

DEPARTMENT OF ENGLISH PROGRAM CONCEPT PAPER

Submitted by
The Department of English
College of Liberal Arts

I. Proposed B.S. degree in English and Literary Studies

Department of English, College of Liberal Arts, RIT

II. Goals and Justification

Degree Program Abstract and Goals

The Department of English proposes a Bachelor of Science degree in English and Literary Studies with specializations in Publishing with qualifications in one of three areas: 1) Critical and Creative Writing, 2) Literary Studies, and 3) Language Analysis and Computational Linguistics for Literary Production. Within this framework, we are proposing an option of combining any two areas within this offering (with advising) to create an English and Literary Studies degree. An innovation of our proposal is that the **BS in English** offers students the option to double-major with any BS degree program across the university. According to RIT's current Strategic Plan for achieving "Greatness through Difference," *"RIT will offer opportunities for study at the intersections of technology and the arts, imagination and application, and rigor and curiosity—all designed to meet the demands of future careers in the complex global economy."* The English Department at RIT is well positioned to offer a unique degree at the undergraduate level that takes advantage of the student culture and all of the resources that RIT has to offer. The degree will effectively address all areas of the Academic Blueprint: *Scholarship, Research, and Creativity; Innovative Teaching and Learning; Experiential Learning; International and Global Education; Inclusive Excellence; Scholarship, Research and Creativity; and Synergy and Interdisciplinarity. The degree is distinct from any English degree offered across the US, as no other institution offers an **undergraduate** degree in English with a major in publishing; none offer the students the opportunity to fit their exploration of and training in both the analysis and production of texts with a complementary professional field in high demand areas represented at RIT, ranging from the sciences to engineering, business, and health fields. The flexibility of the program allows students to explore their passion for literature, cultural and textual analysis, and creative writing while linking essential skills in critical reading and writing to RIT's strengths in science and technology. Our graduates will leave RIT with an ideal set of complementary and marketable skills required by rapidly changing professions that all demand the strong communication and critical skills at the heart of our program. Truly, this degree would make RIT distinctive by enhancing the academic experience and help to attract a diversified student and scholarly field, something that we can attest to by the initial strong support we have received from departments across campus for this offering.*

The degree will provide a curriculum requiring students to study literature as “a mechanic art,” to examine how the changing technologies of written language have shaped and continue to transform literary culture. **The goals** will be to train a culturally and technological diverse body of students in the vital editorial, production, and marketing skills with relevant digital technologies necessary to enter the publishing industry as well as several business and technical fields. Students will explore the complexities of literary publishing as it came into its own in America from the 19th century onwards. They will examine emerging relationships between literature and popular entertainment and look at a precursor to multimedia in early-illustrated periodicals. The curriculum will use a historical foundation to address issues of contemporary publishing industry: the development and production of e-books and enhanced e-book products; examples of how new technologies today are creating opportunities as well as perils for writers; protocols related to international distribution of both print and digital products. Beginning with works first conceived and transmitted as part of rich oral traditions in our diverse cultures, the curriculum will extend to works produced for online readers, but not exclusively. The degree will have a strong global connection, teaching students about literature but with a distinct focus on the aesthetic, political, and cultural issues that have engaged publishers from 18th c. to the present. It will also equip qualified graduates with linguistic and computational linguistic methods for analyzing texts — on small and large 'data science' scale. Most importantly, by providing a history of literary culture from the traditional novel, to the scientific research paper, to popular genres and now to multimedia, and by emphasizing the necessary role of publishing in our contemporary culture, we elevate the understanding that in today's global, knowledge-based economy, literacy is an essential and sought after employable skill. Providing easy access to books/written text and promoting the joy of reading for pleasure from a young age is essential. Understanding the ways that English language works and is used, increasing ability in digital literacy, enhancing career potential, extending global competencies and critical research skills are a few of the benefits of a BS English and Literary Studies. Our program will produce graduates capable of meeting the demands of the global publishing industry as well as a range of specialized careers in business, digital media, and many more careers for professionals with the skills and knowledge highly valued by employers.

Justification

Sven Birkerts' *The Gutenberg Elegies: The Fate of Reading in an Electronic Age*, published in 1994 was a lament for the passing of the print era and an attack on electronic communications. Even while fearing “literature” was under assault, critics were quick to note the multifaceted role of technology in the past and the possibilities in the present. Many critics pointed out that literature has always been technologically mediated. While some elements of this discussion may now seem dated, lively debates about technology and the future of print culture continue. In particular, questions of technology and the history/future of authorship, readership, and publishing provide a useful framework for looking at print culture's past as well as its present and future.

