CPP English Program Review
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I.   Introduction and Summary of the Program

Housed within the English and Modern Languages Department, the CPP English Program offers BA and MA programs as well as three minor programs. Students can choose among three options within the major: Applied Language Studies, Literary Studies, or English Education. Minors housed within the program include the English (literature) minor, the TESOL (Teaching English to Speakers of Other Languages) minor, and the Writing Studies minor. The MA program offers options in literature, rhetoric and composition, and TESOL.

It is important to note at the outset that the English Program has not had a formal external program review in more than 20 years (Self-Study, 6), and thus the data presented in the self-study are new and sometimes inconsistent because of changes in measures or key terms across time. There were also no recent goals or issues outlined in a previous MOU. Notwithstanding these limitations, the creation of a self-study as detailed and equity- and data-driven as the one submitted by the English Program is in itself a remarkable feat, and provides an important framework for the next phase of this program and its role in the larger department, college, and university systems.

The committee also wishes to note that the English Program has undergone significant internally- and externally-motivated changes in the past five to ten years, including: shifting from quarters to semesters; a departmental name change from "English and Foreign Languages" to "English and Modern Languages"; a curricular change that moved away from a geographically-oriented model to one focused on inquiry and methodology, as well as the development of a new major in Applied Language Studies and a new minor in Writing Studies; and updates to the English Education Major dictated by an increasing flexibility in requirements for the California Commission on Teacher Credentialing (CCTC). In the wake of the pandemic, the English Program also expanded its online course offerings. All courses meet the designation of appropriate credit hours as defined by federal requirements.

In the 2022-23 academic year, there were 366 English option majors and there were 63 MA students in fall 2022. The Self-Study did not report the number of minors. 70% of English majors are underrepresented minority students (219/313), and 65% are first-generation college students. As the English Program's self-study report notes, "these percentages show that English has a higher percentage of URM and First-Generation college students than the University as a whole which are 56% and 55%, respectively" (14). Approximately 50% of

English graduate students identify as first-generation or historically underrepresented students (54), a number that is consistent with CPP's overall graduate student population (4).

The committee notes that the Program's diverse and up-to-date course offerings, relatively small student-faculty ratio (21:1 for 2022-2023) and hands-on mentorship by tenured/tenure-track faculty and lecturers seems especially impactful for this demographically diverse student population. For instance, while 22% of first-time freshmen admitted in 2017 who declared English as their major graduated within four years, 54% of that same cohort graduated within five years.[1] Likewise, 23% of 2017 transfer students graduated within two years or less, 58% graduated in three years or less, and 72% graduated within 4 years or less. The 2017 cohort of graduate students had remarkable retention and graduation rates: 93.8% continued the program after year one, 37.5% graduated within two years, and 75.1% graduated within four years. (the committee notes that this data reflects the disruption of the onset of Covid in 2020).

The committee notes that downward-trending enrollments are currently common across the CSU and higher education more generally, caused by the wake of the acute stage of the pandemic and overall demographic shifts. Nevertheless, the relatively stable number of enrolled students (359 majors in 2018, 392 in 2019, 420 in 2020, 405 in 2021, and 366 in 2022) and FTES served in the Program (1126.01 in 2019, 1165.9 in 2020, and 1080.2 in 2021), as well as the remarkable retention rates the program boasts, together suggest the value of the high-impact practices that structure the English Program as a whole.

The review committee, Chris Fosen (Professor of Rhetoric and Composition in the Department of English and Chair of the University Writing Committee at CSU Chico, and President of the CSU English Council), Ryan Skinnell (Associate Professor of Rhetoric and Writing and Director of the First-Year Writing Program, Department of English and Comparative Literature at San Jose State University), and Danielle Spratt (Professor of English and Director of the Office of Community Engagement, California State University, Northridge), participated in a two-day, hybrid program review on Tuesday, March 19 (via Zoom) and Monday, March 25 on campus. In advance of the review, the committee received the Department's detailed and reflective self-study, an external review summary sheet, an external report template, and an agenda. In advance of receiving these materials, the committee met for a half-hour on February 19 with Jocelyn Chong from the Office of Assessment and Program Review, as well as Kathryn McCulloch, Associate Professor of Chemistry and Biochemistry and faculty fellow for the Office, and Kent Dickson, EML Department Chair.

