



## 2016-17 Academic Department Annual Report

**Academic Department:**  
**Document Prepared By:**

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Hayes

### **Annual Report Submission Instructions:**

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31<sup>st</sup>.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, <http://www.grcc.edu/instructionalsupport/departmentyearendreports>. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, [sheilajones@grcc.edu](mailto:sheilajones@grcc.edu) or x4289.

### **Part I: Report on 2016-17 Progress**

Part I is intended to provide a “big picture” overview of your department’s activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.

### ***Current Year Goals & Outcomes***

This section asks you to provide details about the status of your department's goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

The goals of the English Department in 2016-17:

Our goals are linked to the major curricular revisions all of our Reading, Composition, and (potentially) ESL courses are undergoing in preparation for roll out in Fall 2017:

1. Continue to develop and complete curriculum for IRW 097, 098, and 099
2. Continue to develop and complete curriculum revision of EN 101 and 102
3. Implement new scheduling for ACOMP in the continuing effort to promote co-curricular IRW 099 / EN 101 for Fall 2017
4. Research accelerated ESL programs in compliance with Provost directive prior to implementation of ESL Mandatory Placement for Fall 2017
5. Revise ESL curriculum to comply with research findings (if acceleration is best practice)
6. Maintain / increase FT and adjunct participation in Department PD

#### **Status:**

1. IRW 097, 098, and 099 curriculum development is complete.
2. EN 101 and EN 102 curriculum development is complete.
3. ACOMP enrollment continued to lag in 2016-17, primarily due to competition from existing EN 100 classes, whose students are the primary population for ACOMP. In Fall 2016 we filled two ACOMP sections; in Winter 2017 we filled one ACOMP section. Due to the discontinuation of EN 100 beginning in Fall 2017, however, demand for ACOMP has soared: we currently have fourteen sections open and rapidly filling.
4. Colleen Becker completed research on ESL programs and in April 2017 submitted a report to Provost Chesley.
5. We will maintain our current ESL curriculum, or revise the ESL curriculum, based on Provost Chesley's forthcoming response.
6. We increased FT and adjunct participation in Department PD, with all 26 FT and 80 adjunct faculty taking part in either Composition or IRW workshops, or both.

***Departmental Professional Development***

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

Our Department's emphasis for PD was twofold in 2016-17:

1. Continue to foster departmental community and unity;
2. Present a comprehensive overview of the new IRW 097, IRW 098, IRW 99, and revised EN 101 and EN 102 curriculums through workshops.

We were successful in both of these endeavors.

1. Our department PD took place on October 14, 2016 at Thought Design in Rockford, MI, with the theme: Self Care in the Face of Change. The choice of theme was based on the certainty that most of the department would be teaching new or significantly revised curriculum and using new texts beginning in Fall 2017, and preparation and change are stressful. All FT and fifteen adjuncts attended the day of learning, engaging in activities, writing, and discussion that equipped us with new tools for caring for ourselves and our colleagues and students in the upcoming year.
2. Our second PD was in the form of hands-on workshops conceived and led by members of the Composition Curriculum Committee (Megan Lockard and Katie Kalisz, co-chairs; Maryann Lesert, Rachel Lutwick-Deaner, Susan Mowers, Mursalata Muhammad, Nora Neill, Kellie Roblin, and Tony VandrArk) and the IRW Planning Team (Sheryl York, Michelle Allen, and Vikki Cooper). The 4-hour workshops took place on Nov. 3, 2016; January 14, 2017 (Composition); and March 16 and March 17, 2017 (IRW). A total of 106 faculty participated in one or both workshops.

## ***Departmental Advising Plan & Outcomes***

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

### **2016-2017 Plan**

This academic year (2016-2017), the English department hosted two academic advising weeks (one in the fall and one in the winter). During each week, both full-time and adjunct faculty spent time advising students in all of their classes. A short presentation was given which focused on registration dates for summer and fall courses, financial aid and scholarship information, information regarding our 200-level literature courses, and transfer. Upon the completion of this presentation, students were encouraged to ask questions and/or seek additional meeting time with our full-time faculty. The presentation was also posted on Blackboard for students to reference for additional assistance. Finally, students were given the English Department website and full-time email addresses if they needed further assistance. Members of our department also continued to write letters of recommendation, provide resources, and refer students to others on-campus who could further address their specific concerns.

