, as well as a DIS or thesis project that also fulfills WGS student learning outcomes. Any relevant English course might count as an elective toward the certificate, if approved by the Director of the Women’s Studies and Resource Center. Currently there are nine English MA students also enrolled in the WGS certificate program. There are also nine English professors who are Women’s and Gender Studies-affiliated faculty.

English courses serve students beyond those in our own graduate program. Our ENG 557 Theory and Practice of Technical Communication is an option for the MA in Environmental Studies, and our ENG 557 Theory and Practice of Technical Communication and ENG 551 Studies in Professional Writing are options for the Master of Public Administration. Students in the Master of Arts in Teaching Secondary Education and Middle Grades Education are allowed to take six hours of English courses. Students in the M.Ed., Secondary Education may take fifteen hours of English for their Academic Content strand, while students in the MA in Liberal Studies (GLS) program may take nine hours of English courses.

In addition to internal teaching internships, English graduate students also participate at a variety of educational, business, and governmental agencies, enrolling in ENG 598: Internship in Applied English Studies. Students have worked and are currently working at a variety of educational institutions and community organizations, including Cape Fear Community College, Brunswick Community College, James Sprunt Community College, New Hanover High School, the Cape Fear Literacy Council, the Cape Fear River Watch, the Palaver journal, and Encore magazine. Other internship opportunities are available at places such as the Bellamy Mansion Historic House, UNCW Marketing and Communications, the Children’s Museum of Wilmington, Wilmington Star-News, WILMA Magazine and many others. Such participation not only reflects the English MA program’s commitment to applied learning, but also an active service-oriented commitment to the university’s regional outreach mission.
Furthermore, English Department faculty are very involved in our campus’s service learning initiatives, and continue to integrate this work into their classrooms. This past summer, some of our faculty members established a Professional Writing Lab funded by an ETEAL (UNCW’s service-learning initiative) grant. Students enrolled in a summer course called “Applied English Studies” and partnered with a local business (Commercial Systems Solutions) and a local non-profit (Cape Fear Literacy Council). Students wrote recommendations for search engine optimization and website redesign for the business and researched and wrote grants for the NPO.

5. Facilities

The facilities available to our graduate program include extensive resources and programming through Randall Library and the Career Center; departmental materials, workshops and course offerings; technology and office space; and a thriving Graduate English Association. Resources for research include numerous holdings at Randall Library, computer labs, and an excellent interlibrary loan system. With access to Project Muse, JSTOR, and many other online databases, students have the opportunity for in-depth scholarly research on or off campus. Randall Library also provides a variety of other services to graduate students (workshops, one-on-one help, 24/7 chat services and more). Our subject librarian, Lisa Coats, is an excellent resource for our students. The Library also maintains a graduate lounge and a coffee shop, Port City Java, that provides space for graduate students.

Our graduate students are supported in a number of ways throughout our department. Teaching assistants have access to their own office space located on the second floor of Morton Hall. Morton provides several other spaces for working and relaxing, including our own Departmental Commons which graduate students use for meetings, projects, collaboration, and other community-building activities.

Our program supplies students with a handbook as well as guides to writing the thesis and applying to Ph.D. programs (See Appendix D). Numerous resources for finding careers post-graduation are available at the Career Center. Furthermore, graduate faculty regularly offer students workshops on applying to Ph.D. programs, writing resumes and curriculum vitae, publishing articles, and other topics that foster students’ intellectual development.

Each of our courses is capped at fifteen and the average number of students in each course is eleven or twelve (see Table 1 above for specific information regarding numbers of courses and course enrollments and Appendix A for a complete listing of course offerings). Students also have the opportunity to be involved with our internship program, which matches up those who are interested with venues that best meet their needs, including our own Writing Center. In the past year, lower enrollment numbers have meant that we are able to offer only 5 courses every semester, which has been demoralizing for some students, who hoped to work with
additional professors. We hope that our recruitment initiatives including the BA/MA will attract additional strong students, and we are pleased to have admitted more students in 2015-16 than we did in 2014-15.

Although Morton Hall is one of the older, under-renovated buildings on campus, our graduate classes (capped at 15 students) are held in smart classrooms (which include internet connections, VCRs, DVD players, and projectors) or in our computer classroom. TAs who teach classes are provided a smart classroom that includes LCD projectors, internet connections, VCRs and DVD players. There is a fully functioning teacher’s station that houses a computer for their use in each classroom. Thanks to the Morton Rejuvenation committee, we have undertaken some aesthetic enhancements in the form of seating, art, book swaps, and displays.

Both the space and technological equipment made available to our graduate teaching assistants and our graduate students have improved since the fall of 2008; however, the department continues to address both space and technological challenges not only for graduate teaching assistants and graduate students, but for faculty as well. We maintain a number of technological resources such video cameras, digital cameras, a copier, scanner and other office supplies that are available to all of our graduate teaching assistants. All teaching assistants are provided an office computer with a variety of software installed. Randall Library provides additional technology and pedagogical support by making laptops, video cameras and other technological equipment available to graduate students and teaching assistants who wish to check them out.

Thanks to the GEA, students gather for social events and comprehensive examination study groups. Not only does the GEA serve as a support network, it provides students with the sense of being a part of an academic community. Students have been involved with conferences on campus (SEWSA) and have traveled to graduate conferences at UGA, Greensboro, and other locations as well as to larger academic conferences including the Conference on Community Writing, SAMLA, and NCTE. They may apply for Graduate School Travel Allocations (up to $600) and Graduate Student Association Travel Grants ($250) to help fund these scholarly pursuits. Additionally, several graduate students have found academic and social support as well as leadership opportunities in our very strong Sigma Tau Delta chapter (which won an outstanding chapter award in 2012).

6. Personnel
Listed below are all tenured and tenure-track faculty by name, graduate institution, date hired, and teaching and research interests. An asterisk beside the name indicates that the faculty member has graduate faculty status.

Professors
Mark Boren*, Ph. D. University of Georgia; 2003
Nineteenth-century American literature; psychoanalysis and literature

Cara Cilano*, Ph.D. Duquesne University; 2001
Postcolonial literatures; critical theory

Keith Newlin*, Ph.D. Indiana University; 1992
Nineteenth-Twentieth-century American literature; drama

Colleen A. Reilly*, Ph.D. Purdue University; 2001
Professional writing; electronic composition, citation, and publication; computer gaming and literacy

Lee Schweninger*, Ph.D. University of North Carolina at Chapel Hill; 1985
Nineteenth-century American literature; American Indian literatures

Lewis Walker*, Ph.D., University of Virginia; 1980
Renaissance Drama, especially Shakespeare; Milton; late medieval, especially Chaucer

Michael Wentworth, Ph.D. Bowling Green State University; 1983
British Renaissance literature; American studies; popular culture

Associate Professors

Diana Ashe*, Ph.D. Texas A & M University; 2000
Rhetoric; discourse analysis; professional writing

Anthony Atkins*, Ph.D. Ball State University; 2004
Rhetoric and composition

William D. Atwill, PhD. Duke University; 1990
American Modernism and Post-Modernism; American Realism

Donald E. Bushman, Ph.D. University of Tennessee; 1994
Composition theory; history of rhetoric; writing across the curriculum

Tiffany Gilbert*, Ph.D. University of Virginia; 2006
Twentieth-century American literature, culture, film

Nicolas Laudadio*, Ph.D. State University of New York, Buffalo; 2006
Science fiction and film; cultural studies; literary theory
Paula Kamenish*, Ph.D. University of North Carolina at Chapel Hill; 1992
Comparative literatures and cultures; literature in translation

Katherine Montwieler*, Ph.D. University of Georgia; 2000
Eighteenth-century British literature; Nineteenth-century British literature

Daniel Noland, Ph.D. University of Texas; 1987
Linguistics; nature, environmental, scientific literature

Katie Peel*, Ph.D. University of Connecticut; 2008
Children’s and young adult literatures; Victorian literatures; queer studies

Meghan Sweeney*, Ph.D. State University of New York, Buffalo; 2003
Children's and young adult literatures; critical theory

Jeremy Tirrell*, Ph.D. Purdue University; 2008
Writing and technology; professional writing; gaming and game theory

Assistant Professors
Lance Cummings*, Ph.D. Miami University; 2014
Professional and technical writing; comparative rhetorics; second language writing

Sarah Hallenbeck*, Ph.D. University of North Carolina at Chapel Hill; 2009
Professional and technical writing; rhetoric and composition; feminist rhetorics

Jennifer Kontny*, Ph.D. University of Wisconsin-Milwaukee; 2014
Language in digital environments; sociocultural linguistics; discourse analysis

Victor Malo*, Ed.D. Florida International University; 2012
English education; young adult literature; quantitative research methods

S. Kate Maddalena*, Ph.D. North Carolina State; 2014
Technical communications; rhetoric of science and technology, media theory

Alex Porco*, Ph.D. SUNY Buffalo; 2011
Poetry, poetic theory; hip-hop music and culture; theory and practice of the avant-garde

Anirban Ray*, Ph.D. Texas Tech; 2013
Digital literacy; rhetoric of technology

See Appendix C for abbreviated curriculum vitae for each graduate faculty member.
Non-tenure track faculty
Only tenure-track faculty serve on thesis committees and teach graduate courses.

