

FOR INFORMATION

PUBLIC

OPEN SESSION

TO:	UTSC Academic Affairs Committee
SPONSOR: CONTACT INFO:	Prof. Karin Ruhlandt, Vice-Principal Academic & Dean vpdean.utsc@utoronto.ca
PRESENTER: CONTACT INFO:	Prof. Katherine R. Larson, Vice-Dean Teaching, Learning & Undergraduate Programs vdundergrad.utsc@utoronto.ca
DATE:	October 8, 2024 for October 15, 2024
AGENDA ITEM:	6

ITEM IDENTIFICATION:

Review of Academic Programs and Units, UTSC

- a) Department of English and its Undergraduate Programs

JURISDICTIONAL INFORMATION:

Under section 5.7 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/or 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. **UTSC Academic Affairs Committee [For Information] (October 15, 2024)**

PREVIOUS ACTION TAKEN:

- Committee on Academic Policy and Programs (AP&P) [For Information], April 10, 2024. The Committee was satisfied with the Dean’s Administrative Response. No follow-up report was required.
- Academic Board [For Information], April 18, 2024. The Board was satisfied with the Report from AP&P.

HIGHLIGHTS:

The *Cyclical Program Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 6.1). 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 eight (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 Vice-Provost, Academic Programs’ formal request for an Administrative Response;
- The formal Administrative Response, combining responses from the Dean and Vice-Principal Academic, as well as from the Chairs/Directors of the relevant programs and/or units; and
- The Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Department of English and its undergraduate programs was commissioned for the 2022-23 academic year. During a site visit held from April 4-5, 2023, the review team met with a wide array of stakeholders, including UTSC senior academic administrators, the Department Chair, and faculty, staff, and students in the Department. The reviewers applauded the diversity of the Department’s course and program offerings. They also recognized the Department’s emphasis on “achieving real diversity” in its faculty complement and faculty research areas.

In their report, the reviewers recommended:

- Considering expanding the number of offerings taught in the summer term
- Engaging with other UTSC departments to expand interdisciplinary offerings as well as develop courses in writing across various disciplines
- Boosting recruitment efforts to attract students to pursue double Majors in English and Psychology to grow the department’s Double Degree program
- Working with students to develop and align their expectations with career paths more intentionally
- Connecting current and former Co-op participants to help establish a network to offer support to one another
- Undertaking strategic faculty complement planning to ensure continued excellence in teaching and research
- Exploring ways to bring people together on campus and to re-create aspects of community that were lost during the pandemic

- Working with the UTSC Library to develop resources and expertise required to support the Film Studies Major in development, including looking at the possibility of enhancing film projecting or viewing facilities

In response to these recommendations, the Department will:

- Offer more sections of existing writing courses and to develop new writing courses, pending ability to conduct a search
- Continue to build its series of career-focused panels and events and to offer online or recorded version of events to accommodate student demand and to offer flexibility
- Survey its students and conduct focus groups to further discover student desires regarding curriculum and other issues raised in the external review, such as careers and outreach
- Highlight the Co-op work experiences of English students in its student newsletter, website, and social media channels to improve program visibility and integration
- Plan clearer communications from the Department to students about University and departmental policies regarding extension requests, grading, petitions, and appropriate behavior toward and expectations from faculty
- Hold more frequent, informal outreach events and gatherings to connect students, faculty, and staff, and to reacquaint them with the Department
- Convene a meeting with the Chairs of the other Humanities departments to gauge interest in pursuing more interdisciplinary courses
- Meet with the Registrar's Office to go over space needs for film studies courses, as well as meet regularly with representatives of the UTSC Library and AV/IITS to discuss library, media, and technology needs for the proposed new Major program in Film Studies

Additionally, the Dean and the Dean's Office will:

- Explore items pertaining to funding expansion, instructors, and related resources with the Department
- Work toward resolving the backlog of approved searches for faculty members
- Work with the Department on reviewing the academic role and workload of the Department's Creative Writing faculty

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the April 2023 site visit and the year of the next site visit, will be prepared. The next external review of the Department has been scheduled for 2030-31.

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

1. Review Report (June 26, 2023)
2. Provostial Request for Administrative Response (December 11, 2023)
3. Administrative Response (March 13, 2024)
4. Provostial Final Assessment Report and Implementation Plan (June 30, 2024)

Cyclical Review: Report

<p>As Commissioning Officer, I confirm that:</p> <ul style="list-style-type: none"> ✓ The review report addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these. 	
<p>Commissioning Officer*: Professor William A. Gough, Vice-Principal Academic & Dean</p>	<p>Report Accepted as Final on [June 26, 2023]</p>