The Association of American Publishers is the largest U.S. trade association for the consumer, educational, professional and scholarly publishing industry, with “more than 400

member organizations including U.S.-based multinational corporations, independent publishers, university presses, nonprofit publishers, professional and scholarly societies and industry service providers.” The Association describes its daily work this way: *“We help craft the first stories you read as a child, the texts you used in school and articles on breakthrough research that change how people view the world. We select compelling manuscripts, edit them, then promote and distribute works that entertain, inspire and educate.”* Publishing continues to play an essential role in Global intellectualism, as it will be publishers who *“promote literacy, defend freedom of speech, advance scientific progress, and stimulate the intellectual and cultural discourse that is central to a healthy democratic society.”* **The vision for the degree is to teach graduates how to enter this contemporary world of publishing, management, technical writing, and business and scientific research arenas, and areas interested in big data research such as SpaceX, Google, and Amazon, where literary production and/or language analysis are central to their business concerns.**

III. Description of the New Program

The main curricula goals of this BS in English and Literary Studies are to:

1. explore the production, mediation, reception, circulation, survival, and transformation of texts in material forms from early print to new media;
2. examine writing and reading practices from the individual to the transnational and global networks;
3. advocate for literacies, the pleasure of reading, and contemporary publishing;
4. teach skills necessary to enter the field of publishing: promote literacy, defend freedom of speech, advance scientific progress, and stimulate the intellectual and cultural discourse that is central to a healthy democratic society;
5. focus on technical standards and protocols related to international distribution of digital products; in-house management of digital product research, development, and production; the EPUB production standard; and cloud-based distribution platforms and security. AAP is also involved in efforts to prevent online piracy.
6. train students in the craft of writing, how to use language, and how to make language serve productive ends; and
7. develop students' analytical, critical, and theoretical skills.

The Publishing industry in America is in transition but is thriving in combined areas of professional markets, pre-K education, scholarly research, and trade books. Many jobs require a degree in English or related field; however, we know after speaking to those working in this industry that a BA in English is not enough to succeed. We also know from our research that an MS in Publishing can be out of reach for some student wishing to enter the publishing industry after receiving a bachelor's degree, but who cannot afford the

additional cost of a master's degree in publishing. In addition to critical and analytical reading abilities, these industry positions require understanding trends in the book market, making decisions on reprinting, revising, and producing new editions; working with creative, editorial, production and marketing staff; keeping databases, spreadsheets and other records up to date; working with digital images; using web design software; preparing catalog copy, metadata, and cover design forms for each title; and shepherding titles from manuscript to bound book. An RIT curriculum would be uniquely tailored to helping students acquire such competencies through a curriculum that will include required core courses in English, in 1) the history of production, circulation, and mediation of texts; 2) courses in English literature and digital literature; 3) courses in Business trend analysis and marketing; 4) courses in Web Development and data management; 5) courses in Media Arts and Technology; and 6) areas of qualification in Critical and Creative Writing, and 7) Computational Linguistics for Literary Production.

The curriculum (total credits 120) is structured as follows:

The total B. S. in English and Literary Studies program courses credit number is 69 credits; however, 9 of these will be counted as general education courses. (Gen Ed 51 credits.)

1) *Production, Circulation, and Mediation of Texts* [choose 5 = 15 credits]

- Tablet to Tablet
- Scroll to Scroll: Histories of Reading
- The History of the Book
- Art/Design of the Book
- Rhetoric of Science
- The Novel: A Biography
- The Most Dangerous Book: Freedom to Publish
- What We See When We Read (Graphic Novel and early illustrated publications, book cover art)
- Prehistory of Electronic Poetry
- Writers on Writing: Paris Review Interviews

2) *Literature* [choose 5 = 15 credits]

- Literature, Culture, and Media
- Text & Code
- Literature From Around the World
- Shakespeare
- Literary Forms
- Digital Literature
- Global Literature
- Popular Literature
- Genre Fiction
- Great Authors
- Literature and Technology
- Media Adaptation

3) *Business* [3 courses = 9 credits]

- Principles of Marketing
- Advertising and Promotions Management
- Operations Management
- Entrepreneurship
- Text Analytics for Literary Production** (English department course on how to apply corpus linguistics and computational linguistics to text-based relevant business data)

4) *ISTE* [3 courses = 9 credits]

- Web Foundations
- Digital Video Creation
- Rapid Online Presence

5) *Media Arts & Technology* [3 courses = 9 credits]

- Typography and Page Design
- Print Production Workflow
- Cross Media Publishing

Select 12 credits from either 6 or 7 below:

6) *Critical and Creative Writing* [4 courses = 12 credits]

- Introduction to Creative Writing
- Written Argument
- Experimental Writing
- Science Writing
- Game-Based Fiction Workshop
- Editing Workshop

-OR-

7) *Language Analysis and Computational Linguistics for Literary Production* [4 courses = 12 credits]

- Introduction to Language Science
- Language Technology
- The Evolving English Language
- Introduction to Natural Language Processing
- Advanced Topics in Computational Linguistics
- Computational Text Analytics for Literary Texts and Literary Production
- Computational Problem Solving for Text and Media
- Meaning in Language: Semantics and Pragmatics

Co-op Placement

At least one term of work experience, preferably during the senior year or study abroad, or co-op abroad, or co-op in an international company in the United States will be recommended. The learning outcomes for the program include integrating professional

skills such as presentations and negotiations in international and cross-cultural settings, applying knowledge of technical language to their professional careers, and thinking critically and analytically, and communicating effectively.