During our visit, we met with a range of administrators and faculty who support the department, along with two vibrant student groups. On day one (via Zoom), we met for a Launch Meeting with Jocelyn Chong and Kathryn McCulloch, along with Camille Johnson, Dean of College of Letters, Arts, and Social Sciences; with Kent Dickson, and with Lise-Helene Smith (English Graduate Coordinator). In larger group meetings, we conferred with tenured and tenure-track

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[1] The committee has chosen the 2017 cohort to describe the state of graduation rates in the program because it has the most complete data set across all students who graduated within two, three, four, or six years; data 2018 and after is incomplete across options or not yet compiled.

faculty: Kristi Prins; Aaron DeRosa; Alyssa Kermad; Karen Tellez-Trujillo; Dewey Hall; Kate Ozment; Olga Griswold; Alison Baker; Lise-Helene Smith; along with a separate meeting to confer with probationary tenure-track faculty (Alyssa Kermad, Karen Tellez-Trujillo, Armondo Collins). After lunch, we met with Salomon Oldak, Faculty Director of Graduate Studies, and with three graduate students from the Literature and TESOL options. On the second day of our review, we met with Kent Dickson and Liam Corley (Professor of English) for breakfast, and then had an engaging discussion with undergraduate students from Alison Baker's capstone class. We also met with Department of EML staff Maria Rodriguez and Connie Cuellar, along with long-time lecturer faculty, who presented us with a detailed memo, composed by a working group of longtime lecturers, that outlined lecturer needs (Jeff Cravello, Elizabeth Harwell, Devon Hackelton, Kristy Hodson, Zack Naiyer, and others). The committee ended its second day of review by presenting its preliminary findings to the Dean's Office, the Department Chair and other members of EML, Graduate Studies, and the Office of Assessment and Program Review.

II.   Findings

As we document below, there are genuine areas of strength in CPP's English and Modern Languages Department, and we are optimistic that with some purposeful efforts, EML can continue to serve students, faculty, and the University well. In detailing the findings below, then, we want to focus specifically on the areas where we believe those efforts most need to be directed. In so doing, our goal is not to single any one person or group out for blame or censure but to identify structural concerns.

Without discounting very real interpersonal conflicts in the department, it is our considered opinion that structural change—carried out in cooperation with (and appropriate oversight by) the College and appropriate units across the University—is necessary for the department to move forward constructively. We make more granular recommendations in a separate section below. Here we suggest five categories into which most of the department's challenges can be grouped.

- First and foremost, communication is a problem both within the department and beyond it. Members of the department, including students, staff, tenure-line and non-tenure-line faculty, and department leadership reported that they don't feel like they know what is happening in the department, they don't feel like they're being consulted in appropriate ways, and they don't feel that decision-making processes are clear or meaningful. As a consequence, members of the department often don't feel included, valued, or appreciated, and in fact, reported feeling symbolically (or even literally) attacked. This problem is acute at the department level, but it is a widespread concern at the College, Faculty Affairs, and University levels, as well. When communication breaks down, people feel disinclined to hear one another out or give each other the benefit of the doubt, which further exacerbates tensions and division. This spiral is very apparent in EML. People are undoubtedly communicating at one another, but no one seems to be feeling heard. It's important to note here that these

feelings are legitimate sources of concern which demand genuine engagement, preferably with the support of external stakeholders. Solutions cannot simply be that department or campus leaders make decisions and communicate them down—there need to be meaningful ways for all stakeholders in the department to be heard and for their concerns to be addressed.

Closely related to the communication issue, governance in the English program (and possibly throughout the department) is not shared in a meaningful way. We heard at multiple meetings from multiple constituencies that decision-making is unilateral, ad hoc, or otherwise arbitrary—a concern that cuts across faculty, staff, and students. The department has constructed an advisor-heavy system that leads to crossed lines of communication and replication of efforts. The lack of shared governance is a problem for everyone, but it is particularly burdensome for lecturers in the department. They report—and other people confirm—that they are systematically excluded from department decision-making. They are not invited to department meetings, are not invited to serve on committees, are not provided with timely information about issues that may affect their employment, and have no vote in department affairs. Often the reason given is that the department is protecting them from doing work they're not specifically compensated for, but the result is that for decades, lecturers have had to rely on a version of Tenure-Line Noblesse Oblige, including in decisions that directly concern their personal and professional well-being. To be frank, as is the case at all CSUs, the English program and EML could not function without the lecturer faculty, and it is well past time that lecturers were integrated more significantly into the life and governance of the department to the benefit of everyone involved.

