



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean

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PRESENTER: See above.

CONTACT INFO:

DATE: Tuesday, November 22, 2016

AGENDA ITEM: 3b

ITEM IDENTIFICATION:

External Review of the Department of English

JURISDICTIONAL INFORMATION:

Under section 5.6 of the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (UTSC AAC) provides that the Committee shall receive for information and discussion reviews of academic programs and units consistent with the protocol outlined in the University of Toronto Quality Assurance Process. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.

GOVERNANCE PATH:

1. Committee on Academic Policy & Programs [For Approval] (November 1, 2016)
2. Agenda Committee of the Academic Board [For Information] (November 14, 2016)
3. **UTSC Academic Affairs Committee [For Information] (November 22, 2016)**
4. Academic Board [For Information] (November 24, 2016)
5. Executive Committee of the Governing Council [For Information] (December 5, 2016)
6. Governing Council [For Information] (December 15, 2016)

PREVIOUS ACTION TAKEN:

The item was presented to the Committee on Academic Policy and Programs on November 1, 2016 for information. The Committee was satisfied with the Dean's Administrative Response.

HIGHLIGHTS:

The *Cyclical Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and the University’s full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs’ formal request for an Administrative Response;
- The Dean and Vice-Principal Academic’s formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Department of English and its undergraduate programs, was conducted in the 2015-16 academic year:

The review team met with a wide array of stakeholders including UTSC senior academic administrators, the Department Chair, the Graduate Chair, and faculty, staff and students in the Department. The reviewers were very impressed by the high quality of the Department’s programs and research, as well as the exceptionally strong morale among faculty, students and staff. The reviewers also identified a number of areas they felt could be addressed, and made a series of recommendations regarding these areas.

The Campus Academic Plan, which was finalized and taken through governance during the 2015-16 academic year, includes initiatives such as strategic enrolment management, curriculum mapping, ensuring students develop strong communication skills, and developing alumni outreach; these initiatives will be central to English’s ongoing activities.

Regarding curriculum and program delivery: the Department has already undertaken an intensive curriculum review, and is moving forward with plans to introduce clear mapping of routes through the program in order to clarify structures and requirements for students. The Department has introduced new upper-level offerings to support the Minor in Literature and Film Studies, and will introduce new upper-level offerings to support the Minor in Creative Writing as resources become available. The Department is looking at ways to streamline course prerequisites to enable students to move through their programs more easily, and will also consider the feasibility of offering more courses in the evening. The Department is looking at additional ways, beyond those it already

employs, to involve undergraduate students in humanities research. In response to student interest in seeing greater representation of diversity, the Department has planned a “Diversity and Discomfort” theme for courses and events in 2016-17, will revive its course on Native North American Literature, and will reconsider all of its course offerings through the lens of diversity. Finally, the Department will pursue its well-articulated plans for enrolment growth, and give serious consideration to the reviewers recommendations in this area.

Regarding faculty: the Department has discussed the right balance of tenure and teaching stream faculty in the Creative Writing program. They will review teaching load and make adjustments as necessary to ensure faculty have sufficient time to pursue their creative writing.

Regarding relationships: the Department is committed to building experiential opportunities into its programming. It will build on past success through new initiatives such as the development of a Teaching Garden, and will explore further opportunities for service-based learning. The Department recognizes the importance of collaboration with cognate units, and has reached out to representatives from Health Studies, as well as the Departments of Arts, Culture and Media, and Historical and Cultural Studies.

Regarding resources and planning: the Dean’s Office has asked UTSC HR Services to review the staffing needs of all the academic units with shared staff, and will consider their recommendations. In terms of space for screening films: in the short term, the Department will encourage faculty to apply for teaching grants to be used to purchase suitable portable sound and projection equipment; in the long term, the screen needs of the Department will be accommodated within the campus space plan.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus’ operating budget.

RECOMMENDATION:

Presented for information.

DOCUMENTATION PROVIDED:

1. External Reviewers Report (Feb 29, 2016)
2. Provostial Summary of the External Review Report (Final)
3. Provostial Request for Administrative Response (June 9, 2016)
4. Dean’s Administrative Response (October 3, 2016)

**Undergraduate Department of English, UTSC
External Review Report, UTQAP Cyclical Review
29 February, 2016**

Review Team:

- Professor Ross Leckie, Department of English, University of New Brunswick
- Professor Teresa Mangum, College of Liberal Arts and Sciences, University of Iowa
- Professor Marjorie Stone, McCulloch Chair, Department of English, Dalhousie University

Site Visit: December 17 & 18, 2015

Abbreviations: ESS = Department of English Self-Study. EAP = Department Academic Plan

1 Programs

To avoid redundancies, we consider the programs under review collectively, singling out particular programs when appropriate. The UTSC Undergraduate Department of English offers the following programs, as indicated in their Academic Plan (hereafter EAP, 5)

- Specialist in English
- Major in English
- Minor in English Literature
- Minor in Literature and Film
- Minor in Creative Writing

Objectives

- **Consistency of the program with the University's mission, UTSC Strategic Plan, and Departmental Academic Plan**

First, we want to acknowledge how impressed we are to see how much a department that has only existed as an independent unit for five years has accomplished. The faculty members we met were energetic and enthusiastic about their work together, their students, and their future. Meeting the students was exhilarating. They matched the faculty members in their commitment to the department and the university; their suggestions were rooted in their truly moving loyalty to their fellow students and their admiration for the department.

The current programs of the Department of English are very well aligned with the **University of Toronto's three strategic priorities**. As set out in the UTSC Strategic Plan, these include "Community Building" ("building vibrant communities" within the GTA and the region), "Re-examining and Re-inventing Undergraduate Education" (including "reaffirming the enduring value of a broad liberal arts education"), and International Outreach (deepening relationships with international partners, developing student and faculty exchanges, and "encouraging students to become global citizens"). We heard of many ways in which the Department was engaged in dynamic networking with the broader Scarborough community during our site visit, including organizing public readings through its Writers-in-Residence program and events with the East Scarborough Storefront (EAP, 8). Since its establishment as a separate unit in 2010, the

Department has also actively examined and re-invented its undergraduate programs through a process of intensive curriculum review and the creation of two new minors (Creative Writing and Literature and Film Studies), as well as innovative forms of experiential learning for students.

The Department states that its five-year Academic Plan is focussed on the first two of the three University of Toronto priorities identified above (ESS, 30). However, it clearly contributes to aspects of the University's internationalizing mission through programs that foster a sense of "global" citizenship in UTSC's highly diverse student body. As citizenship theorists observe, culture (i.e., in this context, the expressive arts of literature, film, theatre, and new media) has been a primary site for the emergence of new forms of global, cosmopolitan, or diasporic citizenship (to cite some of the varying terms now used, among them an emergent concept of "cultural citizenship" similarly based on border-crossing cultural affiliations and identities.). The Department's programs are fully abreast of transformations in literary and cultural studies that manifest and foster such new forms of transnational citizenship. Disciplinary transformations in the study of English incorporate the rapid expansion of postcolonial and world literatures, the development of film and media studies as a transnational field, and the emergence of race, ethnicity, gender, and sexuality studies across historical periods and geographic boundaries. As the description of English studies in the ESS indicates (2-3), the discipline today is thus very different than it was even thirty or forty years ago, when a traditional Anglocentric canon of great books formed the central subject of study. While the UTSC Department has not yet developed the kinds of student and faculty exchanges with other universities that might complement and further stimulate these disciplinary transformations, this is a promising new direction the Department might want to investigate more actively with the University of Toronto and UTSC administrations, especially given a UTSC student population with diasporic family networks in many parts of the globe that creates unique opportunities for international linkages.

The Department's programs are also fully consistent with **the five strategic directions of UTSC**: (1) developing new areas of scholarship; (2) innovative research and engaging students more in research; (3) developing a globalizing perspective and partnerships – mirroring one of the prongs of the University of Toronto's three priorities; (4) experiential learning; and (5) creating foundations and infrastructure for student success and interpersonal networks.

Fostering new and emerging areas of scholarship is reflected not only in the Department's two new minors, and strategic hires contributing to these, but also in the four clusters of research/teaching/innovation it identifies as areas of strength and synergies in both the ESS (9-10), and the EAP (4-5): Creative Writing, Literature and Science, Literature and the Other Arts, and Critical Race and Ethnicity Studies. Creative Writing responds to growing demand occurring across North American Departments of English: UTSC students we met with indicated that spaces in the upper-level CW classes currently cannot meet this demand. The Department also has a number of faculty with research and/or teaching interests in eco-criticism, literature and sustainability, and especially in health and the humanities (e.g., literature and medicine, literature and psychology). Critical Race and Ethnicity Studies are represented across a number of fields in the Department, and clearly an area of high demand among the students we met with, who seemed keenly interested in more initiatives to diversify the curriculum from racial and ethnic perspectives to better match their own diversity (itself a mirror of Scarborough and the GTA's increasingly multicultural population). We saw fewer manifestations of the "Literature and the

Other Arts” cluster during our site visit, aside from the dynamic growth in Literature and Film Studies, but faculty CVs and both the ESS and EAP indicate that several faculty members have research and/or teaching interests in literature and music, social media, and emergent cultural forms such as the graphic novel (a strong interest for many CW students now): areas often grouped under the rubric of “Cultural Studies” in other Canadian Departments of English.

It seems clear that these four clusters are associated with innovative interdisciplinary forms of research by faculty members in the Department, on subjects such as disease, disability and aging, literacy and postcolonial literatures, literature and musical forms as different as hip hop and opera, globalization and language in the age of Shakespeare, “steampunk” as a contemporary cultural aesthetic manifesting Neo-Victorianism, “Black Atlantic” archives and social justice, “stateless cinema” from Iran to the minority Basque culture of Spain to Quebec, and documentaries in an era of “reality culture.” While there was less focus on projects in digital humanities than in some departments of comparable size, at least two of these projects were evident, drawing on partnerships with Library and Information Science.