Staff
Will Wilkinson, Director of the University Learning Center and Writing Services Coordinator assists in the training and supervision of teaching assistants who work as tutors in Writing Services during their first year.

The office has two administrative staff members who assist faculty in the following manner:

Karen Doniere is the Administrative Specialist who oversees department office operations, supervising one office associate and two student workers. In conjunction with the chair, she establishes office priorities, helps plan public lectures and events, manages the budget, and coordinates faculty hire and promotion activities.

Donna Carlton is the Administrative Support Associate who works most closely with the graduate program. She arranges for travel authorization and reimbursement, assists with the coordination of student advising, assists the Administrative Specialist with scheduling and budget duties, manages work study student office assistants, orders textbooks and desk copies, coordinates student evaluations, and helps with purchasing.

7. Graduate students

7.1 Data about applicants and students admitted to the program

In 2006, 2007, and 2008, 15 students total were admitted to the program during the spring semesters. In recent years, spring admission (when students typically are admitted without funding) is much rarer. For example, in the spring semesters of 2013, 2014, and 2015, only 3 students total were admitted. Students prefer to apply for fall admissions, when funding is typically more readily available. (Spring 2016 is an unusual semester, since a TA had to decline his position at the last minute and the money is still available.)

Having a large pool of applicants who were willing to enroll without funding made very little recruiting necessary prior to 2013. In fall 2013, we lost six qualified students, most from out-of-state. Our ability to enroll was hampered, even more than usual, by our small number of assistantships, small fund of scholarship money, and the requirement that all students pay tuition.

For the past five years, we saw approximately 20 applications every fall, with the largest number
in fall 2013 and the smallest in 2014. In 2015, thanks to extensive recruiting efforts we were able to bring all 9 admitted students to the program.

Table 2: Number of applicants, students admitted, and students enrolling, Fall 2010-2015

<table>
<thead>
<tr>
<th></th>
<th>F 10</th>
<th>S 11</th>
<th>F 11</th>
<th>S/S u 12</th>
<th>F 12</th>
<th>S 13</th>
<th>F 1 3</th>
<th>S/S u 14</th>
<th>F 14</th>
<th>S/ Su 15</th>
<th>F 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of applicants</strong></td>
<td>20</td>
<td>7</td>
<td>21</td>
<td>6/3</td>
<td>23</td>
<td>0</td>
<td>2/7</td>
<td>3/1</td>
<td>16</td>
<td>2/1</td>
<td>18</td>
</tr>
<tr>
<td><strong>Number of students admitted</strong></td>
<td>10</td>
<td>3</td>
<td>11</td>
<td>4/1</td>
<td>15</td>
<td>0</td>
<td>1/8</td>
<td>2/0</td>
<td>10</td>
<td>1/0</td>
<td>9</td>
</tr>
<tr>
<td><strong>Number of students enrolling</strong></td>
<td>9</td>
<td>3</td>
<td>11</td>
<td>4/1</td>
<td>14</td>
<td>0</td>
<td>1/2</td>
<td>2</td>
<td>7</td>
<td>+1 non degree</td>
<td>1</td>
</tr>
<tr>
<td><strong>% of admitted students enrolling</strong></td>
<td>90</td>
<td>10</td>
<td>0</td>
<td>93</td>
<td>6/7</td>
<td>93</td>
<td>70</td>
<td>100</td>
<td></td>
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</tbody>
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Table 3: Average verbal GRE scores of students accepted, Fall 2010-Fall 2015

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<tbody>
<tr>
<td>Old Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>513</td>
<td>567</td>
<td>550</td>
<td>620</td>
<td>530</td>
</tr>
<tr>
<td>Quantitative</td>
<td>477</td>
<td>527</td>
<td>569</td>
<td>560</td>
<td>570</td>
</tr>
<tr>
<td>Writing</td>
<td>4.3</td>
<td>4.0</td>
<td>4.7</td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>New Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>161</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative</td>
<td>152</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
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</tbody>
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</tbody>
</table>
The data in Table 3 indicate that students we accept generally have a verbal GRE score in the mid-to-high 500s or, in the new scoring system, between 153 and 158 (59-79th%).

**Average undergraduate GPAs of students enrolling, Fall 2010-Fall 2015**

The average undergraduate GPA was listed as 3.8 or 3.9 across all terms, up from 3.02 in 2001 and 3.4 in 2007.

**Table 4: Gender information about students admitted into the MA program, Fall 2010-Fall 2015**

Our program enrolls mostly white, female students from North Carolina. This trend has not changed very much over the last six years.

![Gender Information Table]

**Table 5: Ethnicity and residency information about students admitted into the MA program, Fall 2010-Fall 2015**

B=Black, H=Hispanic, W=White, A=Asian, M=Multi-race U=Unknown; N=non-citizen; AI=American Indian

![Ethnicity Information Table]
As Table 6 below indicates, we often draw students from undergraduate institutions in North Carolina, with some students coming from Texas, Pennsylvania, and beyond. Some out-of-state students have family in the area (including military partners).

Table 6: Undergraduate institutions of admitted students, Fall 2011-Fall 2015

<table>
<thead>
<tr>
<th>Undergraduate institutions*</th>
<th>2011-12</th>
<th>2012-2013</th>
<th>2013/14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNCW (5)</td>
<td>UNCW (9)</td>
<td>UNCW (7)</td>
<td>UNCW (4)</td>
<td>UNCW (6)</td>
<td></td>
</tr>
<tr>
<td>Appalachian State</td>
<td>Appalachian State</td>
<td>College of William and Mary</td>
<td>St.Bonaventure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>Campbell University</td>
<td>University of Georgia</td>
<td>University of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>Lycoming College</td>
<td>University of Minnesota</td>
<td>West</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>Penn State University</td>
<td>Russell Sage</td>
<td>Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concordia University</td>
<td>Park</td>
<td>Simpson College</td>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Rutgers State</td>
<td>Geneva College</td>
<td>of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Hunter</td>
<td>University</td>
<td>Malone College</td>
<td>Georgia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doane College</td>
<td>Stephen F. Austin State</td>
<td>Piedmont Baptist</td>
<td>West</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardner Webb</td>
<td>University</td>
<td>West Virginia U.</td>
<td>Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Valley State</td>
<td>Sweet Briar</td>
<td></td>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Methodist</td>
<td>UNC Charlotte</td>
<td></td>
<td>of</td>
<td></td>
<td></td>
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<tr>
<td>UNC Greensboro</td>
<td></td>
<td></td>
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</tbody>
</table>

7.2 Recruitment efforts and admission criteria

Most students learn about our program initially from our website. In an effort to enhance this passive recruitment vehicle, we have applied some Google optimization techniques and have put a “Top Ten Reasons to Come to UNCW for an M.A. in English” section on our homepage. Last year, we created a brochure (available in paper form as well) and we have sent these out to all
liberal arts colleges in NC that do not have M.A. degrees. Our faculty have begun taking these brochures with them when they travel to conferences as well. A student filmmaker is in the process of crafting a video for our website.

We have historically recruited a significant number of MA students from among our undergraduate students; recently, fewer of our students when informally polled in senior seminars reported an immediate interest going to graduate school (citing economic reasons). Moreover, our highest achieving students apply directly for PhD programs or prestigious schools in the U.S. or abroad.

Each year, we hold a meeting about applying to graduate school with the Sigma Tau Delta honor society. We provide them with information about our graduate program and invite graduate students to describe their own experiences in an effort to demystify the process and recruit additional students. This year, the graduate coordinator was involved in recruitment at our newly established English Day and at the Graduate School fair hosted by the graduate school.

Our admission criteria have remained largely the same since 2009, although, since the last review, we have edited our point system in an attempt to better standardize the review of applications and to give less weight to the GRE verbal portion. Students submit the following materials with their applications:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (GRE) not more than five years old
4. Three recommendations (forms are provided with the application) from individuals in professionally relevant fields, addressing the applicant’s demonstrated academic skills and/or potential for successful graduate study
5. An essay that addresses the applicant’s purpose for graduate study focusing on how attending graduate school in English will help the applicant to achieve their professional goals. (English essay form is included with the application)
6. Evidence of a Bachelor’s degree at the time of entrance
7. A ten-page analytical writing sample that includes a bibliography citing secondary sources in MLA format.