Recommended Immersions/Minors

- Advertising and Public Relations
- Communication
- Media Arts and Technology
- Web Design and Development
- Entrepreneurship
- Modern Languages and Cultures

Flexibility

Students may also choose to combine one or two of the degree tracks, or they may choose to create their own track, with advising. Our degree will be particularly attractive to students already here at RIT, pursuing a minor in English studies, creative writing, or language science but who see the opportunity to complete a BS double major that combines this degree with any degree in the university.

IV. Fit with RIT Academic Portfolio Blueprint and Strategic Directions

When Virginia Woolf called for *"a room of one's own,"* she argued that women needed an autonomous space to write inspired fiction. By using this reference as a guide, the Department of English seeks to build room within our college and university in which humanities study inspires new appreciation for history, philosophy, literature and art on a campus often distinguished by its technological programs. In creating the English and Literary Studies program, the Department hopes to build on its tradition as a bridge between humanities and technology. In 1829 Colonel Nathaniel Rochester and other community leaders founded the Athenaeum, an association *"for the purpose of cultivating and promoting literature, science, and the arts"* in the growing city of Rochester. The Athenaeum sponsored public lectures from distinguished writers and intellectuals – including Charles Dickens, Ralph Waldo Emerson, Oliver Wendell Holmes, and Frederick Douglass – and began establishing a substantial library for the use of members. The Athenaeum merged with the Mechanics Literary Association, founded in 1836 by William A. Reynolds (son of Abelard Reynolds), to form the Rochester Athenaeum and Mechanics Association. It continued the tradition of public lectures, book reviews, and debates.

If RIT's origins lie in an illustrious relationship between humanities and technology for career-oriented undergraduate education, its future depends on distinctively continuing this tradition of shared affiliations for a globally networked world. The new RIT Strategic Plan outlines several high impact areas, including:

Working at the intersection of the arts and the sciences, between technology and expression, between the study of the creation of media and its impact and effect on society and the human condition. Using technology associated with imaging, display, gaming, and the arts to

educate, train, address health needs, and entertain. Bringing together faculty, staff, students, researchers, artists, and practitioners from a wide variety of disciplines to create, contextualize, and apply new knowledge in a multitude of fields.

The Department of English at RIT is uniquely situated to contribute to questions and debates regarding the history of the book and about the naissance of new publishing technologies. At the core of the RIT curriculum is an understanding of the two-way interactions between the realms of humanistic study and technological and computing practices. This curriculum includes communication competency, critical analysis, ethical reasoning, and interpretative inquiry. The curriculum also has a reciprocal interaction with computation and digitization in all the multidimensional complexities, embracing theoretical critique and hands-on practices deeply engaged with the future of the publishing trade. The curriculum will support faculty and students who might work at this intersection, imagining new ways the humanities can use developments in technology to contribute to the future of the "culture of print."

Nothing can be more central to RIT's tradition, mission, and strategic plan than a hybrid degree in the history and the future of print. The attached 13 pages list at least 10 jobs by the Association of American publishers. These include: Commissioning Editor, Editorial Assistant, Assistant Editor, Assistant, Publishing Development and Author Platforms Group, Developmental Editor, Publicity Assistant, Assistant Editor for Production, Production Coordinator, and Editorial Project Manager. Employers include large publishing houses like Random House, Penguin, and Houghton Mifflin Harcourt, as well as independent presses like Skyhorse Publishing. In addition to careers in publishing, graduates might go on to a graduate degree in Library Science, Communication, or Creative Writing, as well as into other occupations that require strengths in critical reading, analysis, and writing, such as law, business analysis, professional writing, marketing and recruitment. (See Appendix A for additional types of jobs.)

The quality of our program is reflected in the high achievements of our faculty, in the established strength of our minors, and in the uniqueness of our department as compared to traditional English or literature programs.

V. Synergy with other programs

RIT is a comprehensive university, with a continued dedication to the humanities combined with a career-oriented education and particular strengths in engineering, computing, print science, imaging science, interactive games and media, and 3D, graphic, and new media design. At RIT, The College of Liberal Arts offers a foundation in the traditional Liberal Arts education offering instruction in literary and language arts, philosophy and religion, history and culture. RIT's Wallace Library, houses the *Cary Graphic Arts Collection*, one of the country's premier libraries on graphic communication history and practices. The *Cary Collection* is committed to building comprehensive primary and secondary resources on the development of the alphabet and writing systems, early book formats and manuscripts, calligraphy, the development of typefaces and their manufacturing technologies, the history and practice of papermaking, typography and book design, printing and illustration

processes, bookbinding, posters, and artists' books. In addition, the *Cary Collection* maintains a working technology collection of some 15 historical printing presses and over 1,500 fonts of metal and wood type. Faculty and staff at the *Cary Collection* have experience working on Digital Humanities projects that make use of historical artifacts.