Faculty members are also very actively involved in considering ways of involving UTSC students more in their research, and making it more visible at the UTSC campus, despite the fact that their teaching in the Faculty of Graduate Studies takes place at the University of Toronto’s St. George campus. As the Dean of Graduate Studies indicated, the problems of geography pose constant challenges for graduate students as well as faculty members. The review team asked if it would be possible for some graduate seminars in English to be offered at UTSC, for example, but it was clear that commute times and the complications of graduate student and faculty schedules did not make this feasible. The ESS (30) presents some additional compelling reasons why proposals to establish a graduate program in English at UTSC did not go forward.

Developing innovative ways of enhancing experiential learning for students has clearly been another central concern for the Department, and here they have had fewer obstacles to negotiate. As we note below under “Curriculum and Program Delivery” some of these opportunities arise from courses that leverage Scarborough locations and UTSC campus culture; others form key components of the Department’s programs and culture like the Writer-in-Residence program. There are also several very active student organizations in the Department that organize events, produce outstanding journals, and provide experiential learning opportunities.

The Department’s 5-year plan includes creation of some innovative new spaces to further build on “Strong Foundations” and to create spaces that “tell stories,” as the UTSC mission statement puts it. These include the creation of a “Writers’ Room,” and a “Teaching Garden” (EAP, 13-14)

Admission Requirements

- The appropriateness of admission requirements in relation to the learning outcomes of the program.

The Department of English does not have admissions requirements distinct from admission requirements to enroll in the University. The only exception is that students who wish to pursue a Minor in Creative Writing must submit portfolios of their work to be reviewed for admission to creative writing courses. In 2013-14, 694 students were enrolled in English Department

programs. These included 113 in the Specialist category; 366 majors; and 177 declared minors. Total enrollments in departmental courses were 2013-14 were 2,258. The average CGPA of Grade 12 admitted students in the most recent year for which statistics are available is 77 (film studies students average 76; English students 80; and English literature students 82). Since 2009, the average number of years required to complete the degree has been 5 years, which is more than reasonable given that the majority of the students are working while attending university. The average CGPA of graduating students is 2.52. (This information is drawn from the EAP, 14 and from the report on English: Data, Academic Planning, and Cyclical Review.) Our impression from talking with both faculty and students is that in this uniquely multi-cultural student body, many of the students are also the first generation in their families to attend college, and a great majority are working part-time and even full-time jobs. Their success at UTSC appears to be the result of their determination to get an education and to the faculty and staff members' commitment to help them achieve their goals.

Curriculum and Program Delivery:

- How the curriculum reflects the current state of the discipline or area of study.
- The appropriateness of the program's structure, curriculum and length to its learning outcomes and degree level expectations.
- Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.
- What opportunities are there for student learning beyond the classroom.
- What opportunities are there for student research experience.

As we note above, under "Objectives" and strategic priorities, the curriculum for various programs in English offered at UTSC **reflects the current state of disciplinary transformations in recent decades** (summarized in the EAP, 2-3). Indeed, the Department may be ahead of the curve in incorporating these transformations in its curriculum. Given the expansion from the traditional historical fields of predominantly British literature, to American, Canadian, Postcolonial, and World Literatures in English (plus fields such as Creative Writing, Composition and Rhetoric, Film Studies, Popular Culture Studies, among others) and given that the Department is modestly sized, it faces the challenge of balancing a "historical coverage" model with a more strategic and selective "cluster" approach to delivering the curriculum. With fifteen, full-time continuing faculty and four long-term, part-time lecturers, it is far from alone in facing this challenge. As UTSC administrators rightly noted during our site visit, their English Department is in fact the size of numerous Departments in Universities across the country, from the Atlantic provinces to BC – a parallel obscured by its identity as one of three campuses of the larger University of Toronto. At the same time, this larger structure also means that a significant proportion of the available teaching resources at UTSC are dedicated to delivery of the graduate program at the St. George campus. As a result, there is less faculty teaching time to serve the UTSC student population of over 12,000 than might be expected from fifteen faculty members.

The **structure, curriculum, and length for the various programs offered by the Department follow the norm** for the outcomes and degree expectations in each case. There is a suite of first-year classes that provide a variety of pathways for students, teaching them foundational concepts, cultural literacy, and critical writing skills, or introducing them to literature and film through various national literatures or genres. As in other programs, second-year classes are

larger than third and fourth-year and broader in their focus often, while third and fourth-year classes are more specialized, by historical period and/or by special topic.

Given the number of classes and differing requirements, we agree strongly with the Department's plan to engage in calendar revisions that provide "Routes through the Program" (EAP, 11). The "Routes through the Program" will allow students to create individual paths of learning through a wide variety of course offerings to tailored degrees best suited for their aspirations and goals. Even as discipline specialists familiar with the structures and requirements of various English programs, we found the long list of classes not easy to navigate. The manner of listing each course by a long block of merged letters and numbers (ENGBO6H3) itself makes a quick interpretation of a course level and number difficult, although students more familiar with the course codes might be used to this. We also heard that the Department is considering a return to yearlong classes. While acknowledging that these offer particular pedagogical benefits in some cases, this step would need to be carefully researched. Might it result in more scheduling conflicts for students interested in English as a joint Major or Minor?

Other scheduling issues we noted in discussions with faculty and students included the necessity of working within class duration times driven by the Registrar's office. While scheduling issues are necessarily complex in any institution, as a general rule scheduling should be flexible enough to accommodate discipline-specific pedagogical preferences. For instance, while a 3-hour block pattern (sometimes broken into either 1-hour or 2-hour blocks, as we understood) might work best for students doing labs in science programs, it should not drive instruction in classes where a 90-minute duration might well be the most suitable pedagogically.

Regarding requirements, English Majors, who form a student population almost four times as high as English Specialists, are required to take the same five core courses (ESS, 14) as English specialists. This seems quite sensible in some respects, since the distinction between four-year "Honours" or specialist and "Majors" programs in English is less pronounced now in many Canadian Departments of English, and students in both kinds of programs may end up proceeding to graduate studies in English. That said, the Department might want to survey its Majors to ensure that they feel equally well served by these requirements, given that many do tend to have differing career aspirations from English Specialists.

Like many other Departments of English in Canada, the department at UTSC has wrestled with the question of whether or not to require a historical survey class of all English majors as a foundation for the study of English. This issue often came up in discussions with faculty and students. As the EAP indicates (6-7), the Department opted to re-introduce the survey "Charting Literary History, I and II," employing a combination of lectures and tutorials, and describes the initiative as "very successful ... judging by student feedback." Some of the relatively small number of students we met with (8 or 9) expressed slightly more mixed views (see below), although mainly focused on their desire for enhanced diversity of cultural perspectives in the historical survey classes.

There were many signs of **innovation and creativity in the content or delivery** of the Department's programs, evident both from review materials and what we learned from faculty and student interviews. The introduction of the Creative Writing Minor and the Literature and

Film Minor has had many positive effects and both new programs have evidently been welcomed by students. The Department has worked closely with the library to develop the Liaison Librarian Program. The range of critical approaches noted in the ESS (12) and reflected in course descriptions indicates a healthy diversity of methodologies and perspectives, typical of the discipline, but not always so enthusiastically embraced in some departmental cultures.

Innovations promoting student learning both in and beyond the classroom are suggested by the descriptions for a number of highly inventive classes integrating and leveraging Scarborough locations and UTSC campus culture as described in the ESS (20-22). For example, some courses incorporate such features as the creation of original historical Scarborough vignettes, co-curating a Literature and Science Fair, soundscape analysis in Toronto locations, and “place and space” assignments in Geography and Regionalism coordinated with walking. We also were highly impressed by the research expertise, pedagogical commitment, innovation, and enthusiasm manifestly evident among the Department’s group of four long-term, part-time lecturers, among those actively involved in curriculum innovations. The Writer-in-Residence program also provides students with important opportunities for experiential learning with some of Canada’s leading writers (e.g., most recently, Miriam Toews and Nino Ricci, EAP, 8). The English Department Liaison Librarian also organizes field trips to the Robarts Library for students.

There are several very active student organizations within the Department that organize events: e.g., SELF: Students of English Literature and Film, the student editorial board that produces the *Scarborough Fair* journal, and the only Canadian chapter of an International English Honours Society. These provide valuable experiential learning opportunities and contribute to UTSC partnerships with the community and increasingly across borders. We noted, for example, the successful social media campaign by student editors to raise the profile of *Scarborough Fair* that attracted over 800 viewers of the journal’s site across borders. The various organizations also point to a thriving and creative Departmental culture in which faculty and students come together on projects of shared interest outside the classroom as well as in it. Students were greatly appreciative of opportunities for such hands-on experiential learning, suggesting that the Department might want to investigate introducing a “Publishing Practicum” class for advanced CW and Specialist students –which could also be informed by perspectives drawn from earlier periods given the importance now of “History of the Book” approaches to literary studies. There are an increasing number of Creative Writing programs at Canadian universities that offer courses and internships with small presses that allow students to follow the publishing process from book proposal through editing, design, printing, publication and marketing stages. Still other courses and internships offer students hands-on editing experience with professional literary journals.

The new Senior Essay and Capstone Seminar (ENGD98Y3) for fourth-year (D-level) students mirrors similar initiatives in programs of English at other Canadian universities, and provides senior students with new opportunities for developing oral presentation skills, research skills, more sophisticated critical or theoretical vocabularies, and in some cases conference organizing skills (e.g., the Humanities Undergraduate Conference). This class also provides a natural venue for further building on student research experience.