Points are awarded to the various elements in the application according to the following system:

- **GRE verbal scores**: 1 point for a score that falls within each 5% increment above 64% on the verbal GRE; -1 for a score that falls within each 5% increment below 54% on the verbal GRE.
For example, a score that falls between (and including) 55% and 64% would receive no points, a score that falls between (and including) 65% and 69% would receive 1 point, and a score that falls between (and including) 54% and 50% would receive -1 point.

- **GRE analytical writing sample:** 1 point for each .5 above 4.0; 0 points for a score of 4.0; -1 for each .5 below 4.0
- **GPA:** 1 point for each .10 above 3.00 in GPA; -1 for each .10 below 3.00 in GPA
- **Statement of Interest:** (Note: a score of 3, 1 etc. may be given if necessary)
  4 points for a thoughtful, well-crafted statement addressing academic/professional goals
  2 points for a solid statement
  0 points for a statement that has some conventional errors or is not on topic
  -2 for a statement that has a number of errors and fails to address the topic requested
  -4 for a statement with many conventional errors and inadequate content
- **Writing sample:** (Note: a score of 3, 1 etc. may be given if necessary)
  6 points for an outstanding argument that cites a number of secondary sources effectively and in correct MLA format
  4 points for a solid argument that cites a few sources effectively and correctly
  2 points for a paper of the correct length that cites few sources
  0 points for a paper under ten pages, citing no sources
  -2 points for a paper with minimal development containing some conventional errors
  -4 for an inappropriate writing sample that does not meet basic guidelines
- **Letters of recommendation:**
  2 points for each Highly Recommend letter (Recommend with Enthusiasm)
  1 point for each Recommend Without Reservation (Recommend with Confidence)
  0 points for Recommend with Reservation or other designations
  -1 for a nonacademic recommendation
  (Note: if the written recommendation itself doesn’t seem to correspond to the checked box, please score accordingly)

In Fall 2013, the graduate committee revised the point system to give the GRE verbal score less weight and to allow for odd-number scoring (a ranking of 1, 3, etc.). We intend to continue the use of this revised ranking system going forward as it has allowed us to better compare applications for the purposes of awarding teaching assistantships and scholarship monies.

### 7.3 Retention rates and advising efforts

Just a year and a half ago, we had 30 students. This year, we have only 20 students plus two non-degree seeking students; however, as noted above, we have additional students in the queue for
spring. We are addressing this downturn on many fronts, despite being constrained by budgets and changing student demographics.

Our retention rates remain fairly solid. In the last four and a half years, only five students have left the program, for a variety of reasons including health or money issues or finding a lucrative job elsewhere.

Table 7: Numbers of graduate student enrolled and graduated Fall 2010- Fall 2015

<table>
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<tr>
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<tbody>
<tr>
<td>Number of students enrolled</td>
<td>26</td>
<td>29</td>
<td>32</td>
<td>29</td>
<td>23</td>
<td>20 (+2 non-degree)</td>
</tr>
<tr>
<td>Number of new students</td>
<td>12</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>8 + 1 non-degree seeking</td>
<td>9</td>
</tr>
<tr>
<td>Students graduated</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate faculty and the graduate coordinator help students succeed in our program by working closely with them while in our courses and writing their theses. The graduate handbook provides a clear delineation of the milestones students must achieve and provides advice about how they might approach them. When proposing a thesis and filing the appropriate paperwork with the graduate coordinator, students are encouraged to develop timelines for their projects to help them adhere to a schedule for their work. A thesis guide by Meghan Sweeney is also available for these students. (see Appendix D for the Graduate Handbook, thesis guide, and a “Welcome to Graduate School” handout.).

New students receive individual advising from the graduate coordinator prior to registering for courses. While the Graduate School has made this advising voluntary for returning students by removing registration codes for all graduate students, the graduate coordinator encourages any student seeking advice to meet with her. Our streamlined curriculum, involving relatively few required courses and no tracks or categories, proves to be easily comprehended by students.

Students also use the GEA to support and assist one another in successfully navigating the program. Members of the GEA organize study sessions for students preparing to take the comprehensive examination.
Finally, graduate students can take advantage of research support programs offered by Randall Library each semester. These programs focus on a range of skills including database research strategies, using interlibrary loan, and locating and evaluating other electronic sources.

7.4 Financial support for and facilities available to students

As Table 8 below reflects, our number of teaching assistants and the compensation they receive have been steadily increasing; with no tuition remission, however, many students are unable to accept a position.

Table 8: Number of teaching assistantships and compensation*

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of TAs</td>
<td>8</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Funding per student</td>
<td>$8,500</td>
<td>$9,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Total TA funds</td>
<td>$68,000</td>
<td>$95,000</td>
<td>115,500</td>
</tr>
</tbody>
</table>

*The graduate coordinator also secured a 10,500 GA position for 2014-15 and 2015-16. Students have also received part-time positions in other departments (including computer science and with the Center for Teaching Excellence.) However, since these opportunities typically do not become available until several weeks into the fall semester, they cannot be used for recruitment purposes.

In addition to teaching assistantships, our students are eligible for other scholarships and tuition remissions. Table 9 outlines the scholarship funds allocated to the Department of English by the Graduate School for several academic years. The total amount of these funds has been increased only slightly (or not at all) for the past several years. The English MA generally receives one New Scholar Award per academic year. Graduate Tuition Remissions are designated for out-of-state students who are awarded a teaching assistantship to pay the out-of-state portions of their tuition. Graduate Tuition Scholarships are awarded in varying amounts to offset in-state tuition for a number of students accepted into the program in a given academic year. Finally, the Chris Gould Scholarship is a departmental scholarship that is awarded to one outstanding applicant per year. Our departmental benefactor, Charles F. Green III, established this scholarship, which was first awarded in 1998-1999 (under a different name). Mr. Green has generously increased funding for the award each year; we rely on this scholarship to be able to recruit our top out-of-state candidate each year.

Table 9: Scholarship funds available for English MA applicants per academic year
### Total funds to award per year

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2008-09</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Scholar Award</td>
<td>1 @ $1,000</td>
<td>1 @ $1,000</td>
<td>1 @ $1,000</td>
</tr>
<tr>
<td>Graduate Tuition Remissions</td>
<td>Cost of out-of-state tuition</td>
<td>2 @ $10,060</td>
<td>2 @ $12,090.94</td>
</tr>
<tr>
<td>Graduate Tuition Scholarships</td>
<td>$7,500</td>
<td>$9,500</td>
<td>$9,500</td>
</tr>
<tr>
<td>Chris Gould Scholarship</td>
<td>$2,500</td>
<td>$5,400</td>
<td>$9,800</td>
</tr>
</tbody>
</table>

Our students are also eligible to be nominated for a number of very competitive scholarships and fellowships offered through the Graduate School and funded by outside donors. These typically are for relatively small amounts (less than $3,000) and include the Dr. Ralph W. Brauer Fellowship, Jane Logan Lackey Fellowship, the Sylvia and B.D. Schwartz Graduate Fellowship, and the Lacy C. and Doris L. Sidbury Fellowship.

In terms of travel funding, students can apply for Graduate School Grants of up to $600 to travel to present a paper, participate in a panel discussion, or give a poster presentation at a professional conference. Students are also eligible to apply for Graduate Student Association Travel Grants of up to $250 to attend professional conferences, workshops, or to complete thesis research. These grants are designed to reward excellence in scholarship and to increase the visibility of the UNCW’s graduate programs within their academic communities. The graduate coordinator informs students about the existence of these travel funds and provide support for students’ applications. Since spring 2009, graduate students have been able to participate in the Wentworth Travel Fellowship program. Our departmental patron, Mr. Charles Green, funds this travel fellowship. Each student may apply for funds up to $1,500 to travel to sites in the United States and abroad relevant to the writers, works of literature, or literary movements they wish to study.

### 7.5 Students’ time to degree, awards, and placement

Students who intend to be in the program full time typically graduate in two years. Many of our students work either part-time or full-time while completing their MA’s, which accounts for the slower pace. Occasionally, a student will take a leave of absence for a year due to family issues.

For example:
In 2010-11, the average time to degree was 2.6 years, with 7 students graduating in 2 years. In 2011-12, the average time to degree was 2.4 years, with 10 students graduating in 2 years. In spring 2015, the outgoing class all completed their degree in 2 years, with the exception of one part-time student.

Our students are engaging in important scholarly activities, including presenting papers at a range of conferences and publishing articles. Below is a list of the conferences at which our students presented during the past five academic years. Also included are any students’ publications and awards for the same time frames.