The B.S. English and Literary Studies will collaborate with the *Cary Press* and our students will spend time in hands on interaction with the presses and with close, extended contact with the library's renowned collections of books, bindings, and related artifacts. Our own award-winning *Signatures Magazine* will play a role in preparing graduates for the publishing world. The creative learning experiences here will assist students who will be required to do an internship at an archive, a library, or a publishing house. One fundamental goal of the degree program will be to explore the history of texts across time and geographical location, as well as to advocate for literacy by understanding the global publishing trade. Because we know careers in publishing require graduates with strong reading, analytical, and writing skills as well as an ability to analyze trends in production and circulation, and to have competencies in technical areas like web development and data management competencies, the degree would build synergies with ISTE, Saunders College of Business and Golisano College of Information and Computing Sciences. In addition, we will build upon RIT's reputation in print by working closely with the *Cary Library* and Media Sciences. By offering a degree in the Humanities with a literary focus, grounded in the history of the printed text and study of the current publishing trade, with global interconnectedness, we draw upon and extend RIT's traditional strengths in the mechanic arts through a B.S. English and Literary Studies. *While STEM degrees are working hard to attract women and minorities, statistics show that inclusivity requires options outside of STEM fields. We propose a STEAM option as a solution to the gap in curriculum and in minority and women student enrollment, as well as an option for student retention.*

A key attribute will be the *Wallace Center*, which, rather than existing as a service organization, can facilitate instructional work in an environment staffed by specialists. In addition to the Cary Library, Wallace hosts the RIT Press, which describes its activities: *"RIT Press is dedicated to the innovative use of new publishing technology while upholding high standards in content quality, publication design, and print/digital production. The Press offers specialized titles for niche academic audiences, trade editions for mass-market audiences, occasional limited editions with unique aesthetic standards, as well as gift items."* The press itself will provide a model for students who wish to enter the publishing trade. *The Wallace Center* also host partners in **Open Access Publishing and a Digital Repository for Faculty Scholarship**. Finally the *Wallace Center* employs experts in digital initiatives and metadata services.

VI. Administrative Structure

The program will be administered through the Department of English. This will include the creation of a Program Directorship and at least three or four faculty advising positions to facilitate the separate tracks of the degree.

VII. Enrollment Management Report *[Ed Lincoln: TBA]*

VIII. Budget/Resource Analysis

In terms of financial viability, a) The proposal will demonstrate how the proposed program will make use of existing resources through re-allocation, or will make a compelling case for new resources; b) Incremental resource requests are clearly defined and justified relative to the value the program brings to the University's academic portfolio; c) In addition to demonstrating viability using the financial cost model, the proposed program will provide a three, five and seven year financial, enrollment and resource assessment plan for continuance. Recent new hires for Creative Writing and Linguistics, along with our existing faculty will help reduce the financial commitment to support this degree. The department comprises literary scholars in cultural studies tradition who do not teach simple close reading and do not rely solely upon literary criticism. Rather courses have always been informed by materiality of the text and its readership, an approach closer to Textual Studies. Steven Galbraith has taught *Tablet to Tablet* and as part of Lisa Hermsen's historical approach to the digital; she will be enrolled in "Teaching the History of the Book" in Summer '16 and will continue to take courses through UVA's Rare Book School.

IX. Conclusion

Establishing a B.S. English and Literary Studies degree will allow RIT to evolve its brand to include a career-focused and entrepreneurially driven program in publishing and literary and textual studies as an alternative to more traditional English or literature programs. We will draw students who are interested in focusing on publishing, writing, and textual studies, and link them with creativity and innovation as their central and most marketable professional and artistic assets. We will do so by combining some of the core traditions of literary study and creation with advanced, technical, and experimental approaches to literary productions. The proposed program helps to round out RIT's academic portfolio by drawing a new market to RIT while staying true to the RIT brand.

Appendix A

Some additional co-op and employment positions include the following:

- Technical writer
- Business Analyst
- Software developer
- Cost and planning analyst
- Research Analyst
- Web developer
- Desktop Publisher
- Editor
- Editorial Assistant
- Art Editor
- Copy Editor
- Proofreader
- Bookseller
- Publishing Assistant
- Commissioning Editor
- Marketing director
- Writer
- Author
- Technical Editor
- Operations Research Analyst
- Communications coordinator
- Archivist
- Information analyst
- Policy and communications intern
- Research Assistant
- Assistant office manager
- Lecturer
- English tutor
- Computing assistant
- Correspondence writer
- Sales assistant
- Fundraising intern
- Library clerk
- Administrator
- Middle management positions
- ** Additional information on publishing opportunities:
<https://depts.washington.edu/engl/ugrad/publishjobs.php#jobs>
- **U. S. Census: <http://www.census.gov/dataviz/visualizations/stem/stem-html/>

**DEPARTMENT OF ENGLISH
PROGRAM EXECUTIVE SUMMARY**

**Submitted by
The Department of English
College of Liberal Arts**

Proposed BS English and Literary Studies

- A Four Year career-focused and entrepreneurially driven program as an alternative to a more traditional English or literature program.
- Specializations in Publishing with qualifications in one of three areas: Literary Studies, Critical and Creative Writing, and Language Analysis and Computational Linguistics for Literary Production.
- Students may create their own BS English degree with advising.
- Potential for Double majors with any BS degree program from across the university.
- First undergraduate major of its kind in the US.
- Fits with RIT's current strategic plan of achieving "Greatness through Difference."
- Effectively addresses all areas of RIT's Academic Blueprint.
- Produces graduates capable of meeting the demands of the global publishing industry as well as a range of specialized careers in business and digital media.