The Liaison Librarian Program has been very successful. Course research guides have been developed that help students learn how to do research in the areas specific to the field of study in the course, which is extremely important to studies in English, as research resources can vary extensively from the medieval period to postcolonial literature. This program has also introduced students to digital scholarship, providing them with opportunities to work on faculty projects in the digital humanities, and well as developing their own digital modules.

During our site visit we discussed various opportunities for enhancing the research experience and making faculty and graduate student research more visible at UTSC with the VP Research and faculty across the University. These included UTSC's plans to sponsor a new kind of research award for students engaged in library research (in collaboration with library staff); more use of student RAs on internal grants to faculty to enhance the competitiveness of grant proposals; discussion with the Research office of ways of making summer research project funding, currently available mostly to students in the sciences or social sciences, also available to humanities students; and profiling student research projects at events keyed to approaches to potential donors. We would also recommend that the Department consider instituting a competition for fourth-year students in the Capstone class on the model of the "3-minute thesis" presentations used in graduate programs at other universities. In addition, the Department could consider hosting some research forums on the UTSC campus, possibly in conjunction with outreach by the Jackman Humanities Institute at the St. George campus. Since there is no shortage of graduate students, the Department could consider as well initiatives to pair senior undergraduates with graduate students in research projects, including pedagogical initiatives.

Assessment of Learning:

The appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree level expectations.

The department evaluates students using methods consistent with best practices in English departments that inspire students to engage actively in research and critical thinking in independent and experiential ways. Classes ask students to demonstrate their learning through the usual combination of assignments, exams, and essays that hone argumentative and analytical skills. However, we all greatly admired a range of more innovative and unusual assignments. These include a scavenger hunt in which students imagine a character in a nineteenth-century novel making herself at home on campus and a "Literature and Science Fair," in which students analyze how an author uses science in literary texts. In other courses, students experiment with the impact of walking on perception and engagement with the environment, and in a course focused on Renaissance literature, students test theoretical studies of the ways sound shapes boundaries, perception, historical period, and even nationhood by testing those theories against their observations of contemporary soundscapes in their daily lives. The creative writing courses also use wonderfully innovative assignments that ask students to express themselves in digital, audio, and spoken formats as well as in writing.

In syllabi, class descriptions, and specific assignments, the instructors clearly connect assignments to learning goals and explain how students' performance will be evaluated. We not only appreciated the pedagogical insight and rigor demonstrated class by class, but also the way the curriculum as a whole moves students from fundamental skills of reading comprehension,

analysis, argument, and expression to ever more sophisticated ways of historically and culturally contextualizing their claims to being able to conduct independent research that requires powers of critique, synthesis, and communication in various media. Throughout the curriculum, whatever the subject, students received excellent training in analytical writing, enriched by the diverse offerings in creative writing courses.

Our interviews with students made clear that students found classes compelling, expectations clear, and the means of evaluation appropriate to the courses.

Quality Indicators:

- An assessment of the programs against international comparators.
- The quality of applicants and admitted students.
- Student completion rates and time to completion.
- The quality of the educational experience and teaching.
- The implications of any data (where available) concerning post graduation employability.
- Availability of student funding.
- Provision of student support through orientation, advising/mentoring, student services.
- Program outreach and promotion.

The **Quality of teaching** is very high. We note that in Fall 2014, the English Department had the “highest composite score on student evaluations” of any Department (EAP, 1). As we have observed in other sections of this report, instructors in all tracks demonstrated a genuine commitment to keeping their teaching methods current and fresh, to ongoing review of the curriculum, and to professional development for teachers. The students we met with praised the quality of the instruction offered, the dedication of faculty, and the usefulness of the skills and subject matter they learned. Moreover, the student group we met with included both majors and non-majors. Both groups were warm in their praise for the quality of instruction. (See statistics regarding the **quality of students** above.) The very high teaching scores of Department members collectively are especially notable given that many C-level classes are capped at 45 students, with the exception of Creative Writing C-level classes, capped at 20 (ESS, 17). Caps of 40 would be closer to the norm for third-year more specialized classes in many Canadian universities. The cap of 15 in the Capstone Seminar, however, is ideally suited to providing fourth-year students with the opportunity to learn in a context with more “intensive, small group methods” (ESS, 18).

Of the 121 courses listed in the 2015-16 Academic Calendar, more than 80 are offered annually (ESS, 16). This would seem to provide students with a reasonable course selection. However, we do note that the combination of success in attracting students to English Department classes with a lack of flexibility in the timeslots available for teaching does sometimes make it difficult for students to take courses they want or need during the semester or year when the student wishes to take the course.

In terms of **completion rates**, as we note above, students tend to finish the degree in five years. This is the norm at UTSC. Most students are working, have families, are first generation, and have financial struggles so that this rate seems very impressive overall. Given the complicated

lives of these determined students, it might be useful to establish institutional or departmental policies to help the students negotiate with extensions (including documenting work pressures, for example, along with illness or deaths in the family, among circumstances justifying an extension). A little more flexibility in deadlines might make the difference between completing course requirements or not, in the case of students particularly stretched by multiple obligations.

We applaud the **quality of students' educational experience**, which the students themselves rated highly. We also heard from the students we met with that they would like to see more representation of diversity. In all English Departments we face the question of how to include authors or perspectives from cultural traditions other than English or Western in ways that do not seem more like token representation than substantive curricular transformation. Real transformation recognizes the growing importance of globalization and the increasing diversity of domestic communities, especially evident in the student body of UTSC. Students see the potential for more incorporation of diverse cultural perspectives, for example, in the historical survey classes and in film classes, but really throughout the curriculum.

The students use “diversity” to refer not only to class, ethnic, and racial diversity, but also to religious diversity and the diversity of human sexualities. They noted, for instance, the dominance of Christian perspectives in English literary history, and would appreciate more representation of other religious traditions and more representation of LBGTQ perspectives and of the body of literary theory most often designated “queer theory.” They were especially concerned to see emphasis placed on increasing the diversity of the faculty. At the same time, we want to acknowledge that, judging by our discussions with faculty and other evidence, the English Department is already making real effort to incorporate such diversity. Doing so is an ongoing challenge for universities and English departments across North America.

Like most departments (and institutions) across North America, the English Department at UTSC is now working hard to gauge **post-graduate employability** by building stronger ties with alumni. Department leaders acknowledge the need to work more with alumni to gather more information on this front and to feature that information on the website and in promotional materials. To jumpstart that process, the Department is now organizing career days where they invite former graduates to share career advice. The faculty are delighted to learn that a number of their alumni are working in the cultural industries. The faculty also recognize the importance of building a long term perspective in assessing the employability of humanities graduates, given that numerous recent studies indicate that graduates in all disciplines will repeatedly change careers over their lifetimes and that humanities graduates in particular tend to establish successful careers, but sometimes a few years out from graduation. We hope the University's alumni affairs staff will provide assistance in these efforts.

The Department and University provide extensive **support** in terms of resources and services. Library support is an especially important feature for students of English in what is still primarily a text-based discipline. Students at UTSC enjoy access to one of the premier library collections in North America at the University of Toronto. As our interview with librarians indicated, they also have access to special library sessions on research and specialized databases and collection holdings. Student Services offers career advising. A University Academic Travel Fund allows undergraduates to attend conferences and realize other opportunities. The Creative Writing

program provides an excellent array of outside-of-the-classroom activities, and student organizations in the English Department like the film club help to build supportive learning communities. However, if this question relates to financial support, we assume students rely on University resources rather than Department resources (consistent with most universities in North America).

The Department has an outstanding **outreach and promotion** strategy that includes events at the East Scarborough Storefront and other venues in the community, career fairs, public film showings on and off campus, and its Writer-in-Residence program. Students and faculty described class assignments that required students to reflect on their relationships to the Scarborough and Toronto communities in a wide variety of ways. It is important to remember that outreach includes bringing the community to the campus, and the Department does this through film screenings, lectures, author readings, and readings by high-profile writers. These programs are hindered by a lack of space, however, and a multi-purpose writers' room would provide students the opportunity to plan events with members of the community. The "Teaching Garden" provides the opportunity to bring the community onto campus to engage with its extraordinary natural environment.

Program Recommendations

In consultation with the UTSC senior administration, the Department should investigate the creation of international exchange programs for students in English programs that might further the University of Toronto strategic priority of deepening "International Outreach."

The Department should implement its plan to provide clear mapping of "Routes through the Program" clarifying structures and requirements for students in the various programs it offers.

The Department should seek ways to further enrich the diversity of its curriculum, to match the diversity of the UTSC student population. It should take especial care to incorporate this diversity in required classes, such as its reintroduced "Charting Literary History" classes for English specialists and majors. It should continue to assess student response to this requirement, and also reconsider the implications for enrolment of a potential return to full-year classes.

The Department, in consultation with the Dean and the administration, should continue to seek more flexibility in class scheduling. It should also investigate the possible creation of guidelines or policies that might accommodate the needs of students working many hours each week to finance their studies, while also often spending many hours a week commuting to campus.

To further enhance the exceptional innovation and creativity evident in the delivery and content of classes, and the rich experiential learning of students, the English Department should work with the Dean and administration to establish its planned "Writer's Room" and multi-purpose space, as well as its "Teaching Garden."

Working with the Alumni office, the Department should continue to organize events that profile post-graduate employment in areas such as the cultural industries, publishing, the civil service;

it should also seek more information on its graduates and careers they have pursued, and profile alumni on its website.

