

# Queen's University Quality Assurance Processes

## Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past 18 Months against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to [gugap@queensu.ca](mailto:gugap@queensu.ca). The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
BA, BAH, MA, MPhil, and PhD in English

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## Contents

<u>QUEEN'S UNIVERSITY QUALITY ASSURANCE PROCESSES</u>	<u>1</u>
<u>CYCLICAL PROGRAM REVIEW PROGRESS REPORT</u>	<u>1</u>
1. ACADEMIC UNIT REPORT	3
2. DECANAL RESPONSE	13
3. DECANAL (SCHOOL OF GRADUATE STUDIES AND POSTDOCTORAL AFFAIRS) RESPONSE	14
<u>AUTHORIZATIONS</u>	<u>16</u>

## 1. Academic Unit Report

- 1.1 Recommendation 1:** The Review recommends the department pursue the Creative Writing program development (at undergraduate and graduate levels). The Committee noted that while there is unified support for the program and some existing faculty resources in place, long term planning is needed to sustain the program beyond the immediate future.

<b>Proposed follow-up:</b>	<ul style="list-style-type: none"> <li>i. Request a tenure-track hire in "Indigenous Poetics and Performative Arts"</li> <li>ii. Request a tenure-track hire in "Creative Writing &amp; Pedagogy"</li> <li>iii. Develop contingency plans for creative writing if either or both hires are unsuccessful.</li> <li>iv. Develop curricular planning for CWRI at the graduate level; move grad curriculum through quality assurance approvals.</li> <li>v. First offering of CWRI 100.</li> <li>vi. Operationalize the new Writer in Residence program.</li> <li>vii. Expand creative writers from the community program</li> <li>viii. Fully operationalized curriculum at both the graduate and undergraduate levels; re-assess program effectiveness and set program goals; consider the creation of a CWRI Minor.</li> </ul>
<b>Responsibility for leading follow-up:</b>	<p>Department Head to make hiring requests.</p> <p>Faculty Dean to consider hiring requests.</p> <p>Department Head</p> <p>Departmental academic leaders to drive curriculum developments and review</p> <p>Departmental staff to assist with expansion of community program</p>
<b>Timeline for addressing recommendation:</b>	<ul style="list-style-type: none"> <li>i. 2022-23</li> <li>ii. 2023-24</li> <li>iii. Summer-Fall 2023</li> <li>iv. Graduate curricular planning: 2022-2023 Quality assurance of grad CWRI offerings: 2023-2024</li> <li>v. Fall 2024</li> <li>vi. 2022-2023</li> <li>vii. 2023+ (ongoing with anticipated large expansion in 2025-26)</li> <li>viii. 2025-2027</li> </ul>
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	>50%
<b>Please provide a brief description of the current, completed or planned work:</b>	<ul style="list-style-type: none"> <li>i. Awarded QNS in Literary Arts with successful tenure-track hire beginning in July 2024</li> <li>ii. A dedicated hire for the Director of Creative Writing is a primary need of the Department that we have been pursuing diligently since the CPR. The</li> </ul>

	<p>University's hiring freeze has caused difficulty here, so we have been working with Advancement on the prospect of an endowed chair. This work is ongoing.</p> <p>iii. In the interim, we have been fortunate to secure esteemed adjunct faculty member Helen Humphreys as Acting Director for the coming two years. Expansion of Adjunct Writers from the Community program is ongoing (hire of Sarah Tsiang and liaising with numerous other prospective writers).</p> <p>iv. yet to be undertaken, though we have been expanding research creation opportunities and bringing creative writing faculty onto doctoral and MA committees.</p> <p>v. First offering of CWRI 100 in Fall 2024 (student demand is exceptional—we had more than double the number of applicants than capacity).</p> <p>vi. The donor funding initially directed toward this initiative has fallen through. Advancement has agreed to cover the residency for 5 years. We are in year three of those 5.</p> <p>vii. Increased courses being taught by Sarah Tsiang, local poet, and in conversation with others like Ian Reid, Omar El Akaad. The biggest initiative we have ongoing is a potential Certificate in CWRI for non-Queen's students, to be funded through Advancement connection with corporate donor. This will cement relationships with numerous writers from the committee with the department.</p> <p>viii. Secured advancement funding for an Acting Creative Writing Director, local creative Writer Helen Humphreys for two years beginning Sept 2024; progress towards creating a certificate in Creative Writing and a experiential learning course at QUBS in partnership with UoFT.</p> <p>*** I note that the Department's name will officially change from "The Department of English Language and Literature" to "The Department of English Literature and Creative Writing" on January 1, 2025.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	

**1.2 Recommendation 2:** The unit should move forward with its efforts to integrate the Writing program under the department footprint, as well as course offerings for some in person and online writing coaching that could include graduate student composition courses, teacher training and employment.