**2010-11**

**Conferences:**
- William and Mary Graduate Research Symposium
- NC State Graduate Conference
- UNC Greensboro Graduate Conference (3)
- American Literature Association Conference
- U of Tennessee Chattanooga Graduate Conference
- U of British Columbia Okanagan Graduate Student Conference
- U of Grenada International Conference for New Directions in the Humanities

**Awards:**
- Mariaelena DiBenigno: Graduate School Teaching Award
- Mariaelena DiBenigno: North Carolina Literary and Historical Association Graduate Scholarship
- Four Wentworth Fellowships

**Publications**

**2011-2012**

**Conferences:**
- Graduate Student Conference, University of North Carolina Wilmington (14 students)

**Awards:**
- Three Wentworth Travel Fellowships

**2012-2013**

**Conferences:**
- Graduate Student Conference, University of North Carolina Wilmington (15 students)
- The 37th Annual Philological Association of the Carolinas Conference: March 21-24, 2013 (2
Awards:
Graduate School Teaching Award: Rachel Schmidt
Two Wentworth Travel Fellowships

2013-2014
Conferences:
“Ebb and Flow of Feminism.” Southeastern Women’s Studies Association Conference. Wilmington, NC: March 27-29 2014 (5 students)
UGA English Graduate Organization Conference: March 22, 2014 (2 students)
“Engaging Interdisciplinary Conversations.” UNC Greensboro Graduate Student Conference. March 1, 2014 (2 students)
“Processing and Performing Paradigms.” UNC Charlotte English Graduate Student Association January 2014 (2 students)
“Economies.” University of South Carolina Graduate Student Conference: April 3-5 2014.
National Council of Teachers of English: Nov. 21-24 2013 (2 students)

Awards:
Jessica Jacob: Graduate School Teaching Award
8 Wentworth Travel Awards

Publications:

Puckett, James. "'Sex explains it all': Male Performance, Evolution, and Sexual Selection in Ernest Hemingway’s *The Sun Also Rises*" *Studies in American Naturalism* 8.2

2014-2015
Conferences
New Voices Conference, Georgia State University
“Trafficking in Gender.” Southeastern Women’s Studies Association Conference. Boca Raton, FL March 2015.
Sigma Tau Delta International Convention: Borderlands and Enchantments (2)

Awards:
Jenna McCarthy: Graduate School Teaching Award
8 Wentworth Travel Awards

Publications:


Post-graduation pursuits
Upon graduation, our MA students pursue a variety of careers and work for a range of organizations and businesses. Below are the placements of graduates of which we are aware during the past five years.

**2010-2015 (Full-time Positions)**

- Coordinator for the Association for Campus Entertainment (ACE) at UNCW
- Tenure Track position at Indiana University of Pennsylvania (post-PhD)
- Tenure Track position at Western Carolina (post-PhD)
- English Instructor and Professional Writing Tutor at Durham Technical Community College
- Full-time English Instructor at Wake Technical Community College
- Full-time English Instructor at Cape Fear Community College (2 students)
- Full-time Instructor at Coastal Carolina Community College
- Full-time English Lecturer at UNCW (3)
- English as a Foreign Language Instructor at Winglish
- English as a Foreign Language Instructor at Universidad de Santo Tomas in Chile
- Administrative Associate for UNC Health Care
- Director of Recruitment and Development at Willow Tree Community School
- Technical Writer for Castlebranch
- Assistant Director at Huntington Learning Center
- Lecturer, Ewha University (Korea)
- Designer with Project Logo (marketing and advertising firm)
- Lawyer in Georgia
- Librarian in Durham
- Instructional Designer at NC State

Law School Student, Campbell University
Doctoral Student, University of Cincinnati
Doctoral Student, College of William and Mary
Doctoral Student, SUNY Binghamton
Doctoral Student, University of Mississippi
Doctoral Student, University of Wisconsin, Milwaukee (2)
Doctoral Student, University of Florida
Doctoral Student, University of Georgia
Doctoral Student, University of South Florida (2)
Doctoral Student, University of West Virginia
Doctoral Student, University of California, Riverside
Doctoral Student, UT Knoxville
Doctoral Student, Georgia State
7.6 Outcomes assessment for the MA in English
We use a final course paper from the last semester of a student’s coursework as the artifact we assess to determine if students have developed the skills outlined in our student learning outcomes (SLOs). The SLOs have been revised two times since 2009 to better reflect our desired outcomes. These SLOs are as follows:

Learning Outcome #1: Student should be able to conduct research and compare the arguments of scholars with understanding.

1. Student demonstrates an awareness of scholarly conversations surrounding the topic/issues/texts
2. Student demonstrates the ability to synthesize the arguments from multiple sources
3. Student engages with the number and variety of secondary sources appropriate for the scholarly approach articulated in their paper

Learning Outcome #2: Student should clearly outline and justify her/his methods and scope.

1. Student demonstrates an awareness of the methods employed
2. Student provides a rationale for the focus and scope of the paper

Learning Outcome #3: Student should be able to organize evidence to support a claim about texts and to argue persuasively for this claim.

1. Student presents and develops a clear and nuanced claim about texts early in the paper
2. Student presents clear ideas to serve as evidence in support of the primary claim
3. Student’s use of evidence is logical and organized
4. Student’s conclusions are persuasive

Learning Outcome #4: Student should be able to cite or document scholarship accurately and construct a complete and properly formatted list of works cited.

1. Student introduces citations according to appropriate scholarly conventions.
2. Student constructs a works cited list according to appropriate scholarly conventions.
3. Student’s list of works cited matches textual citations.

Members of the graduate assessment committee examine one half of the papers of graduating MA students each October, assessing them in terms of SLOs 1 and 2 in even-numbered years and 3 and 4 in odd-numbered years. Each paper is assessed as Excellent, Good, Fair, or Poor in terms of each sub-item under each SLO. Each year, the committee makes recommendations to the graduate faculty for programmatic adjustments in the interest of best practices. Faculty have modified their assignments, shared assignments that work well, and engage in conversations about classroom experiences. We have made modifications to our outcomes as necessary.

The assessment reports for the last three years are in Appendix B. As the reports show, students made substantial improvements in the past several years. This speaks to the quality of the students, but also to concerted efforts by the faculty to engage students in the process of writing.

For example, in 2014 82% of the papers for SLO 3 were ranked excellent or good in every sub-category. This is a higher percentage than the 63% that were ranked excellent or good in 2013 or the 52% in 2011.

7.7 Students’ responses to the program
Every spring, students complete an exit survey providing their responses to questions about the program, including advice for incoming students, suggestions for future courses, responses to courses, and plans for using their degrees in the future. Below is a snapshot of responses from the class of 2015.

**Advice for incoming students**
Take risks; be your second-year self in your first year.
Work with fellow students to prepare for the comprehensive exam.
Take an active role in community building (through Sigma Tau Delta, GEA, socials, etc.)

**Suggestions for future courses**
Some outgoing students mentioned that they appreciated classes where they learned a single methodology, such as the qualitative class. Others requested more classes in diverse literature (Native American literature, for example, was mentioned several times.)

**Response to the program**
Most appreciated that the program “doesn’t have a concentration” and is “interdisciplinary” in nature.
This corresponds with the findings of graduate student Melina Reed, who wrote her thesis on terminal MA programs and ours in particular. She writes that even though the participants (members of the class of 2015) didn’t see one clear, cohesive identity emerging from their program, “they shared a sense of guided curiosity in the program and highly valued freedom to explore options in both teaching and research” (48). One interview participant wrote: “It’s a very versatile program where we can make it what we want it to be. One of the reasons I came here is that you kind of have the time and the space to figure out your goals (36).]

- Several students mentioned that a final portfolio could be useful. This may be something to look into in the next few years.
- Courses most useful for them: Literary Theory (6), Latino Literature (2), ENG 503 (4), Qualitative Methods (3), Women’s Rhetoric (2), Gender and Technology (2), Poetry (2).
- This cohort was not at all interested in online classes: every person said they would not have taken an online course, except for one who said maybe. A typical comment: “I would not have taken online classes for graduate school because I feel that class discussion (in person) is the main way that I learned and grew over the past few years.” However, the current cohort is more divided.

- Overall, what students most appreciated and craved more of was focus on the writing process: “More time spent on writing as a process, particularly in the first year [would be beneficial]. Some professors do emphasize this, but often there are no intermediary steps between class discussion and a final paper.” “While I think that most professors allowed ample time for paper discussion in class, bringing in drafts would have been beneficial as well. Scaffolding was done well for the most part by professors.” They appreciated when professors brought in their own drafts and involved them in the process of article creation or editing. The graduate coordinator has urged (in e-mails and meetings) the graduate faculty to take all of this information into consideration when designing their courses and planning assignments.