To make the impressive and cutting-edge research of UTSC English faculty members more visible to undergraduate students, and to enrich the student research experience, the Department of English should consider the following measures:

- *work with the Dean and Vice-Principal of Research to provide more research opportunities and funding appropriate for humanities students, like the planned new UTSC research award for library research;*
- *engage third and fourth-year students more as RAs for research projects and grant-funded research (both external grants and smaller internal grants provided to support larger scale applications);*
- *seize the opportunities provided by the large numbers of graduate students in English at the University of Toronto by teaming up graduate RAs with undergraduate RAs for work on research grants, including pedagogical research;*
- *profile research by faculty, graduate student TAs, and senior undergraduate students in research fairs or events on the UTSC campus, including events attended by potential donors, or events with a friendly, competitive dimension (e.g., 3-minute presentations of senior research essay projects, on the model of 3-minute thesis presentations by graduate students at some Canadian universities);*
- *work with the University of Toronto downtown campus (e.g., the Jackman Humanities Institute) to organize more research-related activities at UTSC.*

2. Faculty/Research

- **The scope, quality and relevance of faculty research activities.**
- **The appropriateness of the level of research activity relative to national and international comparators.**
- **Appropriateness of research activities for the undergraduate and graduate students in the Faculty.**
- **Faculty complement plan.**

The Department of English is moving from the traditional coverage of historical and geographical literatures followed at the St. George campus to one that distinguishes itself from both the St. George and Mississauga campuses. The Department plan calls for an increasing movement to a model of “coverage with specialization” as represented in its major and minor programs in English Literature, Literature and Film Studies, and Creative Writing.

The faculty members do outstanding research across the wide variety of subjects that reflects the curriculum and two of the three fields of study represented as majors or minors. Considering the number of faculty, there is impressive historical and geographical coverage in the research, including faculty members working in the historical periods of medieval, early modern, nineteenth-century, modernist, and contemporary literature across the geographical range of Canadian, American and Postcolonial literatures. Research in Cinema Studies is carried on by four faculty members and covers the history of film, international film, and film and race. The

Department also has a research cluster in critical race and ethnicity studies, an area that has never been more crucial given the increasing diversity of Canada's population, especially in Toronto, and this diversity is reflected in the student population at UTSC.

The quality of the research is very strong and measures extremely well against national and international comparators. The three professors have all published multiple monographs and articles with internationally recognized presses and journals. Associate professors have also published at least one monograph or have a monograph under contract or a book project with tri-council funding. The quality of research can also be seen in the increase in tri-council funding over the past seven years in terms of the percentage, which has moved from below the Division 1 Humanities average to matching the average. It should be noted that success rates nationally in many SSHRC disciplines such as English tend to be lower and grant sizes smaller than in many science disciplines. Moreover, humanities researchers tend to access an array of funding sources aside from the tri-council, including Canada Council grants (in the case of creative writing faculty), or fellowships. In addition, the social sciences paradigms informing some strategic funding programs can make them more challenging for humanities researchers to access.

The research matches the curricular needs for undergraduate students and those preparing for graduate school, with one major exception – Creative Writing. The research in English Literature and Cinema Studies allows for a wide range of courses in literature and film that fulfill the curricular needs of students majoring or minoring in English Literature or Literature and Film Studies. The Department should be also praised for having faculty members actively pursuing research in critical race studies at a university as diverse as UTSC. At the same time, as we note above, students would be very grateful to see greater diversity among faculty members across the University as well as in the English Department.

There is not, however, a single research faculty member in Creative Writing and this is a serious problem for the Department that must be addressed. The Department has hired two Creative Writing faculty members in the teaching stream, but a Creative Writing program cannot be built on faculty members who have no responsibility to carry on research, or, if they have done research, it is research that has been done in their “spare time.” The Department should not be offering a Creative Writing Minor without a research faculty member in this area, nor should it be even contemplating moving to a Major without at least two research faculty members in Creative Writing. The terminology changes from one university to the next, where creative writing is called research, creative research, or creative production, but the standards are the same. The expectation is that creative writing will be taught by creative writers whose research is recognized in terms of teaching workload, promotion through the ranks, and in any other areas of measurement required of research faculty.

National standards for creative research are equivalent to those of academic research. The publication of a novel, a book of stories, a book of poetry, a book of creative non-fiction, a play, or a screenplay is the equivalent of an academic monograph. Given the emphasis on production in drama and the making of films from screenplays, productions emerging from a play and films made from a screenplay are the equivalent of publication.

The Department plan currently extends this deficit in research faculty for Creative Writing. The plan outlines a very well grounded and articulated proposal for the submission by 2018 for a new major in Creative Writing, noting that it is a “growth industry in higher education” and that the Major in Creative Writing will be “the only undergraduate program of its kind at the University of Toronto.” It outlines an exciting, state-of-the-art Creative Writing Major that recognizes the need for both traditional genres and burgeoning genres such as screenwriting and graphic novels, both creative and academic courses, and both the learning of traditional craft and a rethinking of craft through cross-genre and cross-media courses. It is unfortunate that the proposal also calls for the hiring of another Creative Writing faculty member as a “full time teaching-stream position” who is “an established, award-winning writer.” In other words, the Department will be requiring extensive research credentials for a teaching-stream position. The Faculty Complement Plan contains, obviously, a fundamental contradiction. It fails to recognize the need for at least two research faculty in Creative Writing to launch a new major.

The Department has the opportunity to take the lead in Environmental Literary Studies and has a significant historical gap in Eighteenth-Century Literature. These two areas make a very attractive pairing. The eighteenth century saw the advent of the industrial revolution that was the cradle of the crisis of global warming we are facing today. A faculty member with expertise both in eighteenth-century literature and literary eco-critical theory would both fill an important historical gap and bring research knowledge that could be applied across historical periods to contemporary eco-critical issues.

It is commonplace across Canada that Departments of English with a Creative Writing component receive funding for a Writer-in-Residence. Base funding allows for planning well in advance, facilitates community outreach, and has the potential to bring great publicity to UTSC programs. The crucial importance for base funding in the success of a Writer-in-Residency program is that the Department can then apply for matching funds from outside granting agencies, such as the Canada Council for the Arts.

The Department of English is also responsible for many of the student needs for acquiring writing, reading, oral, and listening skills, and the on-going renewal of pedagogical methods of teaching these skills. The Department has clearly made a commitment in this area with the appointment of a Senior Lecturer in Critical Writing. The plan for a new, shared position in Critical Writing has been carefully considered and is an intelligent use of resources. This is a position that provides students with specific skills for entering the workforce, especially the desperately needed emerging skills for e-writing, social media, and self-publishing.

One of the fundamental problems the Department has is planning its curriculum from year to year with an uncertainty of what teaching resources it will have. The part-time lecturers noted that their biggest frustration is in not knowing if they will have a job the following year and that contracts can come very late. The four part-time lecturers are evidently extraordinary and committed teachers. Even as they were explaining their concerns to us they were generating innovative teaching ideas on the spot. (We were taking notes on ideas to incorporate in our own teaching.) These are obviously exceptional people whose accumulated experience is highly valuable. They should be on base funding.

Faculty/Research Recommendations

There should be base funding for the part-time lecturers to provide stability for departmental teaching and planning.

There should be base funding for a Writer-in-Residence and this funding should be leveraged for external funding from the granting agencies such as the Canada Council for the Arts.

There should be a shared position with CTL in Critical Writing with an emphasis on the new media for the training of students for the contemporary job market. This position should be the first addition to the Department's teaching complement.

The Department should consult with the Dean about the possibility of converting existing "teaching stream" positions in Creative Writing into "research stream" appointments. It should also revise its hiring plans to request that its next two faculty positions in Creative Writing be tenure-track research positions, and seek to have these positions filled as soon as possible. While costs associated with this might somewhat delay the launch of the Creative Writing Major, it will in the long run produce a flagship program for the University of Toronto as a whole. It is a significant opportunity for UTSC.

There should be a tenure-track position in Eighteenth-Century British Literature and Environmental Literary Studies.

3 Relationships

- **Strength of the morale of faculty, students and staff.**
- **Scope and nature of relationships with cognate academic units.**
- **Extent to which the Department has developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs.**
- **Scope and nature of the Department's relationship with external government, academic and professional organizations.**
- **Social impact of the Department in terms of outreach and impact locally and nationally.**

The **morale** of the faculty, students, and staff was quite inspiring. Yes, students would like to see a more diverse faculty and curriculum and faculty would like to be able to add to their numbers, but we consistently heard pride and appreciation from all corners. Faculty and staff admire and appreciate their colleagues and are clearly committed to their students. The department has built a strong, responsive, intellectually rigorous, but also welcoming culture.

In terms of cross-disciplinary **relationships with academic units**, one of the challenges for English is that in the 21st century, students are likely to want "multi-media" courses, which might, for example, combine studying literature, film, and nonfiction writing and in which students might offer their analyses in the form of written essays, blogging, video-essays, podcasts, etc. However, there are hurdles. A likely partner, such as Journalism, is in the

Department of Arts, Culture and Media. The Associate Chair surveyed a number of options the department has been exploring. These include developing clusters of courses around shared topics that might appeal to students as well as initiatives for themed classes and team-taught classes outlined in the internal report. We also discussed experimenting with creative inter-disciplines like the health humanities and environmental studies, which we would encourage.

Finding ways to work across some of the current divisions and departments and helping students to do so could be valuable for all units on campus. Leadership from the dean as well as departmental efforts will be needed to surmount institutional obstacles to collaboration. The administration could be very creative here by bringing in facilitators to guide a series of conversations across likely departments about the potential for cross-departmental majors and cross-disciplinary team teaching.

The English Department also has a great deal to offer other units. We heard a common theme in the department (common across North American universities) that students in general show a lack of adequate preparation in writing and communication skills. How could the English Department become a resource for addressing this need?

We are unsure about the extent of **national and international collaborations**. As the department matures, the faculty might want to consider opportunities to build on diasporic networks of alumni to develop international networks, for instance, through exchange programs.