- EML's department leadership is poorly structured and poorly supported. Leadership across the campus has been unsettled and unsettling for years, a situation which has been uniquely destabilizing as it has filtered into the College and Department. To reiterate, our goal here is not to place blame on any one person or unit but to identify structural obstacles. Institutional instability is hardly unique to CPP or EML, but the local effects are impossible to ignore. There seems to be little or no training or support for department leadership, little or no planning for succession or transition among chairs or program leads, and little to no recourse for anyone to express meaningful discontent. As noted in relation to shared governance, decision-making is unilateral and often insufficiently informed. Compounding the problem, evaluation measures, standards, and processes are different in every department and program, so everyone is structurally isolated. Even course evaluations are different from one department to the next, which is baffling to us. CPP's culture of idiosyncrasy makes it very hard for anyone in leadership, including chairs and deans, to scale processes, train people, or maintain any kind of consistency across units. Some of these issues are far outside of CLASS's or EML's influence and should be taken up by the campus at large.

But some need to be addressed in and by the College and department. Again, we're neither unaware of nor unconcerned by the legitimate interpersonal concerns in EML, but in general, those seem to us to be more effects than causes. Leadership concerns are unlikely to be meaningfully addressed without important structural changes in how leadership is recruited, trained, and supported, and how decisions about staffing, curriculum, and budget are communicated. All faculty should have a chance to vote on a department chair, for instance. Incoming chairs should have systematic training and ongoing extra-departmental support and mentorship. There should be written policies—publicly available to anyone who wants to access them—for how chairs, program leads, and other leadership positions are filled and replaced. Leadership responsibilities (including those for advisors) should be clearly articulated, in writing. Incidentally, we do not think the department's leadership challenges can be addressed in the department without input and oversight from the College, Faculty Affairs, and the University. At the same time, revisions to department leadership also cannot simply be imposed from the top down—genuine shared governance requires that all stakeholders need clear and meaningful processes for providing input and affecting change.

- Service in EML is burdensome and unevenly distributed. We heard repeatedly from a variety of constituents that faculty and staff are passionate, engaged, and innovative. However, their passion and energy has been channeled into redundant, unclear, and unsustainable service work for years. Faculty and staff are doing exceptional amounts of service to make individual processes function, from advising and assessment to program development and maintenance to course scheduling. Service burdens seem to fall disproportionately on a small number of people, including assistant professors who are, rightly, concerned that their careers at CPP are unsustainable. Even if they do make tenure, they worry that they won't be able to earn promotion to full because service burdens and high teaching loads overwhelm their research, scholarship, and creative activity. But staff and tenured faculty are likewise feeling like they're doing unsustainable levels of work. We are very concerned that there are not guidelines and structures in place to clarify service expectations, support people in doing their current jobs (much less learning new ones), and/or prevent unnecessary repetition.

- We heard repeated concerns about resource allocation, especially with regard to the uneven distribution of responsibilities involved in advising, the relative workload of some coordinator positions, and the unequal demands of other service responsibilities. Leading a large concentration in the department, for example, might have the same reassigned time as leading the much smaller minor program. We also heard from multiple people that women and people of color in the department often feel overburdened relative to others in the department under the banner of "inclusion." And we also heard multiple reports that people were simply assigned new duties because someone else gave them up. In each of these cases and others, there seems to be a tendency to add obligations to some people's jobs without much

consideration of reducing other responsibilities or supporting their overall success given their larger workload.

We'll note also, we heard concerning reports of lack of clear steps and communication for reporting grievances and Title IX issues, which seems to exacerbate people's feelings of being unheard and unsupported. Having spoken with people in a variety of units, we are somewhat reassured that constructive changes are underway in the Title IX office, Faculty Affairs, and the revival of the Ombuds office. In the meantime, however, the lack of clarity in external units only compounds the tensions in the department, and we recommend that the campus as a whole support further reform and improvement in the reporting structures and support for these matters, along with the very broad category of "other conduct of concern," which does not rise to the level of Title IX but creates unsustainable challenges in departmental culture.

In producing these findings, we were very aware that our descriptions of the challenges faced by EML are pointed and that they demand significant examination from stakeholders in the department and beyond it. Our assessment is that everyone involved is trying to act in good faith to the benefit of the department, faculty, staff, and students, but that that good faith is not always translating well. Our pointedness, then, is an attempt to state clearly where we think changes need to be made to reinvigorate EML.