<b>Proposed follow-up:</b>	<p>i. Regular meetings of WRIT committee to evaluate curriculum of WRIT courses and certificate, and potential curricular development.</p> <p>ii. Launch inaugural on-campus WRIT courses</p>
<b>Responsibility for leading follow-up:</b>	Department Head. Director of WRIT program

Timeline for addressing recommendation:	i. 2023-2024 ii. 2023-2024
What is the current status of the follow-up?  Include a completion percentage:	Completed  100%
Please provide a brief description of the current, completed or planned work:	WRIT is integrated into the department. Its full online offerings are continuing, and we have launched two on-campus courses in the program.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	Given the high demand for WRIT courses and the importance of communication skills for many of the University's expanding programs (Health Sciences, Engineering, Computing) and those that service high numbers of international students (Film & Media, Computing, Business), we intend to raise caps on courses, rebrand the "Academic Writing Program" as a "Critical Communications Program," develop targeted curriculum for partner programs external to FAS, and raise our online profile.

- 1.3 **Recommendation 3:** The unit should continue to work to integrate faculty with research expertise and lived experience in areas associated with Black studies, Indigenous Studies, Gender and Sexuality studies into the core faculty of the department to ensure supervisory capacity, program development and staffing in these areas are well supported. There is support for wider university efforts but the department internal capacity in these areas is limited.

Proposed follow-up:	i. Hire new faculty member in Indigenous Poetics and Performance Arts. Take steps to attract diverse applicants. ii. Continue development and implementation of the department's EDII strategy. Weave EDII priorities throughout all departmental committee work. Expand on co-teaching with faculty members from underrepresented groups based in other programs (e.g. Black Studies).
Responsibility for leading follow-up:	Department Head to make hiring request.  Faculty Dean to consider hiring request.  Departmental leadership. Consult with EDII Director in Faculty of Arts and Science in this work.
Timeline for addressing recommendation:	i. 2022-2024 ii. Ongoing, with regular review

<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	50%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>i. Department successful with the hiring of an exceptional scholar in Indigenous literary arts, Dr. Marshall Hill (Oneida).</p> <p>ii. EDII initiatives departmentally continue to be a top priority. More to be done, however, given the shrinking faculty complement due to the voluntary retirement package and the demands it will place on our curriculum (potentially limiting courses in important EDII-engaged areas).</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	

- 1.4 Recommendation 4:** The unit should continue to further develop the framework for adapting the core curriculum to the 'Network Model' described in the CPR report. Existing plans are in line with current trends in the field and represent exciting and urgent new research and teaching in English studies. Students appear to be responding well to this. The unit should continue developing a broad vision for the English curriculum, that has the flexibility to evolve as issues in the field develop and change.

<b>Proposed follow-up:</b>	<p>i. Implement network model in undergraduate curriculum. Communicate clearly to students about curriculum structure.</p> <p>ii. After each of the first 3 years of implementation, assess effectiveness</p> <p>iii. Consider suitability of network model for graduate program curricula, and</p> <p>iv. If appropriate, develop strategies for implementation</p>
<b>Responsibility for leading follow-up:</b>	<p>Undergraduate Studies Committee</p> <p>Communications Committee</p> <p>Undergraduate Studies Committee</p> <p>Graduate Studies Committee</p>
<b>Timeline for addressing recommendation:</b>	<p>i. 2022-2023</p> <p>ii. Summers of 2023, 2024 and 2025</p> <p>iii. 2022-2023</p> <p>iv. 2023-2024</p>

What is the current status of the follow-up?	In process
Include a completion percentage:	50%
Please provide a brief description of the current, completed or planned work:	<p>i. Through the department's revamped website (2022), the Network model is visible in terms of pathways through the Undergraduate Curriculum. So while there was no need for structural change to the courses offered and their scaffolding over the four years of the ENGL Major, Minor, and Joint Honours, the relationships between courses are now visible through the Network Model.</p> <p>ii. Assessment next year.</p> <p>iii. In 2023-25, the Department has been developing an alternative means of mapping its research expertise (for faculty and for graduate students). These conversations started with the "Network Model," but have evolved to consider "Clusters of Expertise." The Department has identified 6 such clusters, and plans to roll out this new Model in 2025-26.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

- 1.5 **Recommendation 5:** The reviewers support the replacement of ENGL 100 with a suite of 3-unit courses, to enhance flexibility in faculty and student scheduling. This would allow for more engaging special topics courses in first year and would potentially draw more students to major in English.

Proposed follow-up:	New courses to be approved by Arts and Science Curriculum Committee and offered.
Responsibility for leading follow-up:	Undergraduate Chair
Timeline for addressing recommendation:	Offered in 2023-2024
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%

<b>Please provide a brief description of the current, completed or planned work:</b>	New 100-level curriculum in place. We now have thirteen one-term courses at the 100 level across two delivery modes. This has enabled far more faculty members in our department to teach at the 1 <sup>st</sup> year. After the inaugural iterations of these courses in 2023-24, we saw a 22% rise in students entering the ENGL Major. We will continue to monitor these courses and their success.
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	

- 1.6 Recommendation 6:** The unit should continue to operationalize different strategies for better supporting their graduate students (MA and especially PhDs) as they move through different degree components, and particularly in their ABD phase when best practices for graduate student mentoring and supervision are most needed. This would address some students' sense that they needed more group and individual support for their writing, research and professional development in the final crucial years of their degrees

<b>Proposed follow-up:</b>	Develop implementable recommendations such as adaptation of research forum and expansion of professionalization opportunities for graduate students.
<b>Responsibility for leading follow-up:</b>	Graduate Studies Committee and Graduate Chair, working with SGSPA
<b>Timeline for addressing recommendation:</b>	Recommendations by end of 2022-2023
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	50%
<b>Please provide a brief description of the current, completed or planned work:</b>	GSC working on ways to pilot the research cluster for graduate supervision, that envisions greater democratization of supervisory work and two-way accountability between supervisors and students. The GSC is also working on a more robust Mentorship program with term-based expectations and outcomes across the first two years of the PhD. Revisioning of the professional development offered through core courses is being reconsidered with larger proposed program changes (see below). A first-chapter submission requirement has been added at the second year to help accelerate times to completion. The GSC continues to work with the graduate student body and faculty members to deal with the times-to-completion issue.



If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	
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- 1.7 **Recommendation 7:** The unit should consider ways to shorten times to completion for their graduate students with a careful curriculum review (as suggested in the report) to streamline the comp structure and Special Project requirement so it better prepares and feeds into students' dissertation project work.

<b>Proposed follow-up:</b>	<ul style="list-style-type: none"> <li>i. Graduate Studies Committee to develop recommendations on the comprehensive exam process.</li> <li>ii. Programmatic changes to be developed, agreed and implemented.</li> </ul>
<b>Responsibility for leading follow-up:</b>	Graduate Studies Committee and Graduate Chair, working with SGSPA and Faculty Office.
<b>Timeline for addressing recommendation:</b>	<ul style="list-style-type: none"> <li>i. Winter 2023</li> <li>ii. Implementation in 2024-2025</li> </ul>
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	50%
<b>Please provide a brief description of the current, completed or planned work:</b>	In summer 2024, an ad hoc committee developed recommendations for concrete changes to the graduate program including the research clusters, peer to peer and entry mentoring, supervisory model, reducing course requirements and if/how the language requirement is included.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

- 1.8 Recommendation 8:** In order to make graduate student funding more competitive, the unit should work with the Dean's office to review the current funding packages as well as the full-tuition charges for ABD PhD students, perhaps tracking other practices in U15 English departments.

SCPRC addition: The unit should ensure that faculty members seek external research funding regularly and use this funding to increase the funding package for their graduate students.

