

**Cyclical Program Review of the Academic Programs in the Department of English Language and Literature
One Year Progress Report on Implementation Plan**

February 2015

ONE YEAR FOLLOW UP

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation	Please indicate whether the implementation is on target and on time, and provide a brief description.
1. The Department should work with the School of Graduate Studies to address concerns raised in the Review Team Report that graduate students are leaving the program during dissertation research/writing and reapplying just in time to defend.	Initiate meeting with relevant Associate Dean (SGS), Department Head and Graduate Coordinator	Dean of School of Graduate Studies in consultation with the Department Head	Dean of School of Graduate Studies' <i>Annual Report</i> to the Provost 2015	On target and on time; This issue was addressed by Leslie Ritchie as Grad Co-ordinator, who conferred with Sandra den Otter. The department instituted yearly progress reports (for the past 3 years) to be completed by both students and their advisers, and SGS has enacted new guidelines concerning time to completion that clarify the guidelines for registration and periods of leave and absence.
2. When it is fiscally possible, new faculty hires should ensure a full faculty complement in identified fields of study.	Preparation of staffing plan that balances faculty appointments with	Associate Dean (Arts and Science) and Department Head	Dean of Arts and Science's <i>Annual Report</i> to the Provost 2015	In Progress Since the CPR the Department of English has been awarded 2 hires. The first in 2013-14 was a QNS in Indigenous Literature and Creative Writing which strengthens our offerings in Canadian Lit and in the emerging field of Indigenous Studies. In 2014-15 we have undertaken a search for an

	upcoming retirements			Assistant Professor in Victorian Literature and Culture to ensure adequate teaching and supervisory capacity in an area that has been in strong demand among our students. To supplement the gap emerging in Modernism following the retirement of Edward Lobb, we have short-listed candidates with strong secondary interests in Modernism. However, with the departure (since the CPR) of 2 faculty members (one in post-colonial and one in contemporary American Literature) the department remains understaffed in some key areas.
3. To address the concern around the pre-dissertation course requirements at the graduate level, the Department of English should review its graduate offerings with the goal of removing unnecessary time-to-completion delays.	Initiate meeting with relevant Associate Dean (SGS), Department Head and Graduate Coordinator	Associate Dean (SGS) and Department Head	Dean of the School of Graduate Studies' <i>Annual Report</i> to the Provost 2015	On target and on time. Under the leadership of Grad Co-ordinator Leslie Ritchie the Department has undertaken several steps to streamline progress to the dissertation. Foremost among these is a redefinition of the Special Topics Presentation students undertake in Spring of PhD2—it may now lead directly into the dissertation. We have also moved the due date of the thesis proposal forward so that students now have established supervisors and thesis topics by Winter of their second year.

				<p>The matter of the courses themselves has been more vexed. Students suggested that courses be based around texts that figure in area comprehensive reading lists, but recognized that such constrictions might prohibit faculty from teaching to their strengths. Similarly, the desire for individually constructed reading “courses” would have a significant impact on the workload of some faculty members. There is also a belief among faculty members that coursework provides a sense of cohesion among the cohort and provides the basis for potential article publications. To that end in 2015 we introduced a new course designed to workshop a previously written paper into publishable form for submission to an appropriate journal.</p> <p>The Department is monitoring student response to these initiatives.</p>
4. The planned 2015 undergraduate curriculum review should be undertaken in consultation with the Centre for Teaching and Learning, and the curriculum review committee should be	A curriculum mapping of all undergraduate courses to DLEs, LOs and other	Associate Dean (Arts and Science), Department Head, all Faculty Members in the Department	Dean of Arts and Science’s <i>Annual Report</i> to the Provost 2015	<p>On target and on time.</p> <p>Our planned curriculum review was begun in Fall 2014 under the direction of Glenn Willmott as Associate Head and perceived neutral party who chairs a committee comprising Sam McKegney and Ruth Wehlau as faculty members not associated with the curriculum struggles and the</p>

<p>chaired by a trusted, neutral person from either inside or outside the department.</p>	<p>indicators of achievement</p>	<p>and an Educational Developer from the Centre for Teaching and Learning</p>		<p>Undergrad DSC co-chairs. Surveys regarding the function of the revised curriculum and its sustainability have been circulated and the Committee will report its findings in March 2015. Robert May, a Continuing Adjunct who was not implicated in the changes to the curriculum has agreed to act as Undergraduate Chair for the next two years to implement any recommendations arising from the review, and to undertake the recommended curriculum mapping in conjunction with the CTL. I should point out that although the Department is “on time” with this review, it has been complicated by the need to reconsider the curriculum in the light of the New Budget Model as well.</p>
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Additional Notes: