DELTA STATE UNIVERSITY: ANNUAL REPORT (REVISED)
For the Calendar Year 1999
and Budget Request FY 00

I. Unit Title: Languages & Literature
   School: Arts & Sciences
   Unit Administrator: Dorothy Shawhan

II. Data and information for Division:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Credit hours produced</td>
<td>12,658</td>
<td>12,659</td>
<td>12,152*</td>
<td>11,626@</td>
</tr>
<tr>
<td>Number of graduates, BA</td>
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<td>Number of graduates, MED</td>
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<td>Foreign Language Lab Hours</td>
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<td>2,390</td>
<td>3,152‡</td>
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* School of Business decided to teach technical writing for their majors.
@Loss from Summer School.
† See complete Writing Center report attached. Decreased hours due to staff cut.
‡ See complete Foreign Language Lab report attached.

III. Personnel

Noteworthy activities and accomplishments

• Fourteen (14) faculty members attended professional conferences.
• Six (6) faculty members traveled internationally to sites directly related to their professional work.
• Twelve (12) faculty members made presentations at state, regional, and national professional conferences.
• *Tapestry 99*, the faculty literary journal of the Division, was published with Terry Everett and Yvonne Tomek as editors; Carolyn Stone is art editor.
• Six (6) faculty members published in external books and journals.
• Bill Spencer, sponsor of the literary honorary, Lambda iota Tau (LIT) announced that once again one of our students had been awarded a national $1,000 LIT scholarship based on an essay submitted as well as on character, service, leadership, and academic excellence. Georgia Rushing was the student.
• The Mississippi Philological Association Conference was held at Delta State in January with author Lewis Nordan as keynote speaker. One hundred scholars made presentations during the week-end. The event was coordinated by Carolyn Elkins, Susan Allen Ford, and Bill Spencer. The trio also edited their first issue of *Publications of the Mississippi Philological Association (POMPA)*, which has moved its home base from the University of Southern Mississippi to DSU.
• John Ford served as president of the South Central Renaissance Conference.
• *Confidante 99*, the student literary magazine, won third place in the Southern Literary Festival competition.
Two issues of the L&L Newsletter were mailed to some 1100 alumni. These issues increased from a two-pager to a four-pager.

Dorothy Shawhan received a $5,000 grant from the Mississippi Arts Commission for work on the biography of Judge Lucy Somerville Howorth.

A brochure on the new journalism degree program was developed and is being used for student recruitment.

Carolyn Elkins and Stephen King proposed and taught courses in the new Honors program.

Faculty Evaluations
Faculty evaluations by students were conducted Fall Semester 1999. Faculty examined the results after Fall Semester grades were turned in and responded to the chair with a plan addressing problems; plans are on file in the Division office.

Tenure
Carolyn Elkins and John Ford were awarded tenure in 1999. The Division faculty met to review the new university tenure policy and made a number of suggestions to Division senators.

Retirement
Richard Strahan, professor of Speech and Theater, and Dan McQuagge, professor of English, retired in May 1999. Dr. McQuagge continues as adjunct faculty.

New Faculty and Mentors
Three new faculty members joined the Division. Beverly Moon in English comes with a Ph.D. from Louisiana State University; Nancy Clark in Speech and Theater with a Ph.D. from the University of Mississippi; and Warren Byrd in Journalism with a master’s degree from Arkansas State. Bonnie Horton served as Beverly Moon’s mentor, Stephen King as Nancy Clark’s, and Jody Correro as Warren Byrd’s.

Recommended Change of Status (Promotion/Tenure)
Stephen King is recommended for promotion to Associate Professor of Speech Communication. Marion Barnwell is recommended for a sabbatical to work toward the MFA in Creative Writing degree.

New position Requested - None

IV. Degree Program Additions/Deletions
Approved by the IHL Board in December 1997, the B.A. in journalism was first offered in 1998, and the first full-time journalism faculty member was hired in the beginning of the Fall Semester 1999.

V. Assessment of 1999-2000 Goals
Unit Goal 1: Implementation of the B.A. in Journalism.

Institutional Goal: Provide a curriculum that ensures that majors are properly prepared in their chosen fields to complete licensure requirements, enter the work force, and continue advanced study in graduate or professional school.