<b>Proposed follow-up:</b>	<p>Department to work closely with Dean's office and SGSPA to explore the viability of increasing funding packages and/or a sliding tuition scale for PhD students beyond the funding window.</p> <p>Department to work with Office of the VicePrincipal (Research) to identify external research funding sources, develop robust funding applications, and plan for future grant applications.</p>
<b>Responsibility for leading follow-up:</b>	Graduate Chair, Faculty Office and Dean (SGSPA)
<b>Timeline for addressing recommendation:</b>	<p>2023-2024</p> <p>Consultation with VPR Winter term 2023</p> <p>Increased grant seeking activity 2023-2024, to be kept under review annually</p>
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	<25%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>At the University and Faculty levels, support for graduate funding packages continues to be extremely low in terms of building robust offers for top students in relation to such offers at comparator institutions. While we have previously been able to lean on discretionary funding within Departmental budgets to top-up offers and make them more competitive where appropriate, such discretionary funding has been entirely removed from our budgets during the financial crisis and the attendant austerity measures.</p> <p>One area where our Department has excelled in recent years has been in our success with grant funding (faculty members being collectively supported by \$3,387,505 across 19 separate grants in 2023-24). In the year ahead, we will work with faculty members to ensure RAs are going to deserving students within our Department, where appropriate.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a</b>	

rationale as well as a plan for moving forward:	
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**1.9 Recommendation 9:** The department is doing well with public-facing events like the Giller Gala and should work to leverage other similar opportunities to raise the department's profile. They should collaborate with university communications office to better publicize these events for greater impact.

<b>Proposed follow-up:</b>	Implement planned events for 2022-2023, review summer 2023 to inform future planning.  Work with faculty and university communications staff to publicize events.
<b>Responsibility for leading follow-up:</b>	Strategic Communications Associate and Communications Committee
<b>Timeline for addressing recommendation:</b>	2022-2023
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	75%
<b>Please provide a brief description of the current, completed or planned work:</b>	The Department has expanded its roster of events for the year—particularly in relation to Creative Writing—and is working with all levels of University communications to ensure they are well attended. In relation to Creative Writing, we have the following ongoing yearly events: The Page Lecture, the Giller Prize Event, the Writer-in-Residence Inaugural Presentation, the Writer-in-Residence Workshop, Launches of <i>The Lamp</i> and <i>Quilt</i> (student-run literary journals), the QUBS "Writing on the Land" writers' studio, and the Queen's student and alumni Short Story Contest (jointly run with <i>The Alumni Review</i> ). We look forward to continuing to enhance these offerings and rendering them ever more legible to the Queen's community and beyond.
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	

**1.10 Recommendation 10:** The department should continue to work with the university's webbased communications support to better adapt the department's website and online profile in social media to profile the departments activities, accomplishments, program offerings, grad student success and faculty research and teaching.

<b>Proposed follow-up:</b>	Further develop the marketing and communications initiatives that have recently been put in place.
<b>Responsibility for leading follow-up:</b>	Strategic Communications Associate and Communications Committee. Working with SGSPA Communications Team
<b>Timeline for addressing recommendation:</b>	2023-2024
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	75%
<b>Please provide a brief description of the current, completed or planned work:</b>	The Department has been able to hire a Strategic Communications Associate (between 2022-24) to undertake this important work with integrity and responsiveness. However, with staff restructuring at the Faculty Level, this position is no longer available. As such, we are in a difficult position in terms of ensuring this important work continues, with our staffing complement stretched to its capacity.
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	

**1.11 Add more sections as required.**

**1.12 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.**

Most significantly, the Department has improved via the thoughtful integration and expansion of Creative Writing and Academic Writing. In each year since the CPR, we have expanded the number of Creative Writing courses offered and the number of CWRI seats for students. In each year these courses have been at or near capacity. Having launched the CWRI 100 course this Fall (and experienced far more student demand than we have seats), we anticipate a significant rise in students seeking after 2<sup>nd</sup>-year CWRI offerings in the year ahead. And we will roster CWRI 100 in both terms next year. The success of the Creative Writing Program creates a revenue-generating opportunity for the Department at a time of financial crisis, as we intend to build a micro-credential

in Creative Writing for non-Queen's students that can be delivered primarily online and thereby will be scalable.

The revised first-year curriculum is flourishing. Rather than the previous course design, which was two-terms in length, had a single thematic core, and was organized around what students of literary *need to know* rather than *what makes literature exciting and impactful*, the new curriculum has diverse evocative entry points for students of all types. It also enables more faculty members to teach at the first-year level and share their expertise with incoming students. Whereas in the past we have struggled to interest faculty members in teaching at this level, in the current year we eight different faculty members teaching at least one 100-level course. After the first iteration of the new curriculum in 2023-24, we experienced a 22% rise in enrolments in our ENGL Major.