### **Outcomes**

- Hosted two academic advising weeks.
- Additionally, the English Department created tear-away flyers that were posted in the 25 designated posting areas around campus, as well as in our suite of offices and in the Language Arts Tutorial Lab. These tear-away posters contained the phone numbers and email addresses of several of our full-time faculty members, for students to use if they had specific advising-related questions.
- Full-time faculty attended a department meeting with Erin Busscher to answer questions related to MyDegreePath and academic advising.
- 3 students contacted full-time faculty from the tear-away posters.
- 3 students used the English Department website to solicit answers to advising questions.

***Program Accreditation Updates***

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

N/A

***Perkins & Key Performance Indicators***

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

**N/A**



# 2016-17 Academic Department Annual Report

## ***Learning Outcomes Assessment Data & Findings on Past Year's Projects***

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

**Overview:** Based on the English Department's Fall 2017 implementation of new and extensively revised Integrated Reading and Writing and Composition courses, and with the agreement of Dean Mike Vargo, Developmental English (Developmental Reading [RD 097, RD 098] and Developmental Composition [EN 097] ) and Composition (EN 100, 101, and 102) did not undergo collection of Learning Outcomes data. Instead, the IRW and Composition Curriculum Teams focused extensive efforts on holding workshops to thoroughly acquaint faculty with the new curriculum.

Plans for LOA for IRW and EN 101/102 in 2017-18 will focus on the Portfolio Cover Letter, which we will collect and assess based on the department rubric. This data will serve as baseline data for future LOA for IRW and EN 101/102.

- Learning Outcomes Assessment Data and Findings for **Developmental English and Reading** were not planned this year due to the Fall 2017 implementation of all new developmental (IRW) courses. We anticipate several modifications in our teaching strategies and assessments; LOA data and findings collected based on our current curriculum (which will no longer exist in Fall 2017) and outcomes this year would not be useful.
  - Developmental Reading and Composition courses discontinued beginning Fall 2017: RD 097, RD 098, EN 097
- Similarly, Learning Outcomes Assessment Data and Findings for **Composition** were not planned this year due to major revisions of EN 101 and EN 102, to be implemented beginning Fall 2017. For this reason, LOA data and findings collected on the 2016-17 EN 101 and EN102 curriculum (the collection and assessment of research papers, an assignment that will not exist [even in distant proximity to the new assignment]) would not be useful.
  - Discontinued beginning Fall 2017: EN 100
  - Major revisions beginning Fall 2017: EN 101, EN 102
- Learning Outcomes Assessment and Data Findings for **ESL:**
  - PLO assessed: Students will apply effective speaking and pronunciation skills to academic presentations, group work, and/or conversations.
  - Assessment measure: Final presentation assignment with rubric
  - Findings: Results from winter 2016 and fall 2016 showed an average 3.367 in ideas/content, 3.173 in organization, 3.367 in pronunciation/clarity, and 3.286 in



language use/delivery. A score of 3 in 3 out of 4 areas is needed to pass, and 79% of the students earned passing scores.

- Improvements plan: Since organization was the lowest rated of the 4 areas, the 104 final presentation assignment was expanded in two ways. First, a step was added in which students do a basic outline for homework and share it in groups to get feedback before doing their more detailed outline. Next, an activity was added where students share their presentations in groups and get feedback on content and organization before giving their final presentations. Since there were only 2 sections of ES 104 in the winter 2017 semester, results will be combined with the fall 2017 semester for greater accuracy before determining next steps. However, results from winter 2017 showed numbers to be consistent in all but language use/delivery, which showed improvement. This could show that the addition of group practice presentations had an impact on this area. The percentage of total passing scores also increased. The scores showed an average 3.404 in ideas/content, 3.154 in organization, 3.462 in pronunciation/clarity, and 3.519 in language use/delivery, with 94% of the students earning passing scores.