III.   English Program Commendations

From our meetings and reviews of supporting materials, the committee recognizes the continued efforts faculty have made to improve the program in the face of multiple challenges. These efforts extend not just to the many ways faculty built more scaffolding into their courses and exam support for students during and after the pandemic but also the multiple course redesigns they undertook to align with EO 1071, semester conversion, EO 1110, and others. It seems clear that this work has promoted fairness, equity, and validity in course grades and program assessments at all levels. The committee also commends the Literature faculty's willingness to decolonize the curriculum in order to critique legacies of coloniality, violence, oppression, and exclusion in British and American literature. The strategic efforts that faculty have undertaken have already strengthened course offerings and will continue to make the Program an inclusive space for students. Their work has resulted in an updated, culturally relevant and responsive curriculum.

Department advising programs are multifaceted and focus on tailoring course selection to meet major requirements, encourage student interests, and point them toward career goals. While the extensive and inequitable workloads of advisors is a source of concern to the committee, as stated above, we do note the dedication of lead faculty members covering all options and areas of advising. Advisors ensure that students understand where they fit into the curriculum and point students toward classes and opportunities specific to their degree. The committee also

recognizes the role that department staff play in advising questions and their centrality to student success. Even as their own workload has vastly increased, staff are a linchpin of department advising and a deep well of institutional knowledge.

The committee also finds that the English program is infused with a strong sense of collegiality and mutual respect that exists across diverse interests and fields of study. Among literature, linguistics, and composition/rhetoric faculty there seems to be an openness to ideas and willingness to integrate different perspectives for the benefit of student learning. Faculty generally seem eager to solve problems and are ingenious in suggesting ways forward (or workarounds). In addition, community-building efforts such as spring retreats and informal mentoring from senior faculty serve to minimize competitiveness in an era of limited resources. Faculty also seem satisfied with how the RTP process unfolds transparently in the department through multiple layers of review. Overall, this culture of reflection and collaboration among faculty remains a central element of the program, despite recent challenges.

Student satisfaction is clearly a result of these programmatic efforts. BA and MA students overwhelmingly expressed that they felt supported by their faculty, with many noting the names of passionate professors who are willing to experiment with diverse assignments and class activities. They also noted the strong faculty mentorship they received from Lise-Helene Smith, Kate Ozment, Kristin Prins, Alison Baker, and Aaron DeRosa as models of energetic, caring and knowledgeable mentors interested in helping students succeed. English Lit students noted feeling "prepared" by having read literature from every continent; English Ed students appreciated getting a "peek behind the curtain" when offered the chance to see how a class is set up. In addition, students noted that professors are very accessible and regularly offer quick and effective support for students with curriculum questions.

The Program's polytechnic focus is also a model for integrating practical experiences and applications of English learning into the curriculum. As a core component of its degree programs, professionalization practica and seminars encourage an awareness in students of partnerships, co-curricular spaces, and community-engaged work that link student interests to post-graduate pathways. Experiential opportunities such as the Teaching in Thailand program, Writing for the Profession and Digital Humanities classes, and Poly-X classes themed around "learning by doing" all seem to succeed at introducing students to postgraduate, job market, and other future goals. We see faculty doing cutting edge pedagogy as they increasingly turn to zines and zine creation, work with gamification, and multimodal projects in their classes. The wide variety of coursework at both the BA and MA level, and the efforts of undergrad and grad advisors to publicize culminating experiences, all support this worthwhile goal.

Finally, Pomona's lecturer faculty are a boon to the EML department and should be commended for their expertise, ability, and energy. As long-term teachers and scholars with three-year contracts, they staff the vast majority of composition offerings and also regularly teach other intro courses. And they're invaluable sources of experience, expertise, and institutional memory who provide stability during changes in administration--and could thus contribute to advising

work or other areas if their expertise were incorporated into department processes more intentionally.

IV.   Recommendations

As noted above, given the English Program's relatively large size; its significant number of options within the BA, MA, and minor programs; its status as one of two programs houses within EML; and its service to the university through the writing program, it is faced with complex, difficult, and often distressing challenges related to two broad areas: a) programmatic communication and b) shared, equitable faculty governance. The general sense of workload burden faced by all faculty, and in particular the service burden experienced by women and faculty of color in the program, are in dire need of remediation. While such matters are common across the CSU and higher education in general, the committee finds these matters to be at crisis levels within CPP's English Program.