Demand, Costs, and Revenue

- The Publishing industry in America is in transition but is thriving in combined areas of professional markets, pre-K education, scholarly research, and trade books.
- Research of the job market clearly shows there is a high level of demand for graduates to enter this contemporary world of publishing, management, technical writing, and business and scientific research arenas.
- Graduates are in high demand in businesses interested in big data research such as SpaceX, Google, and Amazon, where literary production and/or language analysis are central to their business concerns.

- Existing faculty are well positioned to teach the courses required for the degree. Over time we may need to hire a few adjuncts to teach very specialized areas if there is strong demand for a particular skill set.
- The degree is highly collaborative with invested interest and strong support from The Saunders College of Business, ISTE, and Media Sciences and will fit with many minors and immersions offered by the university. For example:
 - Advertising and Public Relations
 - Communication
 - Media Arts and Technology
 - Web Design and Development
 - Entrepreneurship
 - Modern Languages and Cultures
- Provides students with access to the *Cary Collection* that maintains a working technology collection of some 15 historical printing presses and over 1,500 fonts of metal and wood type, as well as the possibility of interning with our award-winning *Signatures Magazine* and RIT press.
- Revenue data will be provided as soon as we receive the data from Ed Lincoln.

Curriculum and Structure

- The curriculum will use a historical foundation to address issues in contemporary publishing industry: the development and production of e-books and enhanced e-book products; examples of how new technologies are creating opportunities as well as challenges for writers; protocols related to international distribution of both print and digital products.
- An RIT curriculum would be uniquely tailored to help students acquire such competencies through an English curriculum that will include required core courses in English, in 1) the history of production, circulation, and mediation of texts; and 2) courses in English literature and digital literature; as well as 3) courses in Business trend analysis and marketing; 4) courses in Web Development and data management; and 5) courses in Media Arts and Technology. Student can choose one of the elective tracks in either 6) Critical and Creative Writing, or 7) Computational Linguistics for Literary Production. (Appendix.)
- Students will have the option to enter a co-op program as well as participate in Study/Co-op Abroad initiatives connected to their degree focus.

APPENDIX

The curriculum (total credits 120) is structured as follows:

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1) *Production, Circulation, and Mediation of Texts* [choose 5 = 15 credits]

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- Art/Design of the Book
- Rhetoric of Science
- The Novel: A Biography
- The Most Dangerous Book: Freedom to Publish
- What We See When We Read (Graphic Novel and early illustrated publications, book cover art)
- Prehistory of Electronic Poetry
- Writers on Writing: Paris Review Interviews

2) *Literature* [choose 5 = 15 credits]

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- Text & Code
- Literature From Around the World
- Shakespeare
- Literary Forms
- Digital Literature
- Global Literature
- Popular Literature
- Genre Fiction
- Great Authors
- Literature and Technology
- Media Adaptation

3) *Business* [3 courses = 9 credits]

- Principles of Marketing
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4) *ISTE* [3 courses = 9 credits]

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- Written Argument
- Experimental Writing
- Science Writing
- Game-Based Fiction Workshop
- Editing Workshop

-OR-

7) *Language Analysis and Computational Linguistics for Literary Production* [4 courses = 12 credits]

- Introduction to Language Science
- Language Technology
- The Evolving English Language
- Introduction to Natural Language Processing
- Advanced Topics in Computational Linguistics
- Computational Text Analytics for Literary Texts and Literary Production
- Computational Problem Solving for Text and Media
- Meaning in Language: Semantics and Pragmatics

Subject: Enrollment assumptions, observations and projection for the proposed BS in English and literary studies

Date: Tuesday, March 1, 2016 at 10:43:35 AM Eastern Standard Time

From: Edward A Lincoln

To: Babak Elahi, Sharon Morgan Beckford-Foster, James Winebrake, Leanne Hill

CC: James G. Miller (EMCS VP), Daniel Shelley

Babak and Sharon,

Below are the assumptions, observations, and enrollment projection for the proposed BS program in English and literary studies. Please let me know if you have any questions.