- Outcomes Assessment Data and Findings for **Literature**:

The Literature Program Review Committee asked Literature professors to score their final capstone projects based on the following categories:

- 1) The student has demonstrated an awareness of the author’s voice and tone;
- 2) The student has demonstrated an awareness of the cultural context and genre of the source text;
- 3) The student has provided a viable and clearly supported interpretation of the source text;
- 4) The student has, overall, conformed to standard practices (MLA format) or writing about literature.

These were all scored on a 1-5 scale, with 5 being the best. The results (78 scored rubrics) were as follows:

Q1 4.13 Q2 4.2 Q3 4.06 Q4 3.87

Comparison of Three Sets of Data

<u>Winter 2015</u>	<u>Fall 2016</u>	<u>Winter 2017</u>
Q1 4.27	4.24	4.13
Q2 4.48	4.14	4.20
Q3 3.94	3.98	4.06
Q4 3.55	3.67	3.87



## 2016-17 Academic Department Annual Report

Based on the data, it seems clear that MLA documentation is still a challenge for our students. Even though all Literature instructors did use an MLA / documentations exercise early in the semester, the lower overall scores in that category clearly indicate a continuing challenge with mastery. What do we do to address this? Part of the challenge may be the new MLA 8 documentation style.

Improvement for coming year:

We recommend trying the MLA exercises one more year to account for the switch to MLA 8. This should also allow instructors time to revisit their exercises and determine whether or not they were as effective as they could have been.

Possible long-term goal: An average score of 4.00 for each of the four scoring rubric questions would seem to be both reasonable and achievable goals.

## Part II: Plan for Upcoming Year

Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: **Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans.** When answering the questions or completing the sections below, please consider the main points/highlights of each category.

### ***A. Operational Goals and/or Plans***

What are your departmental goals and plans for 2017-18?

Our Departmental goals for 2017-18 center around our new and revised curriculum, as well as continuing to build community and collegiality in our large department:

1. Develop and implement FIGs (Faculty Inquiry Groups) to support all faculty in understanding and delivering the new and revised curriculum for IRW 097, IRW 098, ACOMP, EN 101, and EN 102.
2. Engage in Departmental learning to improve our ability to advise our students (particularly those on the P09 Guided Pathway).
3. Update all 200-level courses to add the new departmental prerequisite.
4. Revise ESL curriculum or courses as needed per Provost Chesley's response to the post-Mandatory Placement (ESL) research report on accelerated / compressed ESL programs.
5. Maintain or increase adjunct participation in Departmental PD.



## 2016-17 Academic Department Annual Report

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What new information from external sources has influenced your planning for next year?

Several sources of information have influenced our planning for 2017-18:

1. The rollout of our new and revised IRW and EN 101/102 curriculum demands intentional implementation of FIG cohorts to support and encourage faculty as they learn and implement the new curriculum. Literally every faculty member will be teaching a new course, or a course that has undergone major revision.
2. GRCC's implementation of Guided Pathways makes it easier to identify English majors; hence, it makes sense for us to understand advising and planning tools, such as My Degree Path, in order to help our students.
3. Departmental consensus on the need to standardize requirements for 200-level courses invites the effort to circumvent the Curriculog revision schedule and complete this work simultaneously for the remainder of our 200-level courses.
4. Provost Chesley's response to the ESL report will dictate our next steps with our ESL program.
5. Faculty dissatisfaction (both FT and adjunct) over the results of the recent contract, particularly as it pertains to adjuncts, and the potentially splintering effect this could have in our large department, requires us to be intentional about inviting our adjuncts to engage in PD and departmental activities as a way to build unity.

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

N/A

What resources do you need to accomplish your departmental goals for the upcoming year?

- FIG leadership training at the Lilly Institute, July 17-19, 2017
- Stipend support for 10-15 adjunct FIG leaders
- My Degree Path training from the Center for Teaching Excellence
- Potential Curriculog re-training, or support from the office of the Dean of Instructional Support, as we undertake this large-scale revision process for our 200-level classes

Do you need support from other departments to accomplish these goals? If yes, please explain.