Assessment Procedures: Budget hearings; action by Division curriculum committee and Academic Council.
**Expected Results:** Support from administration regarding budget; approval by curriculum committee and Academic Council.

**Actual Results:** Full-time faculty position approved. Warren Byrd, the new journalism professor, revamped the curriculum, which was approved by the curriculum committee and the Academic Council.

**Use of Results:** Basic reporting class previously one semester became two semesters. Courses in journalism history and investigative reporting added. Internship stressed with Professor Byrd establishing ties with newspapers in the area.

**Unit Goal 2:** Recruit strong students into the new B.A. in Journalism degree program through a brochure and through scholarships.

**Institutional Goal:** Recruit students who meet performance standards and contribute to the academic excellence of the University.

**Assessment Procedures:** Consultation with Dean of Arts & Sciences; reports from Institutional Research.

**Expected Results:** Support from Dean for brochure; increased enrollment of good students.

**Actual Results:** Dean approved brochure and funded it; Institutional Research reported 12 majors in the program with an average GPA of 3.0.

**Use of Results:** Recruiting office and Professor Byrd distributed the brochures and made recruitment visits.

**Unit Goal 3:** Revitalization of the theater program at DSU.

**Institutional Goal:** Enhance the development of the total person by providing opportunities for students to engage, both as participants and spectators, in a wide variety of cultural, athletic, and other extracurricular activities.

**Assessment Procedures:** Response from administration to request allowing play production to count as one course in a four-course load for new theater faculty member; funding for musical production; student & audience response.

**Expected Results:** Support from administration; auditions and theater attendance by students.

**Actual Results:** Request concerning course load and funding approved. Large student turnouts for auditions and attendance.

**Use of Results:** The *Snows of Kilimanjaro* with a cast of 23 was produced on campus and also in Biloxi at the Mississippi American College Theater Festival. Three students won acting awards there. The Gershwin musical *Crazy for You* was the first locally produced student musical to be staged in the Bologna Performing Arts Center. It represented a collaboration by theater and music students and members of the local community; large
audiences attended both evenings. Responses to the production from students, faculty, administration, and the community have been positive.

**Unit Goal 4:** Continued strengthening and fine-tuning of the MED program (both curriculum and entrance requirements).

**Institutional Goal:** Maintain a strong graduate program which provides opportunities for advanced study and research in selected fields.

**Assessment Procedures:** Division Graduate Committee interviews new applicants; formulates, administers, and evaluates the Division Graduate Writing Proficiency Examination; and reviews the curriculum periodically.

**Expected Results:** Stronger students, but perhaps fewer.

**Actual Results:** Eight students entered the program in 1999. One failed the writing proficiency; one did not achieve the required GPA for the first semester to remain in the program. Three graduated, all of whom are teaching. Curriculum review shows need for 18th century poetry & prose course.

**Use of Results:** Methods of interviewing and testing remain in place. Poetry & prose course in 18th century to be offered Fall Semester 2000.

**Unit Goal 5:** Strengthen services of the Diane Stewart Foreign Language Lab through additional computers and software.

**Institutional Goal:** Provide the resources and assistance to support the disciplines, including modern instructional equipment, a strong library and media center, computer facilities, and other services required for instructional, research, and public service.

**Assessment Procedures:** Annual report of director and of foreign language faculty.

**Expected Results:** Computer hardware and software provided.

**Actual Results:** One new computer provided.

**Use of Results:** Student lab hours showed an increase of 660 over 1998.

**Student Outcomes goals in the degree programs remain the same for 2000-2001 and will be discussed in the next section.**

**VI. Unit Goals for 2000-2001**

All of the above goals remain on the table because all are of an on-going nature. In particular, resources are needed for full implementation of the Journalism program and for the continuation of the theater program. No additional budget has been provided for either of these programs.

1. **Journalism**—A Mac lab with Quark Express is needed for the layout-design courses and for production of the *Delta Statement*. One new Mac was acquire this spring, but it needs a floppy disk drive to be fully effective. Dollar estimates in order of priority are: Quark lab pack $800; floppy disk drive for new Apple $110; Apple computer $1500;
printer $300. Institutional goals: "Improve the use of instructional technologies," and "Strengthen experiential learning activities." A transfer of the Delta Statement budget to Languages and Literature would be helpful for Warren Byrd.