Given the acuteness of issues we've identified above, the committee opted to structure our recommendations in what we think would be helpful chronological stages of priorities. Obviously program and department leadership, in consultation with the College, Provost's Office, and department stakeholders, may reprioritize as they see fit, but we think effort spent on some of the later priorities will likely be misspent if the major issues are not addressed first.

To address these two broad issues, the committee recommends that the English Program work in conversation with the Modern Languages Program, CLASS, the Provost's Office, and the Office of Assessment and Program Review after devising an agreed-upon timeline and outline of steps.

To accomplish these tasks, and others outlined below, we recommend–if possible–setting aside traditional assessment practices for at least a year (ideally 2-3) and instead focusing on a scaffolded service audit of the Program. In general, we believe these steps would be possible if the program restructured its ongoing assessment efforts to focus on the work below. If it is necessary for the program to produce ongoing assessment efforts at the curricular level, we encourage the program to identify one element of assessment (related to SLOs or other category) that complements the activities outlined below and scale back on comprehensive assessment practices temporarily.

We *strongly* recommend that the service audit be undertaken by a committee, perhaps including external members, rather than adding this as another responsibility on people already doing too much service.

Now-early Fall 2024

1.   Formalize MOU with Provost's Office

2. Initiate planning sessions (including OAPR, Provost, Dean, Chair, ALL faculty, and students as appropriate) to:
   - Create a job description and timeline/calendar of roles and responsibilities for all advisory or coordinator roles in the program
   - Establish faculty committees (ideally including at least one lecturer representative who is compensated for their service time) to support workload and communication across each advisory option/coordinator role
   - Consider forming a departmental Executive Committee (we suggest combining Budget and Scheduling committees' charges), with representatives from all programs, in order to facilitate better communication
   - Consider seeking an external consultant (perhaps in coordination with the Office of Faculty Development) to advise the department on effective leadership and managing service burdens. We recommend, in particular, that the Program and Department seek help developing culturally responsive, trauma-informed, intersectional processes to avoid uneven and inequitable service burdens.

2024-2025 AY

In this first year, most of our recommendations focus on analyzing, planning, and initiating new processes. We cannot stress strongly enough that these are intended to be broadly consultative processes, not top-down or unilateral. Additionally, we envision these as early steps in ongoing processes, neither singular nor conclusive. We recognize that, as these processes unfold, new issues, complications, and options will undoubtedly emerge, at which point the Department may need to reassess their priorities. However, we believe that ongoing attention to communication, shared governance, and effective leadership need to continue to be overarching priorities, even as the specifics will need to be negotiated within specific contexts.

In the Department:

1. **Communication**
   - Establish regularity/frequency of email communications necessary to update and inform faculty and staff, including lecturer faculty, about the life of the department
   - Clarify how reporting happens within programs, across programs, and to the department as a whole (e.g., chair solicits information from each program and/or coordinators to include in departmental emails)
   - Establish a consistent calendar of meetings for programs and the department to be shared with the entire faculty (as well as staff and students as appropriate), which should be informed by interactions with program coordinators and department committees
   - Establish processes for soliciting, clarifying, and incorporating meaningful feedback from department stakeholders (including students, as appropriate)
   - Develop a specific, ongoing plan for documenting changes in the Department, especially in relation to intended improvements

2. **Shared governance**
   - Create committees to assist program coordinators by distributing aspects of workload as appropriate
   - Develop processes for lecturers and grad students to serve meaningfully in department governance roles (compensated and/or supported by ESSA)
   - Create timeline for developing transparent policies around lecturer hiring, reappointment, and procedures for notifying lecturers about schedule changes
   - Develop faculty leadership pipelines/processes in and beyond the department
   - Initiate a service audit to ascertain workload imbalances, assign time, and potential areas for service reduction, especially related to uncompensated service, service for junior faculty, and redundancies (We recommend *not* starting a formal service audit until Spring 2025, at earliest, to proceed only after the leadership, reporting, committee, and communication protocols are devised, voted on, and implemented)
   - Consider initiating succession planning, which may help head off crises
   - Consider reimagining assessment to reduce service burden

3. **Department leadership**
   - Clarify roles and responsibilities of department leadership, including lines of authority, decision making processes, and processes for registering concerns
   - In consultation with the College and Provost's office, identify mutually beneficial leadership structures, including chair/associate chair, coordinators, and committees, to reduce repetition and miscommunication

In the College:

1. Invest in a part-time staff member to support the program, at least through the major transitions we are proposing
2. Invest in full-time lecturer lines
3. Develop additional processes for onboarding, mentoring, and providing ongoing training for department level leadership
4. Develop seminars or programming that outlines roles and procedures for reporting misconduct, grievances, working with Faculty Affairs, ombuds, CFA, etc.