**Incoming students:** at orientation, the graduate coordinator polled the incoming class to see what courses would be most beneficial for them. She then sent this list out to faculty urging them to strongly consider requesting these courses. These included 20th century American Poetry, Fairy Tales, Gothic Literature, Women’s Literature, Contemporary Literature, and American Modernism. The new course listing honors these requests.

The current cohort of students entered the MA program in a time of crisis for the NC system and a time of transition for UNCW (new chancellor, new provost, relatively new dean).
As a part of an effort to students to assuage students’ anxiety, the graduate coordinator and members of the graduate committee met with students. Ten students were present.

Some common themes emerged:
Students expressed dismay about the current state of the UNC system.

More locally, students who had taken 501 found it quite beneficial. In particular, they appreciated having the opportunity to talk to professors about their particular fields and writing a literature review.

Students expressed trepidation about the number of texts that appear in the new iteration of the exam, but acknowledged that it was much more in line with other programs they had seen.

Students who had taken the comprehensive exam expressed dissatisfaction with it and in particular the weight that each text was given; several thought the new changes might help.

Several self-reflective and/or pro-active steps are being taken in response to this student feedback. The graduate coordinator is encouraging writing instruction in all graduate courses and providing examples of scaffolding assignments designed to produce more polished final writing “products” at the end of each semester. The methods course—501—is being assessed and revised. The comprehensive exam is in the process of being revised; the foci of the revisions are reading lists and a more invention, purposive exam response. Finally, the program’s response to student concerns can only be to maintain an open and supportive dialogue with them, encouraging them to do good work and move on in their various career paths.

7.8 The role of teaching assistants in the graduate program
Teaching assistants are tremendously important to the English curriculum. During their first year and sometimes during their second year, they support student writers across the university as tutors in our Writing Services office in the University Learning Center. They are also excellent teachers in their own right when, in their second year, they serve as instructors of record in two sections of composition each semester (typically two sections of ENG 101: College Writing and Reading I in the fall and two sections of ENG 201: College Writing and Reading II in the spring). Teaching assistants regularly win UNCW’s university-wide Graduate Teaching Assistant Awards, and several teaching assistants have presented scholarship related to their teaching at local and national conferences.

Within the department, teaching assistants contribute immeasurably to a vibrant intellectual atmosphere. They attend and help to plan intra-departmental pedagogy-related “Chalk Talk” presentations, meet with the composition coordinator for weekly discussions about teaching,
serve as judges and promoters of the departmental showcase event held each semester, and assist faculty with research and service projects. As one TA (class of 2015) put it, “being able to bounce teaching ideas around, especially with all of us in the same office, is fantastic...that type of large coherent group dynamic has actually really surprised me” (Reed 32).

8. Affirmative action
The previous coordinators of this program have taken steps to diversify. Meghan Sweeney, the current graduate coordinator, sent out individually crafted letters to several McNair scholars in an attempt to attract more minority and first-generation students, although we (in agreement with the previous reviewers) do not feel that this is the best way to recruit students. Additionally, the graduate coordinator sent paper brochures of the program to universities and colleges throughout the state in the hopes of attracting underrepresented students. The graduate coordinator and other members of the graduate committee also had a booth at the Graduate School fair this October.

As noted elsewhere, we have lost our African Americanist, and our Latin American specialist has retired, with no replacements slated. Nevertheless, we do emphasize diversity and inclusion in the courses we teach. For example, this semester we are offering Intercultural and Global Communication taught by Anirban Ray. Our required theory courses regularly include marginalized perspectives and spring’s ENG 552 has been invited to collaborate online with students in Pakistan. Graduate students are involved in planning an upcoming conference in conjunction with the State Department-sponsored collaboration with the International Islamic University Islamabad.

Please see http://uncw.edu/hr/employment-affirmative.html for UNCW’s Affirmative Action Plan.

9. Summary of research and scholarship of the academic unit

9.1 Introductory summary statement
In addition to being committed teachers, our graduate faculty are engaged in important scholarly endeavors that have an impact on their intellectual communities both nationally and internationally. Within the last five years, faculty have written or edited twenty-one academic books and have published dozens of peer-reviewed articles. In addition, members of our faculty, under the leadership of grant program director and department member Cara Cilano, were awarded a $1 million State Department grant to partner with the International Islamic University, Islamabad. This is the largest State Department grant to a university in the UNC system.

9.2 Publishing, performances, or exhibitions
Key journals in the sub-disciplines of English studies
a/b: Auto/Biography Studies
African American Review
ALAN Review (Assembly on Literature for Adolescents)
American Indian Culture and Research Journal
American Indian Quarterly
American Literary Realism
American Literature
Business and Professional Communication Quarterly
Callaloo
CEA Critic
Children's Literature
Children's Literature Association Quarterly
Children's Literature in Education
College Composition and Communication
College English
College English Association Critic
The Comparatist: The Official Journal of the Southern Comparative Literature Association
Comparative Literature and Culture
Composition Studies
Computers and Composition
Critical Inquiry
Dickens Studies Annual
Disability Studies
Early American Literature
Eighteenth-Century Studies
Enculturation
English Education
English Journal
European Romantic Review
Extrapolation
Foundation
Genre
IEEE Transactions on Professional Communication
International Journal of Psychoanalysis
ISLE: Interdisciplinary Studies in Literature and Environment
JAC: Journal of Advanced Composition
Jeanesse: Young People, Texts, Cultures
Journal of Aging, Humanities, and the Arts
Journal of American Culture
Journal of Business Communication
Journal of Business and Technical Communication
Journal of Commonwealth and Postcolonial Studies
Journal of Popular Culture
Journal of the Fantastic in the Arts
Journal of Language and Literacy Education
Journal of Teaching Writing
Journal of Technical Writing and Communication
The Lion and the Unicorn
Milton Quarterly
Mosaic: A Journal for the Interdisciplinary Study of Literature
MELUS: Multi-Ethnic Literature of the United States
Nineteenth-century Literature
Philological Quarterly
Philosophy and Rhetoric
Postmodern Culture
PsyArt
Psychoanalytic Review
Publication of the Modern Language Association (PMLA)
Quarterly Journal of Speech
Research in the Teaching of English
Rhetoric Review
Rhetoric Society Quarterly
Renaissance and Reformation
Renaissance Studies
Romanticism and Victorianism on the Net
Science Fiction Studies
Shakespeare Quarterly
Shakespeare Studies
Signal Journal
Signs: Journal of Women in Culture and Society
Sixteenth-Century Studies
South Atlantic Studies
Southern Quarterly
Studies in American Fiction
SAIL: Studies in American Indian Literatures
Studies in Romanticism
Study and Scrutiny: Research in Young Adult Literature
Style
Technical Communication
Technical Communication Quarterly
Scholarly books published by graduate faculty

**Diana Ashe**


**Mark Boren**


**Cara Cilano**


edited with an introduction. *From Solidarity to Schisms: 9/11 and After in Fiction and Film from Outside the US.* Amsterdam: Rodopi, 2009.

**Sarah Hallenbeck**


**Paula Kamenish**

Keith Newlin


Katie Peel


Alex Porco


Lee Schweninger


Meghan Sweeney

**Significant peer-reviewed articles published by graduate faculty**

**Diana Ashe**


**Anthony Atkins**


http://writingspaces.org/essays/collaborating-with-each-other.

Perspectives on Learning. 16: 1 (2010), Web and Print.  
http://trace.tennessee.edu/jaepl/vol16/iss1/9/.

Mark Boren


Cara Cilano


Tiffany Gilbert


**Sarah Hallenbeck**


**Nicholas Laudadio**


Kate Maddalena


Victor Malo-Juvera


With Powell, Rebecca, Cantrell, Susan, & Correll, Pamela. “Operationalizing culturally responsive instruction: Preliminary findings of CRIOP research.” Teachers College Record, Forthcoming.

“A mixed methods study of pre-service teachers’ attitudes toward LGBTQ themed literature.” Study and Scrutiny: Research in Young Adult Literature, 1.1, 1-45. Online.


**Katherine Montwieler**


**Keith Newlin**


**Katie Peel**


“‘Make Her Pay’: Fanny Dorrit’s Disruption in Dickens’s *Little Dorrit*.” *Dickens Studies Annual* 43 (2012): 125-139.

“‘Strange Fruit’: Representations of Julius and Ethel Rosenberg in Children’s and Young Adult Nonfiction.” *Children’s Literature Association Quarterly* 36.2 (2011): 190-213.


**Alex Porco**

“Throw Yo’ Voice Out: Disability as a Desirable Practice in Hip-Hop Vocal Performance.”


**Art Gallery Exhibit**


**Anirban Ray**


Colleen Reilly


“Bibliographic Entries and Usability: Teaching Citation of Electronic Sources.” Rhetorically Rethinking Usability: Theories, Practices, and Methodologies. Ed. Susan

Lee Schweninger


"Fact or Fiction? (Genre) Border Crossing in American Indian Film. Post Script: Essays in Film and the Humanities. Special Issue, Native American / Indigenous Film. Elise Marubbio, Guest Editor. 29.3 (Summer 2010): 94-104.


Meghan Sweeney


Jeremy Tirrell


**Textbooks**


**Digital projects**


**Lewis Walker**


*Renaissance Papers 2011* [2012]: 1-15. Print

9.3 Funded projects (see awards for additional funded projects)

**Diana Ashe**


AAC&U Bringing Theory to Practice: “Realizing Engaged Learning, Civic Engagement and Development, and the Psychosocial Well-Being of College Students through the
MA English Self-Study Report

UNCW Applied Learning and Teaching Community.” (Co-PIs: Jess Boersma, Caroline Clements, Jimmy Reeves, Paul Townend) $10,000. 2013.

Cara Cilano

Sarah Hallenbeck
ETEAL Summer Pedagogy Initiative, 2015
UNCW-wide award for applied learning pedagogical activity; shared among four faculty members

Victor Malo-Juvera
Awarded Ready for Success grant: $13,000. As part of grant, organized and conducted professional development workshop for English language arts department heads from Bladen, Brunswick, Columbus, Duplin, New Hanover, Pender, and Sampson school systems. In addition to UNCW faculty, sessions were taught by faculty from Cape Fear Community College and Coastal Carolina Community College.

Anirban Ray
U.S. Department of State (DoS)-IIUI-UNCW Grant: A Collaborative Model for Enhanced Teaching, Research, and Community Engagement Mini-Grants and Supported Projects, UNCW, Fall 2015. $3840. Awarded for a current intercultural graduate course involving students in the U.S. and Pakistan working on a collaborative cross-cultural project.

ETEAL-Supported Pedagogy Initiative (individual), UNCW, $3500. Awarded for designing social utility app for tagging campus crime. Two sections of ENG 204 Introduction to Professional Writing are currently involved demographic research and need analyses.

ETEAL-Supported Pedagogy Initiative (with Drs. Tirrell, Reilly, and Hallenbeck), UNCW, $3500. Awarded for developing usability lab to facilitate graduate internship through ENG 598: Internship in Applied English Studies. Supervised a graduate intern working on a Web development project for http://www.commercialsitecontrol.com/

College of Arts and Sciences Summer Research Initiative, UNCW, $3500. Awarded for developing and formulating GUI prototypes for Windows-based operating systems and wireframe reiterations for culturally-responsive user experience (UX) platforms.

**Colleen Reilly**

Student Competencies and Online Learning grant, University of North Carolina General Administration Office of Learning Technology & Innovation, for the project “Critical Thinking, Deliberately,” co-PI with Cara Cilano. Fall 2015–Spring 2016. $19,277.50.


**Jeremy Tirrell**

ETEAL-Supported Pedagogy Initiative (2015, $3,500)
ETEAL, University of North Carolina Wilmington. Awarded to develop a Professional Writing laboratory to provide a summer internship program for English graduate students.

Summer Pedagogy Development Grant (2014, $3,000)
Center for Teaching Excellence, University of North Carolina Wilmington. Awarded to develop hybrid courses for the Professional Writing undergraduate major option.

Faculty Travel Grant (2012, $850)
Office of International Programs, University of North Carolina Wilmington. Award to facilitate travel to Madrid, Spain, to deliver my paper “Dumb People, Smart Objects: The Sims and the Distributed Self” at the International Conference on the Philosophy of Computer Games.

Summer Research Initiative Grant (2010, $3,500)
College of Arts and Sciences, University of North Carolina Wilmington. Awarded to advance my online digital project Mapping Digital Technology in Rhetoric and Composition History.
Graduate School Summer Research Grant (2009, $2,500) Office of the Vice President for Research, Purdue University. Awarded to advance completion of my dissertation project *Mapping A Geographical History of Digital Technology in Rhetoric and Composition*

### 9.4 Presentations at refereed conferences

**Key conferences in the sub-disciplines of English studies**

- American Comparative Literature Association Conference
- American Indian Workshop
- American Literature Association
- American Association for the Advancement of Slavic Studies Conference
- Annual Conference of the International Communication Association
- Association for Education in Journalism and Mass Communication Conference
- Association for Gerontology in Higher Education Convention
- Association of Teachers of Technical Writing
- Children's Literature Association Conference
- College English Association Conference
- Conference on College Composition and Communication
- Computers and Writing International Conference
- Council of Programs of Technical and Scientific Communication Conference
- Eighteenth- and Nineteenth-Century British Women Writers Conference
- Feminisms and Rhetorics Conference (Biennial)
- Gerontological Society of America Convention
- International Association of the Fantastic in the Arts Conference
- International Society for the History of Rhetoric Conference
- Louisville Conference on Literature and Culture after 1900
- Modern Language Association Conference
- Modernist Studies Association Conference
- National Council of Teachers of English
- National Association for Humanities Education
- North American Society for the Study of Romanticism
- Penn State Conference on Rhetoric and Composition (Biennial)
- Popular Culture Association/American Culture Association National Conference
- Renaissance Society of America
- Rhetoric Society of America (Biennial)
- Science Fiction Research Association Conference
- Shakespeare Association of America
- Thomas R. Watson Conference on Rhetoric and Composition
Writing Program Administration Summer Conference

**Faculty participation in key national conferences**

**Diana Ashe**


“Moving from Theory to Practice to Assessment: The Implementation and Institutionalization of an Applied Learning QEP,” with Jess Boersma. Southern Association of Colleges and Schools Commission on Colleges (SACS COC). George R. Brown Convention Center, Houston, TX. 5-8 December 2015. (Accepted)

“From Orientation to Institute: Flipping Graduate Student Orientation.” With Jess Boersma, Michele Parker, and Robert Hicks. SoTL Commons Conference. Coastal Georgia Center, Savannah, GA. 31 March 2015.


**Anthony Atkins**


“Pedagogy Transference and Mobile Learners: Distributions of Composition Instruction.”

“Is there space in this class? Designing effective and efficient learning environments with new technologies” (with Colleen Reilly, Shelley Rodrigo, Susan Miller-Cochran, Matt Davis, Kate Hagopian, Dawn Shepard, Kevin DePew, and Devon Adams) Half-Day Pre-Conference Workshop. Conf. on College Composition and Communication. Louisville, KY. 17 March 2010.

Cara Cilano


Sarah Hallenbeck

“Hannah Block and the Singularity of Genre Performance.” Conference on College Composition and Communication (CCCC), Tampa, Florida. March 2015.


“Patenting Feminine Ingenuity in Nineteenth-Century America.” Conference on College Composition and Communication (CCCC), Indianapolis, IN. March 2014.

“A Room of One’s Own?: Locating Women’s Work in the Age of Invention.” Feminisms and Rhetorics Conference, Palo Alto, CA. September 2013.


Jennifer Kontny


“Back to the Drafting Board: Re-Patterning Our Concept of Textual Materiality through a Rhetorical Analysis of Michelle Obama.” CCCC, Atlanta, Georgia. April, 2011.


Nicholas Laudadio


Kate Maddalena


“I could think about this for the rest of my life!”: Writing in the Disciplines as Professional Development North Carolina Symposium on Teaching Writing, Raleigh, NC. 2015.

Online Games and Citizen Science: Harnessing Agency for Efficacy
English Department Work In Progress (WIP) Talk, University of North Carolina Wilmington, Wilmington, NC. 2015.

Genre to ANT, Agency to Efficacy: At the intersection of rhetoric of science and Science and Technology Studies (STS) (With Ashley Rose Kelly) National Communication Association Annual Convention, Washington, DC. 2014.


Labs and Nodes, Reports and Modes: Reconceiving “writing” in the Science Writing Heuristic Computers and Writing, Frostburg, MD. 2013.
Science Studies and Composition: Writing the Bridge between STEM and Humanities

Tracing the Alien Self: A historical consideration of visual representations of the space alien on television

Maddalena, Kate. Collaboration and Control: The Instructor Icon in a Hybrid Classroom
Conference on College Composition and Communication, St. Louis, MO. 2012.

Maddalena, Kate. Plastic Child-Gardening Tools: Lego and the Control Society

Maddalena, Kate. Citizen History: Using Content Management Systems to Create Living Public Archives (With Shaun Martin and Brian Young)Georgia International Conference on Information Literacy, Savannah, GA. 2011.