The faculty are interested in experimenting with forms of experiential learning, which would also allow for deeper **connections with local communities**. While in Canada “experiential learning” generally refers to courses or programs that serve the campus, in the United States one version of experiential learning—“service learning”—involves community-based learning in which students develop a project in collaboration with a community partner (such as a local elementary or high school, a museum, a homeless shelter, the parks service, a public library, an immigrant support organization, etc.). The project simultaneously provides a public good for the local (and even national or international) community and meets the course’s learning objects through deeper engagement and application. In essence, the service becomes an additional text in the course. Service learning of this kind has the potential to generate a strong public profile for UTSC’s English Department in Scarborough and the GTA.

Relationship Recommendations

Explore opportunities to collaborate with related units to form clusters of courses or team-taught courses.

Work with other departments to determine what courses English could offer with their students in mind, especially writing courses.

Investigate “service-learning” opportunities by inviting a specialist in this pedagogy to lead a workshop and by meeting with potential community partners.

4 Organizational and Financial Structure

- **The appropriateness and effectiveness of the Department's organizational and financial structure.**
- **The appropriateness with which resource allocation, including administrative and technical staff, space and infrastructure support, has been managed.**
- **Opportunities for new revenue generation.**

The external reviewers recognize that we do not have expertise in this area. The staff who work for the department are clearly dedicated to their work and deeply appreciated by the Chair and faculty members. Our experience working within departments lends us enough experience to know that staff with responsibilities for two or three departments feel the stress of dealing with the different cultures and institutional histories of departments.

The Department Plan notes that the shared arrangement works very well. Both the Chair and the Business Officer, however, were able to explain to us in meticulous detail the ways in which the Business Officer is overworked and simply cannot do the job required. We were exhausted in simply reading in the Department plan and in the job description the extensive responsibilities he has for three different departments. It is clear that he needs assistance.

The infrastructure and scheduling of existing space for film is inadequate. There were consistent complaints about lighting and proper sound equipment for showing film. Booking of the space that is available is difficult. To draw a comparison with the sciences, a proper screening space is the laboratory for film. Many of the film courses have high enrolments, both as general interest courses and as part of the Literature and Film Studies Minor. There are presumably other departments that wish to show films and the Department of English could work with other departments and the administration to develop film space that answers broad needs across the Faculty.

We did not ask about repertory film programs for the public, and perhaps such programs already exist, but film showings for the public can be a source of **revenue generation** to offset at least some of the costs of offering film courses. There might be opportunities for revenue generation in offering series of screenings for various ethnic and linguistic groups, offsetting the cost of renting films for an excellent community outreach program.

We were astonished to discover that UTSC has gorgeous ravine grounds and the development of the Teaching Garden would allow both the students and the public to interact with this magnificent space.

The proposed "Writing Room" is in keeping with many English Departments across Canada who use such spaces for group study and creative workshops, presentation of lectures and student readings of creative work, and for students to engage with the public and high school students interested in the university experience.

Organizational and Financial Structure Recommendations

The Department's request for an assistant for the Business Officer seems reasonable and very much needed.

The Department and the Administration should work together to establish a state-of-the-art screening space for film. Other interested departments might contribute to this process and develop cooperative programming. The Department should explore the possibilities of revenue generation from film.

The Department and the Administration should develop the Teaching Garden.

The Department and the Administration should find space for and equip the "Writing Room."

5. Long-range Planning Challenges

- **Consistency with the University's academic plan.**
- **Appropriateness of:**
 - **Complement plan, including balance of tenure-stream and non-tenure stream faculty.**
 - **Enrolment strategy.**
 - **Student financial aid.**
 - **Development/fundraising initiatives.**
 - **Management and leadership.**

The Department's clearly articulated five-year plan, like its programs, is well calculated to advance both the **University of Toronto's three strategic priorities, and the five priorities of UTSC**. The plan focuses on continuing to develop new areas of scholarship that build on the clusters of strength in the Department and new initiatives like the Creative Writing minor, and the Literature and Film Studies minor. The 2015-16 hire in cinemas associated with diverse global contexts is already working to enhance globalized perspectives, as student comments to us indicated. New courses in literature and science are being developed (EAP, 13). The plan to develop "thematically linked units across the curriculum" tied into student publications like the *Scarborough Journal* and student events (13) is another innovation that accords with "reimagining undergraduate education" and enhancing experiential learning, as does the plan in Year Five, for the "First UTSC Student Film Festival" (15). The multiple uses imagined for the Writer's Room (13-14) suggest that it will become a hub for experiential learning, development of student networks, events that make research visible, and creative activities such as public readings and interactive story-telling that draw in the wider community.

The **complement plan** seems judicious, realistic, and focused on areas that will both grow enrolments and enhance the quality of education by addressing significant gaps in fields of specialization. At present, the Department is currently seeking two full-time "teaching stream" appointments, one in "critical writing" (e.g., rhetoric and composition or analytical essay writing), and one in Creative Writing, as well as a tenure-stream Assistant Professor in

Eighteenth-century British Literature, with expertise in literature and the environment. The Department also hopes to convert one of its four part-time lecturers into full-time (13), and provide more stability for its programs from year to year by including funding for part-time faculty members in its base budget: to avoid scenarios in which instructors and students often find out very late whether or not classes will be taught or available.

As we indicate in Section 3, the reliance on “teaching stream” faculty in fields such as Creative Writing needs to be reconsidered. Enhancing the current diversity of the faculty (in the research stream as well as the teaching stream) needs to be given higher priority, judging by student input to this review. The Department also needs to carefully monitor and manage any movement of the “research” and “teaching” stream towards a two-tier system that breaks the link between frontline research and/or creative production, under-utilizes the evident research expertise and enthusiasm of highly trained young faculty, and affects the delivery of the undergraduate program. Currently, department members from these streams work very harmoniously together aided by a highly competent, sensitive, and proactive Chair who ensures that faculty in both streams are rewarded and recognized through various means. There are also some quite innovative and exciting collaborative teaching initiatives in the Department. However, with the current division between the streams, there is the potential even in such collaborations for a binary model to develop in which a research-stream faculty member supplies the field expertise and the teaching-stream partner (often with his or her own field expertise), is viewed as providing pedagogical expertise chiefly. This would run counter to the organic connections between subject matter and presentation or teaching style (put bluntly, content and form) that are central to the discipline.

The Department is well aware that **maintaining and growing enrolments** is among the major challenges it faces, since at UTSC (as at some other Canadian universities), students are more often opting to do joint major degrees in English or include English as a minor, than to specialize in English. Or increasingly, throughout North America, they are opting to study Creative Writing. We heard during our site visit that at high school recruitment sessions a high proportion of prospective students and/or their parents ask about Creative Writing (up to 75% in one instance).

The Department has developed a number of strategies for dealing with this, building on the success of both its Creative Writing and Literature and Film Studies minors, and creating classes in the latter program that involve more tutorials (EAP, 11). Another strategy includes the plan to offer a new general-interest writing class to students enrolled in other programs, although care will need to be taken to ensure that this does not drain away resources from other areas in the program. Given the highly positive comments we heard from students combining English with a range of other programs (Psychology, Political Science, Languages, for example), this seems like an initiative likely to increase enrolments in English, while also enhancing the writing and communication skills of UTSC students. Promoting English more as a minor that forms a very useful complement for students in other programs also seems like a way to grow enrollments.

While the Department already offers a wide array of very interesting classes, it might also want to consider introducing a class at the second year level that draws in students. One possible class that would build on the growth in Creative Writing and also build linkages between this area and

the study of literature might be a class on “The Creative Process,” focusing on studying the creative process both in writers of the past and contemporary writers. Some versions of such a class at other universities also bring other disciplines into a class of this nature: e.g., by inviting scientists, psychologists, visual or musical artists, entrepreneurs such as advertising “creatives,” or actors to do presentations on their experience of the creative process. A class such as this might also help to underscore the value of studying English for the “creative classes” more generally – and high profile presenters in such a class might be invited to speak in venues that opened the class to a wider campus and/or community audience.

Student financial aid was not a topic addressed, although clearly it is a pressing issue for students across disciplines with mounting debt loads at the present time. The students we met expressed concern about student debt. The creation of more scholarships for students in English through **fund-raising initiatives** is a partial means of addressing this issue for some students, and also raising the profile of the Department and its programs (e.g., funds raised can be devoted to literary prizes and competitions as they are at many universities, often with the donor’s name attached). Some universities have made student scholarships a central focus of their fundraising campaigns. The senior administrators we spoke to seemed to have very cogent understandings of both the opportunities and challenges of fund-raising at UTSC – one challenge being, as was pointed out, that there is simply less concentration of wealth in the parts of Toronto UTSC most serves than there is around the downtown campus. That said, many of the new Canadians from diverse cultural origins in Scarborough value education highly, have succeeded in the face of huge obstacles themselves, and might be particularly open to donating funds to provide scholarships for students from certain backgrounds or particular types of literary prizes.

Among **management and leadership issues**, two principal ones we noted are recognizing the value of administrative service provided by, in this instance, an exemplary and long-serving Chair, and providing for succession planning, especially given the low number of Professors in the Department, the heavy burdens on faculty in the Associate ranks, and the need to provide adequate research time to newly appointed faculty in the early stages of their careers. The Associate Professors tend to be the “sandwich” generation in many Departments, and not surprisingly, we saw signs of heavy burdens of service work on the shoulders of this group in UTSC’s English Department. One proactive step that Deans can take is to ensure that promotion and tenure protocols adequately recognize and reward the vital nature of this “service” – an area in which there is often great commitment, innovation, and creativity both required and manifested – to the wellbeing of the Department, its programs, the student body, and the institutional profile.

Long-range Planning Challenges Recommendations:

The Department should carefully monitor the relationship between the research and teaching streams to ensure that the present collegial, harmonious, and dynamic relationship between the two is preserved and enhanced.

The Department should actively pursue its well articulated plans for growing enrolment, and investigate new classes or other initiatives that might promote this, including a new large

general-interest class that brings together Creative Writing with English students, and students in other programs as well.