2. Theater—Jobe Auditorium, while an excellent theater space, has a worn-out curtain that could be dangerous, theater faculty tell me. A replacement is needed. Because of the success of this year's theater program, we would like to have within our budget the possibility of producing at least three plays, with one perhaps being a musical. Institutional goal: "Seek ways to enhance student life on campus."

3. Foreign Language Lab—In addition to new PC’s for the lab, Dr. Bell needs instructional materials in the amount of $275 for her German students; Dr. Tomek and Dr. Burgos need a dual deck VCR ($349) for preparing presentations using film clips. Institutional goals: "Improve the use of instructional technologies."

**Unit Goal 4:** Successfully complete the NCATE accreditation.

**Institutional Goal:** Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

**Assessment Procedures:** Valerie Simpson is leading our Division study. We will know if we have met this goal after the team evaluates the report and makes the site visit.

**Expected Results:** To pass and perhaps to be directed to make World Literature a requirement for teacher education students.

**Unit Goal 5:** Host a successful Southern Literary Festival in 2001.

**Institutional Goal:** Pursue federal and private funding; seek ways to enhance student life on campus.

**Assessment Procedures:** If we raise the funds to bring in outstanding writers, and if member schools attend and participate, we will have met this goal.

**Expected Results:** We expect to host a festival as successfully as we did in 1988. The committee has already begun meetings and fund raising efforts. The University supplied $3,500 through the budget last time, and we hope it will do so, or more, again.

**Unit Goal 6:** Increase Writing Center use.*

**Institutional Goal:** Increase student retention and graduation rates by providing a support program which includes, but is not limited to . . . a comprehensive support program of advising and other services to enhance student development.

**Assessment Procedure:** If Writing Center records reflect any increase over previous year, the goal will have been met.

**Expected Results:** If staffing is increased through RSE or faculty time, the hours the Center is open will increase and hence student use. Additional computers would also increase student use.

*See complete Writing Center report attached for further analysis.
VII. Student Outcomes, 1999-2000

Degree (check all that are appropriate)

BA  X  BFA  -----  MED  X
BME  -----  BS  -----  MS  -----  BSE  X  MME
BSGS  -----  BSW  -----  MSNS  -----  

Major: English

Degree: B.A.

Student Outcome 1:
Students will understand the contributions of major British and American writers and their works as well as the historical context in which they wrote.

Assessment Procedures:
- Analysis of grades in required courses; graduate school follow-up; senior exit survey.

Expected Results:
- 80% of students will make C's at least in required major courses; will demonstrate competency in standardized tests if headed for graduate school; will agree that outcome was met.

Actual Results:
- 85% made at least C's; two were admitted to graduate or professional school; all but one respondent agreed or strongly agreed on the survey that the outcome was met. That one neither agreed nor disagreed. Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
- More encouragement for students toward graduate school.
- Efforts to get fuller response to the surveys through direct mail.
Major: English

Degree: B.A.

Student Outcome 2:
—Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Assessment Procedures:
—Analyzing results of WPE, surveys, and portfolios.

Expected Results:
—75% pass WPE and agree on survey that outcome was met. Senior portfolios demonstrate proficiency.

Evaluation Procedures:
—Analyzing results of WPE, surveys, and portfolios.

Actual Results:
—80% passed the WPE. All respondents strongly agreed or agreed that they can “respond with confidence to writing situations,” and that they could determine “such necessary considerations in writing as thesis, purpose, audience and organization.” Portfolios contained evidence of proficiency. Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
—Continuing efforts: Division involvement with the Writing Across the Curriculum committee; changes in review workshop students take before the WPE.
Major: English

Degree: B.A.

Student Outcome 3:
—Students will demonstrate familiarity with research procedures in the discipline and will have experience in using other critical perspectives or arguments in defining their own.

Assessment Procedures:
—Faculty survey as to their satisfaction with students' research skills. Survey of graduating seniors as to level of satisfaction with their research skills.
—Papers in portfolio

Expected Results:
—75% submit at least C research projects for evaluation.

Actual Results:
—The majority of the faculty surveyed said 95% of students met research requirements. One faculty reported 70%. All but one student responding strongly agreed that they are "prepared to use libraries for research." One student neither agreed or disagreed. Portfolios reflect good library research skills. Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
—Division will continue emphasis on library research skills and will use the new bibliographic research tools made available in the library renovation.
Major: English

Degree: B.S.E.