Maddalena, Kate. “Ensuring Facts…are Never Twisted”: Manifest and Covert Ideologies in Discourse about Science
Georgia International Conference on Information Literacy, Savannah, GA. 2011.


**Victor Malo-Juvera**


**Katherine Montwieler**


**Keith Newlin**


“American Naturalism and Dramatic Adaptation.” Keynote address at the International Conference on Worldwide Naturalism in Literature and Film, Pusan National University, Pusan, South Korea, 6 Oct. 2011.


Katie Peel


“‘You see she’s so clever—she’s more like a man than a woman’: Elizabeth Gaskell’s Argument for Comprehensive Education in Cousin Phillis.” British Women’s Writers Association Annual Conference, Boulder, June 8, 2012.


Alex Porco


“The Other Black Mountain.” The Popular Culture/American Culture Association in the South. Wilmington, North Carolina. 2 October 2015.


Anirban Ray


Colleen A. Reilly


“Reading University Ecosystems: Bolstering Sustainability and Revising Growth for Technical Communication Programs.” Council of Programs of Technical and

“Allegories of Genders, Sexualities, and Technologies: Reading Margaret Atwood’s *The Handmaid’s Tale* and Chuck Palahniuk’s *Survivor.*” Southeastern Women’s Studies Association Conference. University of North Carolina Wilmington. 28 March 2014. Presentation.


“Is There a Space in This Class? Designing Effective and Efficient Learning Environments with New Technologies,” with Devon Adams, Anthony Atkins, Kevin Brock, Matt Davis, Kevin Eric DePew, Katherine Hagopian, Susan Miller-Cochran, Rochelle L.


Lee Schweninger


"Without that 'fine superficial flourish': The Rhetoric of John Bartram's Plain Style." Philological Association of the Carolinas Conference (PAC). Wrightsville Beach, NC. 6-7 March 2015.


To What Extent Death?: Contextualizing Dying in American Indian Film." SW/Texas Popular Culture Association and American Culture Association Conference, Albuquerque, New Mexico. 8-11 February 2012.


Université Michel de Montaigne Bordeaux 3, Bordeaux, France. 8-10 December 2011.


"Fact or Fiction?: Genre Border Crossing in Skins and Thunderheart" Western Literature Association Conference. Spearfish, SD, 1-4 October 2009.


Meghan Sweeney
“If you like it so much, why don’t you marry it?’: Weird Weddings in Picture Books and Cartoons.” Children’s Literature Assoc. Annual Conference. Richmond, VA. 20 June 2015.


“Whether Willing or Unwilling.” Southeastern Women’s Studies Association Conference. Wilmington, NC. 28 March 2014.


Jeremy Tirrell


**Lewis Walker**


“Teaching Shakespeare to Adult Learners.” Popular Culture Association in the South / American Culture Association in the South.” Savannah, GA. Oct 8, 2010.


### 9.5 Leadership roles

**Diana Ashe**

Conference Organizer. i3@UNC Online Course Development Institute for the University
of North Carolina System General Administration. UNC Wilmington, Wilmington, NC. 31 May-7 June 2015.

Co-Chair and Conference Organizer. Colonial Academic Alliance Pedagogy Summit. UNC Wilmington, Wilmington, NC. 19-20 February 2015.

Host and Conference Co-Facilitator, Fall Meeting of the University of North Carolina System Faculty and Academic Development Consortium. UNC Wilmington, Wilmington, NC. 9 October 2014.

Anthony Atkins


Editorial Board Member, Kairos: Rhetoric, Technology, and Pedagogy. 2008-Present.

Cara Cilano
Project Director and co-PI, Department of State University Partnerships Grant, 2014-pres.

Fulbright Visiting Professor of Cultural Studies, Karl Franzens University, Graz, Austria, 2014.

Member, UNCW’s Team for Interdisciplinary Global Research, Summer 2013-pres.

Founding Director of University Studies, 2015-pres.

University Studies Special Assignment, Office of Associate Vice Chancellor and Dean of Undergraduate Studies, 2013-pres.

Chair, University Studies Advisory Committee, 2011-2013.

Coordinator, Postcolonial Studies Minor, 2005-pres.

Paula Kamenish
President, South Atlantic States Association of Asian and African Studies
**Victor Malo-Juvera**

Editor, *English in Texas*, 2016-2018

Column Editor, *The ALAN Review*, “Right to Read,” 2017-2018

Director on the SIGNAL Board (International Reading Association Special Interest Group Network on Adolescent Literature).

Executive Board Member and Universities/Colleges East Director for North Carolina English Teachers Association

**Keith Newlin**

Member, Advisory Board, Jack London Society, 2014—

Co-editor, *Studies in American Naturalism*

Alex Porco


**Colleen Reilly**

Inter/National Coalition for Electronic Portfolio Research, August 2008 – March 2010. Organizing member and campus team leader (with Diana Ashe), UNCW’s research team for Cohort V


Manuscript reviewer and editorial board member, *Journal of Effective Teaching* (JET), Fall 2006 – Spring 2015


Manuscript reviewer, *MERLOT, Journal of Online Learning and Teaching*, June 2013

Jeremy Tirrell

Lewis Walker
“subject expert” of visiting team selected by General Administration of UNC to evaluate
M.A. program offered on UNC Asheville campus by Middlebury College, July 2012.

9.6 Honors and awards

Diana Ashe
Board of Trustees Teaching Excellence Award, UNCW, 2011.
Distinguished Teaching Professorship, UNCW, 2011.
Delivered December University Commencement Address, UNCW, 2011.
Chancellor’s Teaching Excellence Award, UNCW, 2010.
Delivered Commencement Address for BRIDGES Academic Leadership for Women, 2010.
John Clifford Award for Collaborative Faculty Scholarship with Colleen Reilly,
UNCW, 2009.

Mark Boren
2014 *Discere Aude* Teaching Award. Center for Teaching Excellence. University of North Carolina Wilmington. (This teaching award comes from unsolicited nominations by students).

2014 “Exemplary Post Tenure Review Award,” CAS UNCW.

2009 Board of Trustees Award for Excellence in Teaching. (Most prestigious teaching award bestowed by the University of North Carolina Wilmington).

2009 Distinguished Professor Award for Excellence in Teaching. University of North Carolina Wilmington. (Second most prestigious teaching award bestowed by the University of North Carolina Wilmington).

2009 “Raising Cane: Sugar, Slavery and the Industry of Race,” Research Reassignment Award, University of North Carolina Wilmington.
2009 “Refining Race: Sugar Slavery and the Makings of America,” UNCW Summer Research Initiative Grant, University of North Carolina Wilmington.

**Cara Cilano**

UNC Board of Governors Excellence in Teaching Award, 2015.

UNCW Board of Trustees Excellence in Teaching Award, Fall 2014.

UNCW Distinguished Teaching Professorship Award, Fall 2014.

UNCW Chancellor’s Excellence in Teaching Award, Spring 2013.

UNCW Discere Aude Award, Fall 2012.

UNCW Global Citizen Award, Fall 2011.

UNCW Department of English Excellence in Service Award, 2010-2011.

UNCW Global Citizen Curriculum Development Grant, Spring 2010.

UNCW Department of English Excellence in Scholarship Award, 2009-2010.

American Institute of Pakistan Studies Travel Grant, Fall 2009 and Summer 2015.

**Tiffany Gilbert**


**Sarah Hallenbeck**

Charles L. Cahill Award, 2014 ($1100)

UNCW-wide research award for seed money for nascent scholarly projects

Center for Teaching Excellence Engaged Teaching Fellowship, 2014 ($1500)

UNCW-wide financial award to support course and curriculum development

College of Arts and Sciences (CAS) Summer Research Initiative Award, 2013 ($3000)

UNCW CAS research award to support scholarly projects nearing publication

**Paula Kamenish**
CTE Summer Pedagogy Development Award, 2015 (Development of international program)

UNCW Summer Research Initiative Grant, 2014 (Scholarly research project)

Residence Life S.T.A.R. Award, 2012. (Faculty recognition by students)

CTE and Provost Discere Aude Award, 2011 (Faculty recognition by students)

Kate Maddalena
James Carey Media Research Award, 2014.

Katherine Montwieler
Discere Aude Award, University of North Carolina at Wilmington (2011).


Excellence in Teaching, Department of English, University of North Carolina at Wilmington (2010).

Distinguished Teaching Professorship, University of North Carolina at Wilmington (2009).

Keith Newlin

UNCW Research Reassignment, for the preparation of “Jack London’s Voyage of the Snark,” 2015

UNCW Cahill Faculty Research and Development Grant, for “Jack London’s Voyage of the Snark,” 2015.

