

Cyclical Program Review of Programs in the Department of English Language and Literature

2021-2022 CPR Bridging Report

Date: 23 August 2021

In light of the COVID-19 pandemic and the subsequent delays to the cyclical program review (CPR) process, programs are being asked to provide an update on the final assessment report and implementation plan of their previous CPR cycle.

The plan and one year progress report below was agreed to by the Teaching and Learning Office, Deans of the Faculty of Arts and Science and Graduate Studies and the Vice-Provost in February 2015. The Deans are responsible for monitoring the implementation plan.

Please complete the table below to report on any progress made. Add further explanation if necessary in the *additional notes* section.

Please complete this report and return it to qugap@queensu.ca by **Friday September 10th**. The Associate Vice Principal (Teaching and Learning) will review this progress report. It will then be appended to the program's delayed CPR and filed in the Office of the Provost and Vice-Principal (Academic). Please note that monitoring reports will be posted on the university's website.

Follow-up and Bridge to the Next CPR

Recommendation	Proposed Follow-up	One Year Follow Up	Please indicate whether the implementation was completed, and provide a brief description and any recent updates on initiatives
<p>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.</p>	<p>Initiate meeting with relevant Associate Dean (SGS), Department Head and Graduate Coordinator</p>	<p><i>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.</i></p>	<p>This matter is no longer an issue in the department.</p>
<p>2. When it is fiscally possible, new faculty hires should ensure a full faculty complement in identified fields of study.</p>	<p>Preparation of staffing plan that balances faculty appointments with upcoming retirements.</p>	<p><i>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 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</i></p>	<p>As referenced in the CPR Self-Study, the department has undertaken the production of a hiring strategy document to confront the concerns articulated in the question while charting a new course forward in terms of departmental identity and mission (Please see attached). With three retirements in the previous year and five more faculty members eligible to retire this very year, we recognize that we will not be able to ensure “a full faculty complement in identified fields of study” without robust hiring practices in the years ahead. We have recently conducted a joint hire with Gender Studies to hire Dr. Juliane Okot Bitek in the field of Black Creative Writing and Cultural Production. Because Dr. Okot Bitek’s teaching, research, and creative production will be shared across two departments and two additional programs (Creative Writing and Black Studies), this hire provides somewhat limited teaching and supervisory capacity, while bringing vital expertise and vision into the department. We have an additional tenure-track hire in “‘Undisciplining’ the Literatures of Empire” slated for the 2021-22 school year.</p>

		<p><i>the CPR) of 2 faculty members (one in post-colonial and one in contemporary American Literature) the department remains understaffed in some key areas.</i></p>	
<p>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.</p>	<p>Initiate meeting with relevant Associate Dean (SGS), Department Head and Graduate Coordinator</p>	<p><i>On target and on time. Under the leadership of Grad Coordinator 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.</i></p> <p><i>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</i></p>	<p>Despite the tireless efforts of Leslie Ritchie and subsequent Graduate Coordinators, time to completion remains a serious problem for the English Department. During the present term, the Department is striking an ad hoc committee of doctoral students, faculty, and administrators to engage with this problem further. There are many potential changes on the table for discussion. These include:</p> <ul style="list-style-type: none"> • alterations to the field examination process that will facilitate greater alignment between examinations and eventual dissertation projects, • development of the Special Topic Presentation into a first-chapter presentation, • lessening the number of terms doctoral students commit to Tutorial Leadership, which is demanding in terms of time commitment yet is something doctoral students tend to greatly enjoy, and • lowering our intake numbers at the doctoral level, to ensure the highest quality of applicants and strong conditions of supervisory support. <p>The largest change that we’ve made in relation to time-to-completion has been the addition of the MPhil program, as outlined in the Self-Study, which accelerates dissertation writing for PhD students who carry on from the MPhil into the PhD by 4 terms.</p>

		<p><i>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.</i></p> <p><i>The Department is monitoring student response to these initiatives.</i></p>	
<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 chaired by a trusted, neutral person from either inside or outside the department.</p>	<p>A curriculum mapping of all undergraduate courses to DLEs, LOs and other indicators of achievement</p>	<p><i>On target and on time. 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 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</i></p>	<p>This has been undertaken successfully.</p>

		<i>the need to reconsider the curriculum in light of the New Budget Model as well.</i>	
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Additional Comments:

Please identify any new initiatives that would be part of the upcoming CPR.

- During the winter of 2021, the English Department established a Communications Committee with representation from Staff, Administrators, Faculty, Undergraduate Students, Graduate Students, and the Faculty Office. The Comms team has helped establish a communications strategy for the department that includes the development of a new Departmental webpage that will be launch in mid-September 2021, the integration of all elements of the Department’s social media presence (twitter, facebook, webpage), and the hiring of a casual part-time Communications Assistant to oversee the publicization of departmental events and the sharing of content on our various platforms.
- In the fall of 2022, the Department will establish the Creative Writing Committee, which will include representation from Admin, CWRI Faculty, Undergrad Students, and Grad Students. As we build curriculum in Creative Writing at the undergraduate level and work toward integrating creative opportunities at the graduate level, we require a team-based approach to vision and implement changes effectively. This committee will be tasked with such matters as determining a roster for the creative writers’ reading series for the year, establishing a selection process for the writer-in-residence program for future years, considering curricular changes or course development strategies, and liaising with other departments dedicated to creative production (Film & Media, the Dan School, Art History, etc) and local arts organizations (like the KingstonWritersFest, Skeleton Park Music and Arts Festival, and the A-Frame Writers’ Residency) to consider collaboration opportunities and avenues of mutual support.

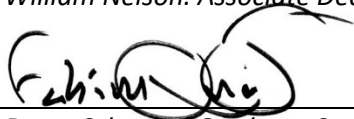
Signatures:



November 19, 2021

Dean, Faculty of Arts and Science
William Nelson. Associate Dean (Teaching and Learning)

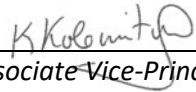
Date



Dean, School of Graduate Studies (if applicable)

November 29, 2021

Date



Associate Vice-Principal (Teaching and Learning)

December 14, 2021

Date

Approved by the Senate Cyclical Program Review Committee:

February 1 2022

Date