We will need support from the Dean of SAS, the Center for Teaching Excellence, and the Dean of Instructional Support.

Do you need professional development in order to accomplish these goals? If yes, please explain.

Professional development we'll need to accomplish our goals:

1. Training in developing and implementing Faculty Learning Communities (Lilly Institute, Traverse City, July 17-19, 2017)
2. My Degree Path training (Sept. 29, 2017)
3. Curriculog re-training (as needed by individual faculty)

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

**Departmental goals / lead faculty for 2017-18:**

1. Develop and implement FIGs (Faculty Inquiry Groups) to support all faculty in understanding and delivering the new and revised curriculum for IRW 097, IRW 098, ACOMP, EN 101, and EN 102. [Meg Lockard](#), [Michelle Allen](#), [Sheryl York](#), [Vikki Cooper](#), [Susan Mowers](#)
2. Engage in Departmental learning to improve our ability to advise our students (particularly those on the P09 Guided Pathway). [Christina McElwee](#),
3. Update all 200-level courses to add the new departmental prerequisite. [Susan Mowers](#), [Curriculog course "owners"](#)
4. Revise ESL curriculum or courses as needed per Provost Chesley's response to the post-Mandatory Placement (ESL) research report on accelerated / compressed ESL programs. [Colleen Becker](#)
5. Maintain or increase adjunct participation in Departmental PD. [FIG leaders](#)



## 2016-17 Academic Department Annual Report

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

Each of our departmental goals is to be accomplished during the 2017-18 academic year.



## ***B. Curriculum Goals and/or Plans***

What are your departmental curriculum development goals and plans for 2017-18?

### **IRW:**

- Implement instructional cycles focused on relevant themes for our students: Beginning Fall 2017
- Provide continual training and support for IRW instructors: Fall 2017 and then ongoing
- Launch Faculty Inquiry Groups: Fall 2017 and then ongoing

### **Composition:**

The revised composition curriculum will go into effect beginning with the Fall 2017 semester. Major changes include scaffolded assignments that lead to writing projects (vs. only essays), a required information literacy module, required portfolios, and a stronger emphasis on audience, academic and otherwise. Faculty will participate in Faculty Inquiry Groups during the fall and winter semester, arranged around a particular topic in the revised curriculum (e.g., audience, research, portfolios, textbook, etc.).

We will also collect portfolio rubrics to begin assessing the revisions to the curriculum.

### **Literature:**

- We recommend trying the MLA exercises one more year to account for the switch to MLA 8. This should also allow instructors time to revisit their exercises and determine whether or not they were as effective as they could have been. An average score of 4.00 for each of the four scoring rubric questions would seem to be both reasonable and achievable goal.

### **ESL:**

- Follow-up work regarding upcoming Provost response to mandatory placement report. May include developing information for departments to use to identify ESL prerequisites for their courses.
- Review of reading books for possible adoption into ESL program

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#### Review of Department's Curriculum Transferability

*Please note: this section should be completed by all SAS Departments, Business, and CIS.*

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

**Composition:** EN 101 transfers directly to four of the top five transfer schools, and EN 102 transfers directly to all five top transfer schools. We have been mindful of transfer during this year of curriculum revisions, and will continue to ensure that our composition sequence transfers as direct credit.

**ESL:**

Depending on the school, some ESL courses transfer. In addition, ESL credits can be used for elective credit toward the Associate of Arts degree (AA) with the Michigan Transfer Agreement. Finally, most universities will give their own placement test and require ESL courses if necessary. Taking courses at GRCC will save students time at their transfer university by having less ESL courses, if any, to take there.



## 2016-17 Academic Department Annual Report

**Literature:** Our 200-level literature courses transfer either as direct equivalents or as general English credit at our top five transfer institutions. Please click on this [link](#) for an Excel document prepared by Matt Novakoski, Transfer and Articulation Coordinator.

What new information from external sources has influenced your curriculum development planning for next year?

- Michigan Transfer Agreement
- Benchmarking composition at our top transfer schools and comparable Michigan community colleges
- Best practices in 21<sup>st</sup> century composition studies
- Dr. Jeanine Williams—Community College of Baltimore County
- California Acceleration Project
- Lilly Conference—July 2017
- IRW faculty held trainings in 2016-2017 outlining best practices based on research from Jeff Anderson, Kelly Gallagher, and other scholars.
- MDEC
- benchmarking of ESL programs nationwide and a review of ESL research and best practices for our report to the provost showed us that we are following best practices with our ESL curriculum
- TESOL international convention exhibitors fair gave ideas for potential new textbook adoption in the ESL program

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

N/A

What resources do you need to accomplish these curriculum development goals?

- An electronic portfolio submission platform that students can take with them after they leave GRCC
- Money for refreshments for FIGs
- We have been conscientious about our printing costs as a department; however, in order to successfully implement reading strategies, it is helpful to have paper copies for students to annotate in class. (printing funds)
- Supplies such as highlighters and post-its are also necessary for teaching reading strategies in our IRW classes.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

- Counseling/advising has been helpful as we enroll students in ACOMP for Fall 2017. Ongoing support from them is crucial for ACOMP's success.
- IRW instructors also need support from the College Success Center. Students often need access to College Success Coaches and/or the Retention Coordinator. IRW faculty especially need to be able to refer students to tutors and Success Coaches.
- Ongoing support from the Language Arts Lab is also essential.
- Support from DLIT in accessing an electronic portfolio submission platform that is transportable and more user-friendly than that offered in Blackboard.
- Support from SAS Deans' office.



## 2016-17 Academic Department Annual Report

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

- **IRW / ACOMP:** Sheryl York, Michelle Allen
- **Comp:** Katie Kalisz
- **Literature:** Andrew Lussky
- **ESL:** Colleen Becker

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

**Please see below:**

**IRW:**

- Instructors will be provided with multiple assessment samples for course learning outcomes. Results will be shared in Faculty Inquiry Groups and then used to enhance instruction and strengthen student achievement--ongoing
- Both low-stakes and high-stakes assessments will be used--ongoing
- Our common assessment will include an annotated college-level reading and a summary/response essay-academic year

**Comp:**

- Summer 2017: Train Faculty Inquiry Group (FIG) Facilitators
- Fall 2017: All Comp Faculty attend two FIG meetings around the same theme, as a cohort; Program Review Committee collects completed portfolio rubrics from all Comp faculty
- Winter 2018: All Comp Faculty attend two FIG meetings around the same theme, as a cohort; Program Review Committee collects completed portfolio rubrics from all Comp faculty
- Summer 2018: Program Review Committee reviews portfolio rubrics and evaluates the data; discuss whether to read student work or collect portfolios for future assessment project
- Fall 2018: By invitation, faculty present on aspects of the revised curriculum and/or FIGs continue for a second year.

**ESL:**

- Follow up work regarding upcoming Provost response to mandatory placement report. May include developing information for departments to use to identify ESL prerequisites for their courses. 2017-2018 academic year
- Review of reading books for possible adoption into ESL program. Review over the summer of 2017, adoption in the 2017-2018 academic year

**Literature:**

- Data collection in Fall 2017 and Winter 2018
- Data interpretation and reporting in Winter 2018



## 2016-17 Academic Department Annual Report

### ***C. Learning Outcomes Assessment Plan for 2017-18***

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

**Please see below:**



**IRW:**

- Collect random sample of summary/response essays (common assignment) and annotated college-level text used as the basis of essay;
- Score against updated rubric (will allow for assessment of both reading and writing)
- **Outcomes assessed:** Develop writing in a variety of forms including summary / response; create and / or organize data and information into meaningful patterns in order to interpret and draw inferences from it

**Comp:** Both options below are intended to assess the Course Learning Outcomes for EN 101/102

Option One

- Organize Faculty Inquiry Groups to discuss teaching strategies and assignments in the new curriculum (2017-18 academic year).
- Finalize a rubric to score the portfolios.
- Collect a random sample of portfolios from composition sections during the 2017-2018 academic year.
- Train readers for Learning Outcomes Assessment and score the portfolios against the rubric.
- Collect data and analyze trends.
- Implement strategies to improve poor-performing areas of the rubric.

Option Two

- Organize Faculty Inquiry Groups to discuss teaching strategies and assignments in the new curriculum (2017-18 academic year).
- Finalize a rubric to score the portfolios.
- Comp faculty assess portfolios and complete a rubric for each student.
- Collect completed rubrics (Fall 2017 & Winter 2018).
- Collect data and analyze trends.
- Implement strategies to improve poor-performing areas of the rubric.

**Literature:**

- We recommend trying the MLA exercises one more year to account for the switch to MLA 8. This should also allow instructors time to revisit their exercises and determine whether or not they were as effective as they could have been. We will continue to use the scoring rubric.

ILOs

- Make effective presentation, formatting and stylistic choices when developing a communication.
- Understand the laws, regulations, institutional policies and etiquette related to the access and use of information resources.
- Identify quality sources for data and information pertinent to a problem or issue being examined.

**ESL:**

- Continue to assess exit speaking skills with final presentations and rating by rubric in the fall and winter semester.



## 2016-17 Academic Department Annual Report

### ***D. Departmental Advising Plan for 2017-18***

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

#### **2017-2018 Plan**

Our plan for 2017-2018 is much the same. We will hold two academic advising weeks in our classes, where both full-time and adjunct faculty will share information on registration dates for winter 2018, summer 2018, and fall 2018 courses, financial aid and scholarship information, information regarding our 200-level literature courses, and transfer. The presentation will be revised to contain current information and any additional information that may be of use to students. We will continue to use the tear-away posters and our English department website, as well as continue to provide individual academic advising to our students. In September of 2017, our department will attend a formal MyDegreePath training in order to ensure that we are providing students with accurate information. Our advising committee will continue to seek feedback from the department as whole, and modify the plan as needed in order to best meet the needs of our students.

## Part III: 2016-17 Faculty & Staff Accomplishments/Awards

Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.

- Laura Devries: Excellence in Education Staff Award
- Patrick Prominski: earned his PhD in 19<sup>th</sup> Century American Literature
- Alyssa Jewel: earned her MFA in Poetry and was distinguished by WMU with a university award
- Alyssa Jewel published her poetry in:

Grist (University of Tennessee):

<http://gristonlinecompanion.com/Alyssa-Jewell/>

Permafrost (University of Alaska, Fairbanks):

<https://permafrostmag.uaf.edu/online-issues/permafrost-issue-38-2/division-self-portrait-as-my-grandfather-after-chicago-1959/>

Painted Bride Quarterly (Drexel University):

<http://pbq.drexel.edu/alyssa-jewell-finding-home/>

The Columbia Review-- Spring Issue (Columbia University):

<http://columbiareviewmag.com/2016/06/the-fall-2015-and-spring-2016-issues-are-finally-here/>

- Kellie Roblin: earned her MFA in Creative Non-Fiction
- Corinne Martinez: invited to present on the new MLA8 for the GVSU Writing Dept startup meeting.
- Sarah Slachter and Corinne Martinez co-presented the new MLA 8 for the GRCC Center for Teaching Excellence, which was recorded and posted online for folks who couldn't attend.
- Sarah Slachter and Corinne Martinez presented another MLA 8 introduction together to the GRCC librarians and writing tutors.
- Maryann Lesert:

An excerpt from Maryann's novel in progress, titled "Ultimate Out of Balance," was published in the anthology *Fracture: Essays, Poems, and Stories on Fracking in America* (IceCube Press, 2016).