Outcomes for English Literature emphasis plus the following:

Student Outcome 1:
—Students will demonstrate an understanding of theories of language and grammar and process-oriented approach to teaching composition.

Assessment Procedure:
—Analysis of NTE scores and surveys.

Expected Results:
—75% of students will pass NTE Specialty Area (Part V. Language and Composition) and/or the PRAXIS (English Language and Literature), and 75% of students will agree on survey.

Actual Results:
—According to figures from the School of Education, 90% of B.S.E. students passed the PRAXIS.
—Of the B.S.E. students responding to the survey, one strongly agreed that “course work prepared me to understand various theories of grammar and language”; two agreed; one neither agreed or disagreed; and one disagreed. Students either agreed or strongly agreed that they understood “how to teach writing as a process.” Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
—Syllabus and texts for the History and Grammars of the English Language course have been reworked to provide a clearer focus on various theories of grammar and language.
Major: English

Degree: B.S.E.

Student Outcome 2:
—Students will demonstrate their ability to plan a unit of instruction and teach it effectively.

Assessment Procedures:
—MTAI, evaluations of supervisor, student survey.

Expected Results:
—80% of students to pass the MTAI; 85% to pass supervisory evaluations; positive reaction from student survey.

Actual Results:
—100% of students passed the MTAI and the supervisory evaluation. The five students responding either agreed or strongly agreed that their course work prepared them “to plan a unit of instruction and teach it effectively.” Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
—Continue strategies instigated in 1999:
  - More focus and direction for the MTAI unit.
  - More time spent in practice units implemented with the class.
Major: Foreign Languages

Degree: B.A.

Student Outcome 1:
—Students will understand the contributions of major French, German, or Spanish writers and their works as well as the historical context in which they wrote.

Assessment Procedure:
—Analysis of scores and survey.

Expected Results:
—75% or better of the students will pass the NTE Specialty Area (where applicable) or have comparable GRE scores and will agree that the goal was met on the senior survey.

Actual Results:
—All students surveyed agreed or strongly agreed that the outcome was met. No students took Specialty. Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
—Faculty reworked the curriculum during 1999 to make course titles consistent and to add “Contemporary Society” course in the languages.
Major: Foreign Language

Degree: B.A.

Student Outcome 2:
— Students will demonstrate proficiency in oral comprehension and expository writing, and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Assessment Procedures:
— Analysis of grades and surveys.

Expected Results:
— 100% will pass the composition course in their language and will agree on the survey that the goal was met.

Actual Results:
— Students on the survey agreed or strongly agreed that the goal was met. All students passed the composition course. Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
— With the new portfolio system, faculty will review writing samples from the student.
Major: Foreign Language

Degree: B.A.

Student Outcome 3:
—Students will demonstrate familiarity with research procedures in the discipline and will have experience in using other critical perspectives or arguments in defining their own.

Assessment Procedures:
—Analysis of projects and surveys.

Expected Results:
—80% of students will submit satisfactory research projects in upper division courses. 80% of students and faculty will agree on surveys that the goal was met.

Actual Results:
—100% of students in upper division were satisfactory in research procedures, according to faculty survey. One student agreed, another strongly disagreed that the goal was met.
Date of most recent evaluation: April 1, 2000.

Use of Evaluation Results:
—Research papers and critical analyses in student portfolios will be used to further analyze student abilities.
Major: Journalism

Degree: B.A.

Student Outcome 1:
—Students will understand what makes a good news story, will master the craft of researching, interviewing, and writing the news, and will publish their writing.

Assessment Procedures:
—Analysis of grades in required courses; analysis of The Delta Statement; student portfolios; evaluations from internship employers; exit surveys.

Expected Results:
—80% of students will make at least C’s in the required journalism courses; will publish their writing in The Delta Statement; will agree on an exit survey that the outcome was met.

Actual Results:
—The twelve students currently enrolled as journalism majors made at least C in major courses. The number of student-written articles and their quality has increased this year. The Delta Statement writers placed in the state competition. No exit surveys as yet from his new program. Most recent evaluation: May 10, 2000.

Use of Evaluation Results:
—Results show the value of including The Delta Statement as an important learning tool in the journalism program. The recommendation was made to move The Delta Statement from Public Information to the journalism program in the Division of Languages and Literature.
Major: Journalism

Degree: B.A.