The Dean, in consultation with the Department, should make succession plans for a new Chair a priority, and should also, if necessary, investigate ways to ensure that administrative service is appropriately recognized and rewarded in a promotion and tenure culture that often tends to prioritize research and teaching, while insufficiently prioritizing the vital third pillar of creative and dedicated administration and service.

The Department should make the promotion of more diversity a key priority in their hiring, and encourage the senior administration to consider including enhancing the diversity of its faculty among UTSC strategic priorities.

6. International Comparators

- **Assessment of the Department and the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities.**

Establishing peer institutions for comparison poses challenges in this instance because the unique tri-university structure makes the two smaller universities in the triad unique. Elsewhere in Canada as well as in the US, within particular large centres or regions there is a clear division between the one or two “flagship” universities with a strong emphasis on research recognized on a national and international scale on one hand, and regional universities, with a greater focus on the teaching mission and often service to the state and local communities. In this instance, however, there is a more complex situation, with UTSC English Department faculty participating in graduate programs and the nationally/internationally recognized research associated with this at the St. George campus, on the one hand, and engaged in teaching and service at UTSC on the other.

These complexities aside, the UTSC English Department programs compare quite favorably with those of other departments in North America. UTSC English programs are especially notable for their responsiveness to recent disciplinary transformations, as well as the dynamic and innovative research profiles and programs of many faculty members and the outstanding quality of the teaching in the department. In addition, the programs are animated and strengthened by the notable collegiality and cohesion within this relatively new Department and by the vitality of departmental life reflected in the multiple student organizations and faculty-student exchanges outside as well as inside the classroom. The areas of strength established or developing in the Department are, as we have noted, very well suited to the changing environment for English studies and to new opportunities in the discipline.

7. Summary of Recommendations

1. Program Recommendations

In consultation with the UTSC senior administration, the Department should investigate the creation of international exchange programs for students in English programs that might further the University of Toronto strategic priority of deepening “International Outreach.”

The Department should implement its plan to provide clear mapping of “Routes through the Program” clarifying structures and requirements for students in the various programs it offers.

The Department should seek ways to further enrich the diversity of its curriculum, to match the diversity of the UTSC student population. It should taking especial care to incorporate this diversity in required classes, such as its “Charting Literary History” classes for English specialists and majors. It should continue to assess student response to reintroducing this requirement, and also reconsider the implications for enrolment of a potential return to full-year classes.

The Department, in consultation with the Dean and the administration, should continue to seek more flexibility in class scheduling. It should also investigate the possible creation of guidelines or policies that might accommodate the needs of students working many hours each week to finance their studies, while also often spending many hours a week commuting to campus.

To further enhance the exceptional innovation and creativity evident in the delivery and content of classes, and the rich experiential learning of students, the English Department should work with the Dean and administration to establish its planned “Writer’s Room” and multi-purpose space, as well as its “Teaching Garden.”

Working with the Alumni office, the Department should continue to organize events that profile post-graduate employment in areas such as the cultural industries, publishing, the civil service; it should also seek more information on its graduates and careers they have pursued, and profile alumni on its website.

To make the impressive and cutting-edge research of UTSC English faculty members more visible to undergraduate students, and to enrich the student research experience, the Department of English should consider the following measures:

- *work with the Dean and Vice-Principal of Research to provide more research opportunities and funding appropriate for humanities students, like the planned new UTSC research award for library research;*
- *engage third and fourth-year students more as RAs for research projects and grant-funded research (both external grants and smaller internal grants provided to support larger scale applications);*
- *seize the opportunities provided by the large numbers of graduate students in English at the University of Toronto by teaming up graduate RAs with undergraduate RAs for work on research grants, including pedagogical research;*

- *profile research by faculty, graduate student TAs, and senior undergraduate students in research fairs or events on the UTSC campus, including events attended by potential donors, or events with a friendly, competitive dimension (e.g., 3-minute presentations of senior research essay projects, on the model of 3-minute thesis presentations by graduate students at some Canadian universities);*
- *work with the University of Toronto downtown campus (e.g., the Jackman Humanities Institute) to organize more research-related activities at UTSC.*

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There should be base funding for the part-time lecturers to provide stability for departmental teaching and planning.

There should be base funding for a Writer-in-Residence and this funding should be leveraged for external funding from the granting agencies such as the Canada Council for the Arts.

There should be a shared position with CTL in Critical Writing with an emphasis on the new media for the training of students for the contemporary job market. This position should be the first addition to the Department's teaching complement.

The Department should consult with the Dean about the possibility of converting existing "teaching stream" positions in Creative Writing into "research stream" appointments. It should also revise its hiring plans to request that its next two faculty positions in Creative Writing be tenure-track research positions, and seek to have these positions filled as soon as possible. While costs associated with this might somewhat delay the launch of the Creative Writing Major, it will in the long run produce a flagship program for the University of Toronto as a whole. It is a significant opportunity for UTSC.

There should be a tenure-track position in Eighteenth-Century British Literature and Environmental Literary Studies.

3. Relationship Recommendations

Explore opportunities to collaborate with related units to form clusters of courses or team-taught courses.

Work with other departments to determine what courses English could offer with their students in mind, especially writing courses.

Investigate "service-learning" opportunities by inviting a specialist in this pedagogy to lead a workshop and by meeting with potential community partners.

4. Organizational and Financial Structure Recommendations

The Department's request for an assistant for the Business Officer seems reasonable and very much needed.

The Department and the Administration should work together to establish a state-of-the-art screening space for film. Other interested departments might contribute to this process and develop cooperative programming. The Department should explore the possibilities of revenue generation from film.

The Department and the Administration should develop the Teaching Garden.

The Department and the Administration should find space for and equip the “Writing Room.”

5. Long-range Planning Challenges Recommendations:

The Department should carefully monitor the relationship between the research and teaching streams to ensure that the present collegial, harmonious, and dynamic relationship between the two is preserved and enhanced.

The Department should actively pursue its well articulated plans for growing enrolment, and investigate new classes or other initiatives that might promote this, including a new large general-interest class that brings together Creative Writing with English students, and students in other programs as well.

The Dean, in consultation with the Department, should make succession plans for a new Chair a priority, and should also, if necessary, investigate ways to ensure that administrative service is appropriately recognized and rewarded in a promotion and tenure culture that often tends to prioritize research and teaching, while insufficiently prioritizing the vital third pillar of creative and dedicated administration and service.

The Department should make the promotion of more diversity a key priority in their hiring, and encourage the senior administration to consider including enhancing the diversity of its faculty among UTSC strategic priorities.

UTQAP Review Summary

Programs Reviewed:	English, B.A. (Hons.): Spec, Maj English Literature: Minor Literature and Film Studies: Minor Creative Writing: Minor
Unit Reviewed:	Department of English, University of Toronto Scarborough (UTSC)
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers:	<ol style="list-style-type: none">1. Professor Ross Leckie, Ph.D., Department of English, University of New Brunswick2. Professor Teresa Mangum, Ph.D., Director, Obermann Center for Advanced Studies, College of Liberal Arts and Sciences, University of Iowa3. Professor Marjorie Stone, McCulloch Chair, Department of English, Dalhousie University
Date of Review Visit:	December 17 – 18, 2015

Previous Review

Date: June 11, 2011 (Review of programs only)

Summary of Findings and Recommendations

1. Undergraduate Programs (English, B.A.: Spec, Maj, English Literature: Min; Literature and Film Studies: Min)

The reviewers observed the following strengths:

- Innovative approach to the discipline with strong emphasis on theory and application of analytic methods
- Appropriate, well designed course sequencing
- Provides a first rate undergraduate education to its students

The reviewers identified the following areas of concern:

- Mission statement is too vague to distinguish this from any other programs in the humanities
- A majority of students need five years to complete their degree
- High numbers of students on waitlists for C-level courses; C and D-level courses too large

The reviewers made the following recommendations:

- Create a viable mix of class sizes, with larger courses at A and B levels and smaller courses at the C and D levels
- Introduce specializations within the major
- Track graduates to find out percentage admitted to graduate school

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers observed the following strengths:

- Commendable mentoring for junior faculty
- Active researchers with good publication records

The reviewers identified the following areas of concern:

- Faculty/student ratio does not compare favourably to other English departments
- Gaps in faculty specialization
- Tension between teaching and research
- No clear vision for the future presented

The reviewers made the following recommendations:

- Add tenure-stream faculty lines to the complement to reduce class sizes and waiting lists, and allow for innovative expansion and proper coverage of traditional canon
- Create research focus groups

4. Administration (n/a)

Last OCGS review(s) date(s): n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Documentation about the university: UTSC Strategic Plan, 2014-15 to 2018-19; UTSC by the Numbers; UTSC Admissions Viewbook, 2016-17; UTSC Academic Handbook, October 2012.
- Documents about the review process: Terms of Reference; Site Visit Schedule
- Documents about the department: Unit Academic Plan, April 2015; Unit Self Study, October, 2015;

- Documents about programs and courses: Description of Programs, 2015-16 UTSC Academic Calendar; Description of Courses, 2015-16 UTSC Academic Calendar; Course Enrolments, 2007-15; Course Syllabi
- Faculty CVs