Sincerely,

Ed

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Observations

1. An initial observation is that the currently proposed title of the program does not convey the interdisciplinary nature of the program which helps to differentiate the program from a traditional English and literary studies major. This differentiation will be critical to distinguish the program from the several hundred traditional programs currently available at four-year institutions nationally. As such, it is recommended that a different title be considered for the program. (For example, see the undergraduate program in literature, media, and communication at Georgia Tech.)
2. It is important to note that the prospective freshman market for the proposed program is small and the competition is extensive. According to the most recent PSAT data on the class of 2017, approximately 2,200 college-bound juniors indicated an interest in studying English language and literature/letters (College Board's label) as a college major. Additionally, an initial search (via the College Board) of four-year colleges offering a major in English language and literature indicates that there are nearly 1,400 institutions offering a comparable major.

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Assumptions

1. The program will attract new students from both freshman and transfer markets with the majority of new students entering in the fall. With the university's conversion to a semester calendar, spring semester is an opportune time for new students to enroll, especially transfer students.
2. Most of the students will come from the Middle Atlantic States – the traditional market base for the College of Liberal Arts – with a smaller percentage coming from New England.
3. The Office of Undergraduate Admissions will work with the College of Liberal Arts to determine appropriate academic profile parameters for entering students with final authority for admission decisions resting in the Office of Undergraduate Admissions.
4. The College of Liberal Arts will work with the Office of Undergraduate Admissions to maintain and enhance RIT's relationships with two-year schools to promote the new program and develop articulation agreements to facilitate the recruitment and enrollment of transfer students into the program. Flexibility in the application of transfer credits will be critical to enrolling those students.
5. It is very likely that the program will attract internal transfers from other RIT colleges, the University Studies program, as well as other programs in the College of Liberal Arts. **For purposes of these projections, however, only students who are new to RIT are included in the projections.**
6. The projections are based upon an assessment of the College Board's Student Search Service data using the following parameters to determine the level of interest in the graduating class of 2017 student market: Combined PSAT scores at 110 or higher, high school grades of B or higher, and high

school class rank in the top 40% of their graduating class. Entering transfer students would generally present a GPA of 2.8 or higher for admission.

7. Once the program has been approved and incorporated into a full marketing cycle, we project that 3 new freshmen and 2 new transfer students would enroll each September.

	Year 1	Year 2	Year 3	Year 4	FTE
2017	3	1	1	0	5
2018	3	3	2	1	9
2019	3	3	3	1	10
2020	3	3	3	2	11
2021	3	3	3	2	11

Edward A. Lincoln
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February 22, 2016

RE: Proposed B.S. degree in English and Literary Studies

To Whom It May Concern:

I am writing in support of the proposed B.S. degree in English and Literary Studies. I believe this degree program has the potential to attract a good number of students, both externally and internally.

In my role as Assistant Dean and Program Director of the Liberal Arts Exploration program, I have encountered on average between four to six students a year who have expressed interest in an English major at RIT. Therefore, I believe this degree will attract new students and also retain current students who would otherwise transfer out of RIT to seek an English degree elsewhere. In fact, I'm currently working with a Liberal Arts Exploration student who is seeking to do an English degree with a specialization in publishing.

In addition, this degree program has great synergies with various programs at RIT. The English degree will provide an excellent foundation and direct path into the Master of Science degree in Secondary Education (MSSE) at NTID. Again, I have advised a good number of students who want to enroll in the MSSE with a content specialty in English and are disappointed to learn that we don't offer an English degree. The publishing track within this degree will be particularly attractive to our career focused students. The opportunity to double major in this field will be appealing to various majors involving digital media and those seeking to enhance their writing abilities.

In short, I fully support this program proposal and believe it truly complements our portfolio of program offerings as a comprehensive university.

Sincerely,

John S. Smithgall

John S. Smithgall

Assistant Dean and Director of Student Services
RIT College of Liberal Arts



Rochester Institute of Technology

College of Liberal Arts
School of Communication
Communication, B.S.
Advertising & Public Relations, B.S.
Journalism, B.S.
Communication and Media Technologies, M.S.
92 Lomb Memorial Drive
Rochester, NY 14623-5604
(585) 475-6649 Fax: 585-475-7792

February 28, 2016

Dr. Sharon Morgan Beckford-Foster
Associate Professor and Chair
Department of English

Dear Sharon:

I'm pleased to write in support of your Concept Paper for a B.S. degree in English and Literary Studies. The proposed degree program's focus on the rapidly evolving electronic publishing industry is an intriguing departure for English studies and will set the program apart while locating it comfortably in the RIT technical landscape. Especially fascinating is the historical sweep of the curriculum, which provides a deep and broad context for literature, reading, and the production of texts.

This degree program also offers fertile ground for collaboration with the School of Communication. We look forward to students in your program enrolling in our immersions and minors, and to faculty working together on research and teaching projects.

Thanks for sharing the Concept Paper with me and discussing it face to face. This is a very promising proposal.

Good luck as you move ahead in the approvals process.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Scanlon'.

Patrick M. Scanlon
Professor and Director
School of Communication
Rochester Institute of Technology

January 10, 2016

Dear Professor Beckford-Foster:

I am writing to express my support for a new undergraduate degree in English. I think such a degree would add a lot of value in terms of providing critical thinking skills to RIT students in general. It would also be a valuable "other half" of a double major with Management.