Maryann participated in several readings and events with fellow Michigan authors Stephanie Mills and Stefanie Brook Trout, including:

April 24      Grand Rapids Community College

May 10              Bookman in Grand Haven, Michigan

	Event Link: <a href="https://www.facebook.com/events/224309547959611/">https://www.facebook.com/events/224309547959611/</a>
May 24	Creston Wellness Center, Grand Rapids, Michigan Event Link: <a href="https://www.facebook.com/events/555846754602772/">https://www.facebook.com/events/555846754602772/</a>
August 5	Guest Author Appearance on <i>Stateside with Lester Graham</i> , Michigan Public Radio, Ann Arbor, Michigan. (Interview taped in July; broadcast August 5).  <i>Stateside</i> Interview Link: <a href="http://michiganradio.org/post/new-book-compiles-essays-poems-and-stories-about-fracking-america">http://michiganradio.org/post/new-book-compiles-essays-poems-and-stories-about-fracking-america</a>
August 6	Horizon Books, Traverse City, Michigan Event Link: <a href="http://www.horizonbooks.com/event/authors-reading-stephanie-mills-stefanie-brooktrout-maryann-lesert-fracture-essay-poems-and">http://www.horizonbooks.com/event/authors-reading-stephanie-mills-stefanie-brooktrout-maryann-lesert-fracture-essay-poems-and</a>
August 9	University of Michigan Biological Station, Pellston, Michigan Event Link: <a href="https://lsa.umich.edu/umbs/news-events/all-events.detail.html/30568-3570915.html">https://lsa.umich.edu/umbs/news-events/all-events.detail.html/30568-3570915.html</a>
Sept. 20	Maryann Lesert, Research Presentation & Author Reading for Café Scientifique, a collaboration between Schuler Books and Lansing Community College's Science Department. Event Link: <a href="https://www.facebook.com/events/1596992133933803/">https://www.facebook.com/events/1596992133933803/</a>
<p>March, 2017 - Maryann was awarded a 3-Week Writing Residency at The Writer's Colony at Dairy Hollow, Eureka Springs, Arkansas, where she will be working on two novels in progress throughout the month of June.</p> <ul style="list-style-type: none"> <li>• Michael Miller: awarded <i>Beowulf</i> NEH Summer Scholar</li> <li>• Michael Miller served as interim Director of I&amp;E at Aquinas during Winter 2017 semester</li> <li>• Tony Dykema-VanderArk was awarded a sabbatical for the Fall 2016 semester to study emerging trends and tools in educational technology.</li> <li>• Michael Sikkema:             <ul style="list-style-type: none"> <li>• Excerpts from a poem titled Welcome to the Last Earth Show was published in <i>Sprung Formal</i> ;</li> <li>• 4th book, <i>Die Die Dinosaur</i>, was released by Blazevox Books</li> <li>• Excerpts of a poem titled You've Got a Pretty Hellmouth were published in <i>Yalobusha Review</i></li> </ul> </li> </ul>	

- Excerpts of a poem titled *You've Got a Pretty Hellmouth* were published in *Cloud Rodeo*
- Excerpts of a poem titled *You've Got a Pretty Hellmouth* were published in *Alice Blue Review*
- Lyttron Burris, Kim Olushola, Kim Wyingarden, Shavval Fleming, and Beverly Shannon spearheaded, organized, and continue to solicit donations and supply the shelves of the English Department's Tiny Food Pantry for students. In addition to grab-and-go snacks, this includes information on campus and local food pantries for those experiencing daily food insecurity.
- Shavval Fleming: organized and led the campus-wide World Peace Day celebration
- Brandy Springstube, Alyssa Jewel, and Theresa Heethuis were accepted as Fellows to the Invitational Summer Institute of the Lake Michigan Writing Project
- Sarah Slachter and Jennifer Furner completed the Invitational Summer Institute as Teacher Consultants in 2016, and completed the GVSU graduate course in Teacher Research during the 2016-17 academic year
- Susan Mowers served as co-director of the Lake Michigan Writing Project
- David Settle: presented a paper on Servant Leadership at the Michigan College English Association conference Fall 2016
- David Settle: earned a black belt in Shorinryu karate
- Meg Lockard and Susan Mowers: awarded Armen Awards to support English Department PD using workshops to acquaint all faculty with the revised EN 101/102 curriculum and offer faculty hands-on work with assignments and approaches



## 2016-17 Academic Department Annual Report

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