The remapping of research expertise (which has built from conversations about the Network Model but has evolved into discussions of Research Clusters) is crucial to the wellbeing of our graduate program and important in terms of bolstering the vitality of our research community. The Research Clusters, which do not replace but rather exceed periodization and territorial designations for areas of research, enable collaborations and scholarly cross-pollination throughout the department in a more robust way. They will also help to balance supervisory responsibilities, which, at present, are radically unequal throughout the department.

## 2. Decanal Response

### 2.1 Include any general comments on the Progress Report:

The Department of English Literature and Creative Writing (recent name change) has done excellent work fulfilling the recommendations of external reviewers. Supported by recent hires, the unit has made substantial changes to undergraduate curriculum to allow an expansion into creative writing (recommendation #1). The department has fully incorporated the online writing program (different from creative writing; recommendation #2), diversified the 100-level offerings (recommendation #5), and further developed and partially implemented the 'network model' for curriculum design (recommendation #4).

Good progress has been made on integrating "... *faculty with research expertise and lived experience in areas associated with Black studies, Indigenous Studies, Gender and Sexuality studies into the core faculty of the department*" (recommendation #3), which is challenging in our current climate of resource limitation. Recommendations #6 through #8 concern support for graduate students. The department has made good progress with changes to reduce times to completion and operational support to students. The financial challenges of the Faculty has meant less financial support for graduate students, which makes it difficult for the department to make meaningful progress on funding packages at this point in time.

The department has made good progress with public facing events (recommendation #9) and overall profile (recommendation #10).

**2.2 Comment on any recommendations that have not been addressed within the proposed timeline:**

The department has not been able to make progress on recommendation #8 concerning financial support for graduate students for valid reasons. The Faculty of Arts and Science is currently facing a large structural financial deficit that has resulted in fewer funds being available to support graduate students. The department is planning to pursue a strategy of increasing grant writing by faculty members, which is a good way to increase support for graduate students. However, this will most likely be a longer timeline that is currently in the report plan.

**2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.**

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### **3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response**

**3.1 Include any general comments on the Progress Report:**

The Department of English Literature and Creative Writing has responded thoughtfully and effectively to the external reviewer's recommendations, undertaking a series of initiatives that are poised to enhance both the student experience and learning opportunities. For instance, the expansion of the Creative Writing program, accompanied by a strategic faculty hire and outreach to local creative communities, represents a forward-looking investment. This initiative not only enriches the Department's expertise but, as noted, holds the potential to generate revenue through the future development of a micro-credential—a strategic move in a time of financial austerity.

Equally commendable are the Department's efforts to broaden research-creation opportunities for graduate students and to formally integrate creative writing faculty into MA and doctoral committees. These steps offer students expanded avenues for academic inquiry and afford them diverse critical perspectives on their work.

The introduction of a "Cluster of Expertise" model at the graduate level marks a particularly promising development. This thoughtful reorganization is likely to stimulate richer scholarly dialogue and collaboration among graduate students, while also enhancing the quality and coherence of the supervisory experience.

**3.2 Comment on any recommendations that have not been addressed within the proposed timeline:**

While the Department has made substantial progress, some constraints, especially those tied to broader institutional austerity, have limited its ability to fully address certain recommendations, particularly those related to graduate funding, faculty recruitment, and communications (Recommendations 1, 8, and 10). Continued engagement with the Advancement office is strongly

encouraged, with a view to securing long-term support, including an endowed chair and sustainable funding for the Writers-in-Residence program.

In regard to Recommendation 6, the Department may wish to further explore the potential of central university services (such as Student Academic Success Services, Career Services, the Centre for Teaching and Learning, and the School of Graduate Studies and Postdoctoral Affairs) to support academic and professional development of graduate students. Despite the fact that these units offer established programming, they are often able to tailor offerings to meet departmental needs and thus may serve as valuable partners in strengthening student support.

## Authorizations



November 21, 2024

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*Signature of Unit Head*

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*Date*



B. Lemieux, PhD

July 21, 2025

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*Signature of Faculty Dean      Date*



August 11, 2025

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*Signature of Vice Provost and Dean, SGSPA*

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*Date*



September 15, 2025

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*Signature of Vice-Provost, Teaching and Learning*

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*Date*

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September 24, 2025

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*Date of Review and Approval by the Senate Cyclical Program Review Committee*