Consultation Process

The reviewers met with the Vice-Principal Academic and Dean, Vice-Dean, Undergraduate, Assistant Dean, Academic Programs Officer, Vice-Principal, Research, the Graduate Chair of the Department of English, the UTSC Department Chair, junior and senior members of the faculty, undergraduate students and administrative staff.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality
 - Objectives
 - Programs are aligned with the President’s Three Priorities and UTSC’s five strategic directions
 - Four clusters of teaching/research/innovation: Creative Writing, Literature and Science, Literature and Other Arts, and Critical Race and Ethnicity Studies
 - Undergraduate programs examined and reinvented through a process of intensive curriculum review and the creation of two new minors (Creative Writing and Literature and Film Studies), as well as innovative forms of experiential learning for students
 - Fully abreast of transformations in literary and cultural studies that manifest and foster transnational citizenship
 - Curriculum and program delivery
 - Positive addition of curricular “Routes through the Program”
 - Many signs of innovation and creativity in program content or delivery
 - Critical Race and Ethnicity Studies are represented across a number of fields
 - Welcome addition of Creative Writing Minor and the Literature and Film Studies Minor
 - Highly inventive classes integrating and leverage Scarborough locations and UTSC campus culture
 - Writer-in-Residence provides students with important opportunities for experiential learning with some of Canada’s leading writers
 - Capstone provides senior students with new opportunities for developing a variety of skills
 - Very successful Liaison Library Program

- Students receive excellent training in analytical writing, enriched by the diverse offerings in creative writing courses
- Assessment of learning
 - Innovative and unusual assignments and assessments of learning
 - Methods are consistent with best practices in English departments
- Quality indicators
 - High quality teaching reflected in very high teaching scores
 - Overall impressive average time-to-degree of five years
 - Students find classes compelling, expectations clear, and the means of evaluation appropriate to the courses
- Students
 - Exhilarating students who are inspiring and enthusiastic, with a strong commitment to the department and the university
 - Very active student organizations in the Department that organize events, produce outstanding journals, and provide experiential learning opportunities
 - Career days offered where former graduates share career advice
 - Extensive resources and services to support students

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Challenge of balancing a “historical coverage” model with a more strategic and selective “cluster” approach to delivering the curriculum
 - Not enough spaces in upper level Creative Writing courses to meet student demand
 - Students are interested in diversifying the curriculum to include more racial, ethnic, religious, and gender perspectives to better match their own diversity
 - It is difficult to navigate the long list of courses offered by the department
 - Class duration times dictated by Registrar’s Office, not necessarily by discipline-specific pedagogical preferences
 - Larger tri-campus structure means that a significant proportion of the available teaching resources at UTSC are dedicated to delivery of the graduate program at the St. George campus
 - Same core courses for specialists and majors

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Implement plan to provide clear mapping of “Routes through the Program” clarifying structures and requirements for students in the various programs offered by the department

- Consider how course timing, structure, and formats best serves students and the discipline
- Investigate the possible creation of guidelines or policies that might accommodate the needs of students working many hours each week to finance their studies, while also often spending many hours a week commuting to campus
- Add international exchanges for students
- Look for more experiential and service-learning opportunities in the community for students
- Seek ways to further enrich the diversity of the curriculum, to match the diversity of the UTSC student population, taking special care to incorporate this diversity in required classes, such as its “Charting Literary History” classes for English specialists and majors
- Continue to assess student response to reintroducing a survey course requirement
- Consider introducing a new second year course that is designed to attract a broad range of students
- Students
 - Consider fundraising for scholarships and to raise the profile of the department and its programs

2. Graduate Program

n/a

3. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Faculty are energetic and enthusiastic about their work together, their students, and their future
 - Very high quality teaching
 - Very strong research that measures against international comparators
 - Moving away from traditional coverage to a more distinctive “coverage with specialization” approach
- Research
 - Outstanding research across the wide variety of subjects that reflects the curriculum and two of the three fields of study represented as majors or minors
 - Impressive historical and geographical coverage especially given the size of the complement
 - Faculty actively involving students in research and making their research more visible at the UTSC campus
 - Important research cluster in critical race and ethnicity studies

- Faculty
 - Number of faculty with research and/or teaching interests in eco-criticism, literature and sustainability, and especially in health and the humanities (e.g., literature and medicine, literature and psychology)

The reviewers identified the following areas of concern:

- Faculty
 - Because of tri-campus graduate program, proportionally less faculty teach undergraduates than would be expected in a department this size
 - Proposal for Creative Writing Major doesn't include tenure-stream faculty appointments; no current tenure-stream Creative Writing appointments
 - Acknowledged gap in 18th Century Literature coverage and Environmental Literary Studies
 - Instability of appointments and contracts for part-time lecturers; contracts come very late
 - Heavy burdens of service work for associate professors

The reviewers made the following recommendations:

- Research
 - Working with the Dean and Vice-Principal, Research, provide more research opportunities and funding appropriate for humanities students, like the planned new UTSC research award for library research
 - Engage third and fourth-year students more as RAs for research projects and grant-funded research (both external grants and smaller internal grants provided to support larger scale applications)
 - Seize the opportunities provided by the large numbers of graduate students in English at the University of Toronto by teaming up graduate RAs with undergraduate RAs for work on research grants, including pedagogical research
 - Profile research by faculty, graduate student TAs, and senior undergraduate students in research fairs or events on the UTSC campus, including events attended by potential donors, or events with a friendly, competitive dimension
- Faculty
 - Make diversity a key priority in hiring
 - Stabilize part-time lecturer appointments so that curriculum can be offered reliably
 - Provide base funding for a Writer-in-Residence, leveraged for external funding from the granting agencies such as the Canada Council for the Arts

- Prioritize creation of a shared position with CTL in Critical Writing with an emphasis on the new media for the training of students for the contemporary job market
- Consult with the Dean about the possibility of converting existing “teaching stream” positions in Creative Writing into “research stream” appointments
- Revise hiring plans to request that its next two faculty positions in Creative Writing be tenure-track research positions, and seek to have these positions filled as soon as possible
- Add a tenure-track position in Eighteenth-Century British Literature and Environmental Literary Studies
- Explore opportunities to collaborate with related units to form clusters of courses or team-taught courses
- Work with other departments to determine what courses English could offer with their students in mind, especially writing courses
- Carefully monitor the relationship between the research and teaching streams to ensure that the present collegial, harmonious, and dynamic relationship between the two is preserved and enhanced
- Ensure that promotion and tenure protocols adequately recognize and reward the vital nature of departmental service

4. Administration

The reviewers observed the following strengths:

- Relationships
 - Welcoming, thriving, and creative departmental culture in which faculty and students come together on projects of shared interest outside the classroom as well as in it
 - Inspiring morale of faculty, staff, and students
 - Dynamic networking with the broader Scarborough community, including public readings through its Writers-in-Residence program and events with the East Scarborough Storefront
- Organizational and financial structure
 - Staff are clearly dedicated to their work and deeply appreciated by the Chair and faculty members
- Planning/vision
 - Impressive accomplishments within department’s five years of existence
 - Promising areas of new program development, including Creative Writing major
 - Plans to create innovative new spaces including a “Writers’ Room” and a “Teaching Garden”
 - Clearly articulated five-year departmental plan is well-calculated to advance U of T’s three strategic priorities and UTSC’s five priorities

- Complement plan seems judicious, realistic, and focused on areas that will both grow enrolments and enhance the quality of education by addressing significant gaps in fields of specialization
- Innovative plans for addressing enrolment growth and the needs of prospective students
- Reputation/profile
 - Programs compare quite favourably with those of other departments in North America

The reviewers identified the following areas of concern:

- Relationships
 - Unexplored collaborations with cognate units
 - Distance between campuses poses constant challenges for graduate students and faculty members
 - Outreach programs hindered by lack of space
- Organizational and financial structure
 - Concerns that shared Business Officer is overburdened
 - Inadequate infrastructure and scheduling for films

The reviewers made the following recommendations:

- Relationships
 - Work with the University of Toronto downtown campus (e.g., the Jackman Humanities Institute) to organize more research-related activities at UTSC
 - Investigate the creation of international exchange programs for students in English programs that might further the University of Toronto strategic priority of deepening "International Outreach"
 - Working with the Alumni office, continue to organize events that profile post-graduate employment in areas such as the cultural industries, publishing, the civil service
 - Seek more information on graduates and the careers they have pursued, and profile alumni online
- Organizational and financial structure
 - Add an assistant for the Business Officer
 - Establish a state-of-the-art screening space for film and explore the possibilities of revenue generation from film
 - Work with the Dean and administration to establish the planned "Writer's Room" multi-purpose space and "Teaching Garden"
- Planning/vision
 - Actively pursue well-articulated plans for growing enrolment, and investigate new classes or other initiatives that might promote this
 - Make succession plans for a new Chair a priority

- Investigate ways to ensure that administrative service is appropriately recognized and rewarded
- Make the promotion of more diversity a key priority in their hiring, and encourage the senior administration to consider including enhancing the diversity of its faculty among UTSC strategic priorities

Administrative response—appended



June 9, 2016

Professor William A. Gough
Dean & Vice-Principal (Academic)
University of Toronto Scarborough (UTSC)

Dear Prof. Gough,

Thank you for forwarding the report of the December 2015 External Review of the Department of English and its undergraduate programs [English (Specialist, Major), English Literature (Minor), Literature and Film (Minor), Creative Writing (Minor)].

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers were very impressed with the department and its programs. The reviewers found the faculty to be energetic and enthusiastic about their work and the future of the department. They noted faculty’s innovative pedagogical approaches and the positive addition of curricular routes through the programs. They complimented the department’s plans for program development and its creative ideas for teaching and learning spaces, including the Writers’ Room and the Teaching Garden.

I am writing at this time to request your administrative response to this report and your thoughts on a timeline for implementing recommendations. By the end of June, I will forward to you a summary of the review report for comment.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum & Program Delivery

- The reviewers found the programs to be of consistently high quality, and they made a number of recommendations for their enhancement, including increasing upper level course offerings; examining how course timing, structure, and format best serve students and the discipline; and involving more students in research.
- The reviewers reflected students’ desire to see more representations of diversity in the curriculum and in the faculty complement, matching the diversity of the UTSC student population.

- The reviewers recommended that the department should pursue its well-articulated plans for growing enrolment.