Student Outcome 2:
—Students will master the basic technical processes necessary for a practicing print journalist today —— word processing, photography, computer layout and design.

Assessment Procedures:
—Analysis of grades in these courses; evaluations from internship employers; senior exit survey.

Expected Results:
—80% of students will make at least C in Word Processing, Basic Photography, Print Layout and Design, and Internship in Journalism.

Actual Results:
—All students enrolled made at least C in courses above. Evaluations from employers all satisfactory. No seniors for exit survey. Most recent evaluation: May 10, 2000.

Use of Evaluation Results:
—It became clear that as the number of journalism students increase, so also must technical tools. Equipment and software for a journalism computer lab were requested.
Major: Journalism

Degree: B.A.

Student Outcome 3:
—Students will understand the relationship between the media and the law and will understand the ethical responsibilities of journalists.

Assessment Procedures:
—Analysis of grades in required courses above; exit surveys.

Expected Results:
—80% of students will make at least C's in the required Media and the Law course and the Ethics philosophy course.

Actual Results:
—The 12 students currently in this new degree program have not yet taken these courses.

Use of Evaluation Results:
—Rights and responsibilities of journalists will be stressed in every phase of the new journalism program.
Major: English Education

Degree: M.Ed.

Student Outcome 1:
—Students will possess a comprehensive understanding of the work by and about major writers of English and American literature.

Assessment Procedures:
—Analysis of grades and examination.

Expected Results:
—90% of students will demonstrate their understanding through a B average in required courses and a passing oral examination.

Actual Results:
—The three graduates had the B average and demonstrated understanding on the exit examination, though one was a weak pass. Date of most recent evaluation: May 10, 2000.

Use of Evaluation Results:
—Weak student performance resulted in longer orientation interviews that included a more detailed discussion of the Reading List.
Major: English Education

Degree: M.Ed.

Student Outcome 2:
—Students will demonstrate familiarity with various critical approaches to literature and proficiency in the critical analysis of literature.

Assessment Procedures:
—Analysis of grades in required courses and of performance in oral examination.

Expected Results:
—80% of graduates will demonstrate proficiency in papers from required courses (B average) and through the oral examination.

Actual Results:
—The three graduates met the minimum B average through grades. One oral examination was a weak pass. Date of most recent evaluation: May 10, 2000.

Use of Evaluation Results:
—Graduate Committee will require a graded critical analysis from an undergraduate course as part of a student's entrance requirements.
Major: English Education

Degree: M.Ed.

Student Outcome 3:
—Students will demonstrate proficiency in the use of various methods for teaching literature and composition.

Assessment Procedures:
—Analysis of grades and oral examination. Subsequent employment as a teacher.

Expected Results:
—80% of students will demonstrate through B average in English Education courses, through presentations in English literature courses, and through the oral examination.

Actual Results:
—100% of graduates had at least a B average in English Education courses. All were satisfactory presenters and passed the oral examination. Date of most recent evaluation: May 10, 2000.

Use of Evaluation Results:
—Faculty will continue to require oral presentations in graduate classes.
VII. Unit Budget Plan

In case new moneys should unexpectedly present itself, here are some justifications for our requests.

RSE
Staffing of the Writing Center is a continuing problem since qualified graduate students and work study students are not always available. Another RSE position would help remedy the situation.

Travel
We have added a new position with Journalism, but no new money for travel accompanied the position. In addition, Dr. McQuagge's travel was paid for by the Writing Project, which has moved to the College of Education, so his replacement essentially is also unprovided for in the travel funds currently available.

Postage, Long Distance, Xerox
Again, the addition of a new position and of two extremely active faculty members who replaced the retirees have put us in the red on postage, long distance, and Xerox. Dr. McQuagge's Xerox, postage, and long distance were paid by the Writing Project.

Other Rental, Professional Fees & Services, Commodities
Increases here are also related to increased activity in Journalism and Theater.