Management has redesigned the major to have concentrations, and it has been approved by the college and is now heading toward New York State. The new degree will require students to pick a concentration, such as: Supply Chain Management (in partnership with Engineering), Entrepreneurship, and Leadership. We have some other interdisciplinary ones in the works. One of these could be English, which would be a strong contender. A student would likely upgrade the concentration to a minor or a double major. For English, I think that last possibility is quite practical.

The Wall Street Journal and various other business-oriented news outlets often publish articles about how a mastery of English is one of the top things employers look for. There is a high proportion of English majors among the CEOs of the 500 biggest companies in the world. English is thus clearly a valuable "other half" to a double major in business. We would also be interested, if the English degree moves forward, in discussing BS/MS Management and BS/MBA options with you.

One of my faculty members, Dr. Clyde Hull, whom I believe you know, recently offered a seminar on Leadership in Literature and Film. It was basically a business class on leadership, except that instead of using cases written by business professors, he used great literature and film as cases. This could conceivably be cross-listed. Likewise, Saunders and your department have been talking about using an English class instead of a Communications class as one of our required courses. If you included some version of that course in your major, we have two classes worth of overlap already, which is a great start on a double major.

The English degree could also be a powerful draw for the International Business degree, also in my department. Shawn Sturgeon, the Associate Dean at RIT Croatia, is supportive of the idea of an English degree as part of a double major, and he says that having the option to double major in English would attract more students to the degrees they already offer on their campus, particularly International Business. Foreign students coming to RIT to study International Business would also benefit from the full exposure to the English language offered by an English degree.

We have just finished building a proposed double major between International Business and Modern Languages and Culture. Management & English looks like an easier double major to build since the neither requires extra courses. Since IB already has about 400 majors in Croatia, though, IB & English looks like a good

option to build as well. We have a fast-growing presence in China as well, where the same logic might apply.

IB & English would be attractive to native speakers on this campus as well. A deep understanding of the literature of one's native language can be useful in speaking with people from other cultures who are familiar with your language and expect you to have that depth. Much of the great literature has to do with interactions of people from different cultures and backgrounds, and studying this literature will better prepare students for their own future interactions. Much of the great literature also gives insights into other cultures and countries.

In conclusion, I see the addition of an English degree as having a huge potential advantage to students in the majors offered by my department, both here and on foreign campuses, and to RIT student students in general. I hope that the degree moves forward and look forward to anything I can do to support it.

Regards,

Robert Barbato,
Chair, Management, International Business & Entrepreneurship
Saunders College of Business

Subject: FW: BS Degree English Collaboration - Gregory D'Amico
Date: Sunday, February 28, 2016 at 6:52:17 AM Eastern Standard Time
From: Sharon Morgan Beckford-Foster
To: Babak Elahi
Priority: High

Another

Dr Sharon Morgan Beckford-Foster
Associate Professor and Chair
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From: Gregory S. D'Amico
Sent: Friday, January 8, 2016 1:56 PM
To: Sharon Morgan Beckford-Foster
Cc: Michael Riordan
Subject: Re: BS Degree English Collaboration

Dear Sharon,

Thanks for writing.

Given our school's long-standing focus on publishing production, I think a collaboration would be in the best interest of both the Department of English (BS English and Literary Studies) and the School of Media Sciences. Specifically, your emphasis on content and the literary form would be complemented well by our expertise in content optimization, design production, content and asset management, cross-media (print, web, and mobile) publishing, distribution, and business strategies.

I look forward to meeting with you soon to discuss this topic further. With your approval, I would like to invite our Undergraduate Program Chair, Prof. Michael Riordan, to join us. In preparation for our meeting he has offered to identify a number of specific courses within our undergraduate program that we could make available to your students.

I believe potential synergies between our programs would be very productive.

Sincerely,
Greg

Gregory S. D'Amico, Ph.D.
Administrative Chair
School of Media Sciences
College of Imaging Arts and Sciences
Rochester Institute of Technology

gsdppr@rit.edu
585 475 4015

From: Sharon Morgan Beckford-Foster
Sent: Thursday, January 7, 2016 10:53 AM
To: Gregory S. D'Amico
Subject: Re: BS Degree English Collaboration

Hi Greg,

It's not DHSS (Digital Humanities), it is English and Literary Studies--Publishing, professional English and Literary Studies--it is many things, such as the option to create a degree by combining available tracks in the degree.

You may use the title BS English and Literary Studies.

We will be collaborating with DH as well. Lisa mentioned that you are interested in this too. But this will be at the proposal stage because we will need to sit down and define what is needed from/by you.

Thanks, thanks, thanks!

Sharon

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From: Gregory S. D'Amico
Sent: Thursday, January 7, 2016 10:47 AM
To: Sharon Morgan Beckford-Foster
Subject: Re: BS Degree English Collaboration

Quick reply:

Hi Sharon,

Happy New Year.

Yes...we look forward to collaborating with the Dept. of English in the new Digital Humanities degree and I will send a formal email after some meetings this morning.