At the University/in Academic Affairs:

1. Initiate processes—or support College efforts—to recruit, train, and support department level leadership (e.g., by implementing a Dean's Leadership Academy like those found at other CSU campuses)
2. Clarify and communicate roles and procedures for reporting misconduct, grievances, working with Faculty Affairs, ombuds, CFA, etc., including and especially processes for following up after a report is made
3. Initiate processes to develop consistent measures, standards, and processes, such as course evaluations, voting procedures, and processes for seeking internal funding

4. Re-evaluate the SFR budget model, which is structurally detrimental to meeting CSU requirements for offering A2 and A3 courses. (In our experience, an FTE budget model better supports programs, such as First-Year Writing, that provide critical curricular requirements, but there are undoubtedly other models that do not punish departments for small class sizes of the sort that experts in writing instruction recommend.)
5. Re-evaluate the SFR budget model, which is structurally detrimental to departments with faculty that participate in critical College and University service

2025-2027

In addition to carrying forth the analysis, planning, and process initiation of the first year, we recommend that the Department take these specific steps in subsequent years, with the same caveats noted above about broad consultation and periodic reassessment.

1. Implement policies around lecturer hiring, reappointment, and procedures for notifying lecturers about schedule changes
2. Draft Bylaws, which include position descriptions, term limits, succession plans, and voting procedures, including how lecturers will vote on all matters permitted by the Collective Bargaining Agreement
3. In consultation with Modern Languages, as well as program coordinators and committees, draft a departmental handbook with information about Departmental and individual program procedures (such as committee charges, regular meeting times, communication structures, and committee workflow)
4. Develop a specific, ongoing plan for evaluating the effectiveness of new initiatives put in place in the Department, especially related to communication and shared governance
5. Initiate process to revise course catalog to reflect programmatic changes completed in recent years (e.g., removing courses that are outdated)

General matters for the Department to address in the next five years:

While we believe that structural work in the English Program as outlined above needs to take priority, we have a number of less-critical procedural revisions recommendations for improving the English Program. These include:

1. **At the undergraduate level:**
   - Identify and address student bottlenecks to graduation: almost all of the undergraduate students with whom we spoke expressed frustration about obstacles to enrolling in classes they needed to graduate. Some knew they could petition to substitute a class, while others did not. In order to be equitable, this information needs to be standardized and accessible to all
   - Re-evaluate the language requirement, especially for students fluent in languages other than English. Many students expressed frustration that they could not test out of one or more of the required language courses, despite being

fluent in another language. In at least one case, a student reported having their graduation delayed by the language requirement despite being
- Initiate discussions about alternative course options. A number of students reported that they prefer in-person classes overall, but they would like effective hyflex and hybrid options, especially in classes that present as bottlenecks or other challenges. They noted, however, that "effective" is a key criterion for them, for which they would like instructors who are trained and supported to give such courses
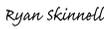
2. **At the graduate level:**
   - Consider creating a blended program (4+1) degree to help create additional equitable pathways for student recruitment and success
   - Re-evaluate the graduate exam, specifically in the literature option. Multiple students reported feeling unsupported and unprepared for exams, noting particularly that the process felt nearly unrelated to their program. As a consequence, they reported feeling unduly stressed out by the exam as compared to some of the culminating experiences in other areas
   - Consider creating processes whereby TAs become the instructors of record in their own classes to help improve employment outcomes post-graduation (in line with CPP's polytechnic model)

3. **At the faculty development level:**
   - Begin building supports/programs for faculty to obtain grants and other forms of external support and recognition
   - Initiate and advance opportunities for lecturer faculty to develop and teach classes in which they have expertise
   - Support faculty development in the area of excellence in online teaching (ACUE, QLT) and create guidelines whereby faculty who have demonstrated competency and excellence in online teaching receive first preference for teaching such classes

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