Faculty

- The reviewers encouraged the department to determine the right mix of appointment categories within the faculty complement to support current programs, and the planned program in creative writing.

Relationships

- In line with the department's current plans, the reviewers recommended adding more experiential learning opportunities, including international exchanges and service-learning in the community.
- The reviewers noted that there are unexplored possibilities for collaboration with cognate units.

Resources and Planning

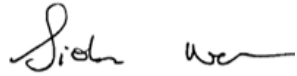
- The reviewers expressed concern regarding the staffing levels to support the department's administrative functions.
- The reviewers noted there was room for improvement in the scheduling and showing of films.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the *University of Toronto Quality Assurance Process* (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policy and Programs (AP&P). The summary of the external review of the undergraduate programs offered by the Department of English will be considered by the AP&P at its meeting on November 1, 2016. Your presence at this meeting is important and will allow you to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. The AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by October 3, 2016. This will allow my office sufficient time to prepare materials for the AP&P meeting. At the same time, we will work closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Sioban Nelson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Sioban Nelson
Vice-Provost, Academic Programs

cc.

Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
Justine Garrett, Coordinator, Academic Planning and Reviews
Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC
Lesley Lewis, Assistant Dean, Academic, UTSC
Annette Knott, Academic Programs Officer, UTSC



3 October 2016

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

Administrative Response:
External Review of the Department of English and its Programs

Thank you for your letter of June 9, 2016 requesting my administrative response to the external review of the Department of English and its programs [B.A. (Honours): Specialist, Major, English Literature Minor, Literature and Film Studies Minor, Creative Writing Minor]. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to the unit and the programs. I note with pleasure that the reviewers were very impressed by the high quality of the Department's programs and research, as well as the exceptionally strong morale among faculty, students and staff.

The external review report was sent to the Chair of the Department to be shared widely within the academic unit. The decanal group, including myself, the Vice-Dean, Undergraduate, and Assistant Dean, Academic, met with the Chair and Associate Chair of the Department on September 8, 2016 to discuss the external review, and the recommendations from the review report. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

As you know, the UTSC campus has been actively engaged in an academic planning process. The Campus Academic Plan was recently finalized and taken through governance. Many of the initiatives included in the academic plan – strategic enrolment management, curriculum mapping, ensuring students develop strong communication skills, and developing alumni outreach – will be central to the Department of English's ongoing activities.

Let me address now the specific points raised in your letter:

Curriculum and Program Delivery:

- The reviewers found the programs to be of consistently high quality, and they made a number of recommendations for their enhancement, including increasing upper level course offerings; examining how course timing, structure, and format best serve students and the discipline; and involving more students in research.

As the review team acknowledged, the Department already has undertaken an intensive curriculum review. They are moving forward with their plan to introduce clear mapping of routes through the program in order to clarify structures and requirements for students. A working group, led by the Associate Chair, has been meeting over the summer to revise existing, and create new, *Calendar* entries. These changes will be implemented for the 2017-18 academic year, and will describe clusters of courses students can use to shape their programs.

The Department recognizes that the number of upper-level courses serving the Minors in Creative Writing and Literature and Film Studies needs to be increased to match the growth of these programs. This process has already begun with respect to Literature and Film Studies: a D-level offering in Iranian Cinema has been approved for 2016-17, and, and a C-level offering in Cinema and Migration is being developed for 2017-18. Both courses will be taught by the Department's recently hired specialist in Cinema Studies. With regard to Creative Writing: the Department has offered two upper-level courses on stipend, when appointed faculty were on leave. In the short term the Department can do so again if an outstanding teacher-writer can be found. In the longer term, it is worth noting that Creative Writing is a younger program than Literature and Film Studies, and it is also resource intensive, so that growth must be considered within the context of the whole Department. The Department will be in a better position to move forward with developing additional upper-level offerings in Creative Writing once the additional hire, specializing in Creative Writing and planned for 2019-20, is in place.

The reviewers noted that students would like to see more flexibility in course timing, structure, and format. The Department is committed to streamlining pre-requisites to enable students to move through their chosen programs more easily, something that the work on routes through the program has facilitated. The Department will also consider offering more courses in the evening, but only after careful analysis of the extent to which evening courses have drawn healthy enrolment. Considerations of pedagogical effectiveness remain paramount in the Department's preference for teaching most courses twice per week in 90-minute blocks, rather than moving toward scheduling courses once per week in 3-hour blocks. The Department will aim for greater flexibility to the extent that it can be accommodated to their principles, and by the spaces available to them on a campus that is critically short of classroom and, especially, screening spaces.

Involving undergraduate students in humanities research can be challenging, particularly when the tri-campus Graduate Department of English struggles to find similar opportunities for its graduate students. The Department does showcase undergraduate research annually in the Undergraduate Research Conference and in *The Scarborough Review*. The conference and journal are both refereed by faculty and highlight outstanding achievement in literature and film courses. In addition, a small number of

faculty have taken advantage of the Work Study program to involve students in research; to develop class projects that make student research available online; and to arrange other public presentations of student work. In the coming year, the Department will investigate programs at other institutions, such as the one at Ithaca College led by Professor Katherine Kittredge that enables undergraduates to travel to academic conferences with their supervising professors. The faculty member would announce at the start of the year the possibility of going to the conference and work with the interested students to develop abstracts and papers.

- The reviewers reflected students' desire to see more representations of diversity in the curriculum and in the faculty complement, matching the diversity of the UTSC population.

The Department notes that representations of diversity already exist in their course offerings; however, they acknowledge that these courses currently may not be readily apparent to students. As noted above, the Department plans to identify clusters of courses that students can use to shape their programs according to their interests. In addition, the Department will focus its inaugural year-long theme on Diversity and Discomfort. Over the coming year, the faculty will highlight diversity issues in their courses, and have events in support of this theme. The idea of focusing events and courses around a theme arose prior to the external review of the Department as a way to help students make connections across their courses, to keep conversations going outside of the classroom, and to apply the knowledge and methods they gain from literary studies in a broader social context. The theme will put diversity issues front of mind for both students and faculty, so that they will look with new eyes at every course they take.

In addition to looking at all existing courses through the lens of promoting diversity, in 2017-18, the Department will revive its course on Native North American literature as part of the campus-wide initiative to develop Indigenous Studies. The new course will be titled "Indigenous Literature in Canada/Turtle Island" and will be taught at the C-level to allow for greater contextualization of Indigenous literatures as well as contact with Indigenous literary criticism.

The Dean has initiated a search for a Vice-Dean Faculty Affairs and Equity, with the expectation of making an appointment by the end of the Fall 2017 semester. An important component of the Vice-Dean's mandate will be to focus on issues of diversity in the faculty complement, and to work with the Vice-Dean, Undergraduate on issues of diversity in the academic content of course and programs

- The reviewers recommended that the Department should pursue its well-articulated plans for growing enrolment.

The Department identified enrolment growth as a high priority, and they have developed a number of strategies for dealing with this challenge, including: building on the success of the Minor offerings in Literature and Film Studies and in Creative Writing; and offering a new general-interest writing course to students in programs outside of English.

The Department also will give serious consideration to the reviewers' recommendation of promoting a Minor in English as a useful complement for students in other disciplines, and introducing a new course at the B-level that will help to draw students into the program. In addition, the Department plans to review the structure and content of its website and related publicity materials, as well as curricular elements like course titles to ensure that these elements are helping to maximize enrolment.

Faculty:

- The reviewers encouraged the Department to determine the right mix of appointment categories within the faculty complement to support current programs, and the planned Major in Creative Writing.

The Department met over the summer to discuss the issue of the right balance of research and teaching stream faculty for the Creative Writing program. The faculty believe the review team's recommendations result, at least in part, from an imperfect understanding of the role of teaching stream faculty at the University of Toronto; however, the Department agrees that some adjustments to teaching load may be needed in the future to ensure faculty will have sufficient time to pursue their creative writing.

Relationships:

- In line with the Department's current plans, the reviewers recommended adding more experiential learning opportunities, including international exchanges and service-learning in the community.

The Department is committed to building experiential learning opportunities into its programming. It already has had success with outreach initiatives like the Scarborough Storefront, which has brought faculty members into dialogue with the broader community. Other short-term priorities include the development of a Teaching Garden. The Department plans to explore further opportunities for service-based learning, notably through the outreach-based credits offered through UTSC's Centre for Teaching and Learning, and to increase student awareness around opportunities for international exchange and study abroad.

- The reviewers noted that there are unexplored possibilities for collaboration with cognate units.

The Department recognizes the importance of collaboration with cognate units for maximizing enrolment within its courses as well as highlighting interdisciplinary opportunities for students. In September, the Chair and Associate Chair met with representatives from Health Studies in order to plan for collaboration within the proposed Health Humanities Minor. Furthermore, the Department will explore possible collaboration with cognate disciplines in ACM (Drama, Journalism, and New Media Studies), along the lines of existing collaborations with the Department of Historical and Cultural Studies (African Studies and Women's and Gender Studies).

Resources and Planning:

- The reviewers expressed concern regarding the staffing levels to support the Department's administrative functions.

The Department of English shares staff with two other academic units, and all three unit heads have expressed the need for additional staff. The Dean is working with UTSC HR Services to review the staffing needs of these units and will consider their recommendations.

- The reviewers noted there was room for improvement in the scheduling and showing of films.

There are significant problems with respect to showing films on the UTSC campus. There are no dedicated screening rooms and sound and visual components built into campus spaces that are currently utilized as screening rooms are inadequate. In the short term, the Department will encourage faculty to apply for teaching grants to be used to purchase suitable portable sound and projection equipment. In the long term, the screen needs of the Department will be accommodated within the campus space plan.

Regards,



Professor William Gough
Vice-Principal Academic and Dean (Interim)