Best,
Greg

From: Sharon Morgan Beckford-Foster
Sent: Thursday, January 7, 2016 10:20 AM
To: Gregory S. D'Amico
Subject: Re: BS Degree English Collaboration

Hello Gregg,

Happy New Year!

I hope you have had an opportunity to think about Media Sciences' collaborating with the Department of English in its effort to establish a degree program here at RIT.

I hope you will write a short email of interest to me so that I can include it with my concept paper to Ed Lincoln, who will use that interest in forecasting potential enrollment numbers.

Hopefully the concept paper will be approved and then we can meet and sit down to think about the creative ways in which we can work together to create a cross-disciplinary experience for our students.

Timing is really important now because Ed Lincoln has to do the numbers before we can present our concept to our college in the beginning of February. I would appreciate your quick response. Please let me know if you have questions.

Thanks in advance for your support.

Best,

Sharon

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From: Sharon Morgan Beckford-Foster
Sent: Sunday, December 27, 2015 6:47 PM
To: Gregory S. D'Amico
Cc: Lisa Hermsen
Subject: BS Degree English Collaboration

Dear Greg,

We haven't met but I am looking forward to meeting you as soon as we can
arrange a meeting in the new year. Lisa Hermsen met with you at the end of
last semester to discuss our department's plans for a BS degree. We are
hoping to find ways of collaborating with Media Sciences. Lisa told me that
your meeting went well and that you are interested in our degree proposal as
well as have some ideas of your own on a partnership that we can discuss.

Ed Lincoln will be working on enrollment projections and has asked me to
attach to our concept paper emails from interested
departments/colleges/schools confirming their interest. I hope to receive
an email of support and interest from you to include with our concept paper
in January. He is not looking for details but for more than just my word
that Media Sciences is interested and willing to work on collaborating with
us.

I hope you are enjoying the remainder of the break and I look forward to
hearing from you.

Best,

Sharon

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Subject: FW: Support for BS English and Literary Studies - Tamar Carroll
Date: Sunday, February 28, 2016 at 6:49:19 AM Eastern Standard Time
From: Sharon Morgan Beckford-Foster
To: Babak Elahi
Priority: High

Another

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From: Tamar Carroll
Sent: Friday, February 19, 2016 1:32 PM
To: Sharon Morgan Beckford-Foster
Subject: Support for BS English and Literary Studies

Dear Professor Beckford-Foster,
I am writing in my capacity as Program Director for Digital Humanities and Social Sciences to express my support for the Department of English¹'s proposed B.S. degree program in English and Literary Studies. This innovative, interdisciplinary program, which combines coursework in business and web development, as well as literary study and writing, will equip students to meet the demands of contemporary publishing, as well as related fields including public relations and technical writing. This is an important addition to RIT's curriculum. I foresee student interest in double majoring in Digital Humanities and Social Sciences and English and Literary Studies, and look forward to working together in the future to promote the success of both these programs.

Sincerely,
Tamar Carroll

Tamar W. Carroll, PhD
Assistant Professor of History
Program Director, Digital Humanities and Social Sciences
Rochester Institute of Technology
92 Lomb Memorial Drive
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585-475-6913 (office)

Author of Mobilizing New York: AIDS, Antipoverty and Feminist Activism:

<http://uncpress.unc.edu/books/T-8800.html>

Subject: FW: BS English degree - Steve Zilora
Date: Sunday, February 28, 2016 at 6:41:16 AM Eastern Standard Time
From: Sharon Morgan Beckford-Foster
To: Babak Elahi
Priority: High

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From: Steve Zilora
Sent: Monday, January 11, 2016 8:36 AM
To: Sharon Morgan Beckford-Foster
Subject: BS English degree

Sharon,

I find your ideas for a BS in English to be very interesting and quite relevant. They are supported by the great popularity of our minors for non-computing students and the recent approval by RIT and NYSED of the new Digital Humanities and Social Sciences degree. The mission of the Information Sciences and Technologies curriculum centers on applying computing concepts to improve personal and business activities. We have a history of working across the university on joint degrees and service courses as part of our effort to realize this mission and we look forward to working with you on this new BS English degree.

—Steve

Steve Zilora, Associate Professor and Chair
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Goliso College of Computing and Information Sciences
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**BS English and Literary Studies
SUMMARY REPORT**

Fiscal Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	5 Year Total
Avg Enrollment: Students (FT + PT)	5	9	10	11	11	46
Revenue (Net of Aid)	\$ 127,408	\$ 237,362	\$ 272,966	\$ 310,772	\$ 321,356	\$ 1,269,864
Faculty Expense	\$ 28,913	\$ 52,822	\$ 59,861	\$ 67,219	\$ 68,900	\$ 277,714
Total Expense	\$ 95,384	\$ 169,981	\$ 191,830	\$ 214,667	\$ 219,913	\$ 891,775
Contribution Margin Surplus/(Deficit)	\$ 32,024	\$ 67,381	\$ 81,136	\$ 96,104	\$ 101,443	\$ 378,089