Hardware Needs
Needs for the Journalism program and the Foreign Language Lab and Writing Center are noted previously in this report. In addition, the Division needs a printer for the Apple on which Mrs. Burgos does our desktop publishing (literary magazines, newsletters, etc.). When the Writing Project moved, their equipment moved with them.
### Student Use of Foreign Language Lab

**Calendar Year 2000**

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<tr>
<td>Spanish totals</td>
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Total Foreign Language students: 241  
Total student lab hours: 3,152
Writing Center, 1999

**Business:** The ability of the Writing Center to serve the University, severely compromised by the cuts of 1998, remains diminished. After one of the most productive years ever in 1997, in Fall 1998 DSU's commitment of 1 FTE faculty in the Writing Center was cut by 25%. The result was a 25% reduction in the number of hours that the Writing Center could remain open. That reduction in hours resulted in the cancellation of late afternoon and Friday morning hours, hurting students who are free only in late afternoons as well as those wanting help before a weekend during which they expect to complete or do major work on a project. The reduced hours have also resulted in a continued reduction in the number of writers we were able to help. Students are still showing up looking for help during hours we were formerly available.

Another possible explanation for the decline in the numbers is the siphoning off of many of the students needing remedial help by the Academic Support Lab. While most of the help we provide is geared toward non-remedial needs, students needing remedial work can get valuable one-on-one attention from a trained writing tutor in the Writing Center.

The service we were able to provide, however, remained high in quality. We worked with a wide variety of writers, including freshmen through graduate students and even faculty. Although some of our help was remedial in nature, the greatest portion was given to writers who needed advice from attentive and thoughtful readers trained in thinking about the ways audience and purpose direct written communication. Projects ranged from papers to be submitted as course requirements, to master’s theses, to essays of application to graduate and professional schools, to scholarly essays. Students and their teachers would often contact us afterwards with accounts of the students’ improvement in writing. These sessions also provide peer tutors with a valuable apprenticeship experience as many of them prepare to become writing teachers themselves.

The new Gateway computers connected to Netscape proved useful in helping students having difficulties in their research processes; students were also able to use the computers for a variety of class projects.

**Staff:** The reduction in staff hours is a problem, but the quality of tutors recruited remains high. During Spring 1999, faculty tutors (Carolyn Elkins, Bill Spencer, and Susan Allen Ford), were employed for a total of 21-1/2 hours; in addition, we employed one graduate assistant, three R.S.E. students (sharing 2/3 of two positions with the Languages and Literature office), and one work-study student for a total of 38 hours per week, giving us a total of 59-1/2 staff-hours per week (reduced from 76). During Fall 1999, the hours for the faculty tutors were cut to 21-1/2; in addition, we employed one graduate student, two R.S.E. students (sharing 2/3 of two positions with the Languages and Literature office), and two workers sharing instructional money for a total of 35 hours per week, giving us a total of 56-1/2 staff hours per week (a further reduction).

The cut in faculty hours, of course, necessitates a cut in the hours the Writing Center can be open. That cut as well as the minimal funding available to pay the student tutors also reduces the opportunities to work as tutors—what can be an extraordinarily valuable part of the undergraduate and graduate experience.
**Staff Development:** We continue to enroll all tutors in English 495-595 (Approaches to Tutoring Writers), a course which provides an essential grounding for their tutoring experience. That course incorporates role-playing, discussion of issues related to tutoring, and readings from both textbooks and scholarly journals. We continued the practice of tutor journals, which allow opportunities for reflecting on an analysis of actual tutoring situations as well as response to professional reading.

**Budget:** I have two requests:
1. Restore the 1 FTE faculty commitment to the Writing Center so that we may return to our previous schedule.
2. Allocate another RSE position so that the Writing Center is not dependent on the eligibility of tutors for financial aid.

**Numbers:**

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<td>Total Sessions</td>
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<td>Total Sessions</td>
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<td>Fall 1997</td>
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<td><strong>Total 1997:</strong></td>
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<td>ITEM</td>
<td>PRIOR YEAR</td>
<td>PHASE 1: ADJ/BUD</td>
<td>PHASE 2: CHANGE</td>
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<td>1999</td>
<td>2000 Adj Budget</td>
<td>AMOUNT REQUEST</td>
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<td>Sales-Date Receipts</td>
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**Total**

- **Total Revenue**: 50.00
- **Total Labor**: 1,134,993.00
- **Total Expense**: 35,235.00
- **Total Transfers**: 32,000.00
- **Total Net**: -1,202,178.00

**Note:**

- The figure for Commodities is noted as +7000, indicating an increase of $7000.