UNCW Cahill Faculty Research and Development Grant, for the preparation of Hamlin Garland’s Iowa, 2012.

UNCW International Programs Travel Grant, for travel to the International Conference on Worldwide Naturalism in Literature and Film, Pusan National University, Pusan, South Korea, 2011.

Colleen Reilly

MA English Self-Study Report
Charles L. Cahill Award for Faculty Research and Development, UNCW, December 2011–December 2012, for the project “Interrogating Cyberspace: Using Digital Methods to Develop Electronic Research Practices and Improve Instruction in Information Literacy.”.

Excellence in Scholarship Award, 2011. Department of English, UNCW.


Meghan Sweeney
Exemplary Post-tenure Review. UNCW. Spring 2015.

Recipient UNCW Research Reassignment for Fall 2012.

Chancellor’s Excellence in Teaching Award. UNCW. 2011.

“Disney Princess Culture on the Web.” Summer Research Award. College of Arts and Sciences. UNCW. Summer 2010.


9.7 Community service related to program goals

Alex Porco
Organizer and Curator. The °C / °F Reading Series. Supported by the Office of International Programs and Department of English at the University of North Carolina, Wilmington. The series brings award-winning Canadian poets to campus. Spring 2014 – Present.


Nicholas Laudadio
Speaking of Music Roundtable at UNCW. 2013 and 2015.
Kate Maddalena
Speaking of Science Series. Fall 2015.

Vic Malo
ongoing partnership between the UNCW English department and the Brunswick County School System. On 19 Jan. 2016 five professors will be involved with a professional development day for teachers.

Lewis Walker
Literacy Council Spelling Bee for Literacy Team Member since 2010.
Shakespeare Performance at Roger Bacon Academy. April 2015.

Numerous faculty members are involved in the Buckner lecture series, Osher Lifelong Learning, and many other community initiatives.

9.8 Other evidence of faculty productivity important to the academic unit

Diana Ashe With Tony Atkins, developed and presented UNCW’s first-ever campus-wide graduate assistant orientation in 2012 and have delivered it together each year since. The Graduate Teaching Assistant Institute, as it is called, serves between 60 and 100 graduate assistants per year and has been supported by a grant from the American Association of Colleges and Universities.

10. Goals and objectives

10.1 Strengths
The graduate faculty met on Friday, October 16, 2015, to discuss the program’s strengths, weaknesses, and goals for the future. We generated the information listed below. (Other goals are mentioned in section 1.2)

Below are the main strengths of our program:

- We are a small, regional program. We provide a place for UNCW and other North Carolina graduates to pursue MA-level work in English studies.
Our students can tailor their course of study to their own interests and goals. Our program requires only two courses, ENG 501 (currently) and 502 or 552, of all students. Therefore, they can select from any other courses that interest them or aid them to meet their objectives.

We are a generalist program. Students are not segregated into tracks but are all part of the same program.

We offer good preparation for Ph.D. programs. Our individual attention to students is one of our greatest strengths, and through that attention, we help to place many students who wish to pursue advanced degrees into Ph.D. programs.

We have, despite recent vacancies, a well-staffed program in areas of literature, rhetoric and composition, professional writing, and English education.

We offer good preparation for teaching composition at the community college or university level. Our TAs benefit from their work in the writing center, their observations of their first-year mentors, and their experience as instructors of record in four courses during their second year. They enjoy ongoing pedagogical support within the department in the form of regular check-in sessions and “Chalk Talk” pedagogy talks.

We have a wonderful mentoring program; our students have close working relationships with their teachers.

Our curricular flexibility provides faculty with the opportunity to develop graduate classes in their areas of academic expertise based on their research interests.

Students have ample opportunity for intellectual enrichment through attending presentations arranged through a number of lecture series, such as the Buckner Lectures sponsored by the Departments of English and Creative Writing and the department’s Works in Progress talks, as well the °C/°F poetry readings and talks.

Our skills are desirable to other graduate programs on campus. We have been approached by environmental studies, who have asked us to offer a science writing class for them every fall. Chemistry and biology have also shown interest in online classes; we are piloting an online science writing class this spring.

We have, in recent years, enabled students to explore professional fields. We have expanded our internship offerings, including an E-Teal sponsored internship in summer 2015. Additionally, an English department’s lecture series “Speaking of Science” has been designed to explore issues in science writing and communication and #NoHopeWithoutHumanities lecture series is being planned for the spring semester.

We have regularized the assessment process and have made changes based on assessment findings. In particular, we have integrated more “best assignments” (which we share as a department) into our courses. (See annual reports in Appendix B for more information)
• We have reached out to students and alumni more and have posted their testimonials online and on our PR materials. We take input from students (in entrance and exit interviews) and use this information to plan future courses.

10.2 Problems to be overcome and strategies for approaching them

A. Enrollment issues: Our enrollment suddenly declined beginning in the fall of 2014. We have taken the issue seriously and have approached it in a number of ways. (See efforts to recruit, above.)

Additional Solutions to consider:

Obtaining funding and support recruitment

• In order to compete with peer institutions in the region, we need to be able to offer our assistants more funding than they currently receive. One case in point: our best undergraduate received the following offers from graduate programs to which she applied:
  UNC Greensboro
  -$12,000 grad assistantship with the campus writing center. (Renewable for 2 years.)
  -tuition remission attached to GAship.
  -$10,000 fellowship from the graduate school.
  UNC Wilmington
  -$10,500 TA stipend
  -$2,000 outstanding grad scholarship

Similarly, an out-of-state student applying to our program and to NC State was offered the following at NC State:
  -$10,000 stipend
  -$10,665 full tuition remission
  -Health benefits

These offers make it difficult for us to retain or recruit excellent students.

• We should reach out to local businesses and organizations as potential sources of funding for research and other initiatives. (The E-teal grant was useful on this front; a professional writing certificate would also help us do this.)

B. Preparing students to achieve goals and understand possibilities
• In general, we need to continue our efforts to help students to market themselves and learn what they can do with their degrees beyond pursuing a doctoral degree or teaching. The GEA is, with the help of career services, preparing a panel on this topic, but we might do more.

10.3 Opportunities for development

We are emphasizing the English Department’s strategic importance in creating well-rounded graduate students. We have pursued connections with science departments on campus and have been approached by other departments. Environmental Sciences has asked if we might be able to teach a course every fall for 15 students; we are piloting this in 2016. Additionally, Colleen Reilly has constructed an online science writing course for spring 2016 that filled with chemistry, biology, and other science majors, as well as English students interested in science writing.

Our program can build upon some of the work done by our undergraduate program to provide MA students with applied learning experiences. For example, we have a thriving undergraduate internship program with an internship coordinator who matches students with organizations. By advertising this more to our students, we can help students discover ways use their degrees outside of academia.

We have also been in talks with the School of Foreign Studies at Nanjing University. We have already partnered with them at the undergraduate level and they are interested in seeing if a dual degree program for MA students might be possible.

10.4 New degree programs

This year, the graduate committee has put together a proposal for a new BA/MA program (see Appendix B.) The idea is that we would be able to recruit our best undergraduates for the program, which they would complete in a shorter timeframe than others following a traditional degree plan. Ideally, it would be implemented next year; it would require no additional funding.

With the undergraduate curriculum now revised, the professional writing committee, in conjunction with the graduate faculty, will begin exploring a certificate program in professional writing and rhetoric. The certificate program in this area promises to draw in graduate students from other disciplines across the university; additionally, it may work best online in order to connect with working professionals and individuals throughout the state.

10.5 Future personnel needs
Most crucially, our program needs an expert in African American literature and in Latino/a literature. Our hires in these areas have not been replaced and we have not been led to believe they will be in the near future.

10.6 Development potential given several budget scenarios

What could the program support with a modest decrease (e.g., 3-5%) in support?
With fewer resources, we would be much less competitive in recruiting nonresident and minority students, as we may have even less attractive financial packages to offer.

We would have fewer resources and personnel to devote to the professional and collegial life of graduate students.

What could be accomplished if support remains the same?
We could continue to offer our program but many of the goals we outline above may be slow to be accomplished. The goals that require little additional funding such as outreach to local businesses and other campus agencies could be addressed.

What could be accomplished with a modest increase in support?
Additional funds could be allocated to graduate students in the form of support for graduate student research endeavors including travel to conferences, scholarships, and additional resources.

What could be accomplished with a significant increase, etc.?
Additional monies could be used to support teaching assistants and the research projects of our graduate students. If the increased support included new faculty lines, we could replace the hires we have lost.

Work Cited
Reed, Melina. “Teaching and Research Experiences in a Terminal English MA Program: a Qualitative Study.” Thesis. UNC Wilmington, 2015. PDF.