<p>Reviewers are asked to provide an Appraisal Report that:</p> <ul style="list-style-type: none"> ● Identifies and commends the program’s notably strong and creative attributes; ● Describes the program’s respective strengths, areas for improvement and opportunities for enhancement; ● Recommends specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action; ● Recognizes the institution’s autonomy to determine priorities for funding, space and faculty allocation; ● Respects the confidentiality required for all aspects of the review process; and ● Addresses all elements of the terms of reference, which reflect the requirements outlined in the <i>University of Toronto Quality Assurance Process</i> (UTQAP), including the program evaluation criteria.
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Division/unit under review	Department of English, University of Toronto Scarborough
Program(s) under review:	English, Specialist, HBA [+Co-op] English, Major, HBA [+Co-op] English Literature, Minor (Arts) Creative Writing, Major, HBA Creative Writing, Minor (Arts) Literature and Film Studies, Minor (Arts)
Commissioning officer:	Professor William A. Gough, Vice-Principal Academic & Dean
Date of scheduled review:	Tuesday, April 4, 2023 Wednesday, April 5, 2023
Reviewers’ names and affiliations:	<ul style="list-style-type: none"> ● Cecily Devereux, Professor, Department of English & Film Studies, University of Alberta

	<ul style="list-style-type: none">● Vivian Nun Halloran, Professor and Associate Dean for Diversity and Inclusion, Office of Executive Dean, Department of English, Indiana University Bloomington● Phillip Wegner, Professor and Marston-Milbauer Eminent Scholar, Department of English, University of Florida
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1 Review Summary

- Please provide a summary of your findings.

The Department of English at the University of Toronto Scarborough Campus is a relatively small department—at this point the department comprises 13.5 tenure-stream faculty, 6 full-time teaching-stream faculty, and 3 part-time teaching-stream faculty—with noteworthy strengths and unique challenges. Its strengths inhere in its having a group of excellent and deeply committed faculty members and administrative staff, well- conceived programs with innovative and diverse course offerings in English, Film and Creative Writing, and an engaged, energetic community of students. Its challenges inhere principally in UTSC’s unique history as, first, a satellite campus of the University of Toronto and, now, another Division in relation to the two other UofT campuses. It was noted to the review team that many of the students at UTSC come from the eastern part of the greater Toronto area. The lack of fast, easy transportation from downtown Toronto to Scarborough was mentioned to the review team as a problem for students who may want to take courses at the St. George campus and as an obstacle for drawing students and others to events or classes at UTSC. The campus was represented to the review team as a "commuter campus" and as a "community college."

The Department of English has a history of strong connections and good relations among faculty members. At this time, those relations appeared often to the review team to be somewhat strained. The review team felt that this has arisen in part because of the effects of isolation and overwork faced by all university instructors and students during the pandemic, and in part because of the effects of the department's shifting away from tenure-stream to teaching-stream faculty,. There are obvious imbalances in the division of teaching labour and the recognition of research and creative work in the current structure of the department. This is not to suggest that anyone is not working hard: it is very clear that everyone in the department—faculty and administrative staff—has experienced overwork through the past three years with respect not only to

learning how to teach online, but to supporting students whose needs significantly increased during the pandemic. Rather, it is to draw attention to the fact that only tenure-stream faculty have research and creative work explicitly indicated as a component of their appointments, and to the fact that department Chairs have had to do some complicated negotiating to secure minimal teaching release for the Creative Writing faculty who are all appointed in the teaching stream and struggle to find time to do the creative writing expected of them.

We have undertaken in this report to respond to the information provided to us in the 2022-23 Self-Study and the meetings held over two days with members of the department and others from UTSC and to provide recommendations toward ensuring the strength of this unique and vibrant community of students, teachers, administrators and scholars in the Department of English.

Recommendations should be easy to find: they are bolded, italicized and indented. Some recommendations are reiterated throughout the report, in order to ensure that they appear in the relevant required sections and, in some cases, to emphasize their importance through incremental repetition.

2 Program Evaluation Criteria

Please explicitly address each program that is listed in the Terms of Reference of the review. When making statements that do not apply to all programs, please specify which program(s) you are addressing.

- Objectives
 - ▶ Consistency of the program with the University's mission and Faculty/unit's academic plans;
 - ▶ Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate degree level expectations.
- Admission requirements
 - ▶ Appropriateness of admission requirements for the learning outcomes established for completion of the program.
- Curriculum and program delivery

- ▶ Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program;
- ▶ Appropriateness and effectiveness of the program's structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated;
- ▶ Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs;
- ▶ Opportunities for student learning beyond the classroom;
- ▶ Opportunities for student research experience.
- Assessment of learning
 - ▶ Appropriateness and effectiveness of the methods used for assessing student achievement of the defined learning outcomes and degree level expectations, especially in the students' final year of the program;
- Quality indicators
 - ▶ Assessment of program against international comparators;
 - ▶ Quality of applicants and admitted students; enrolment;
 - ▶ Student completion rates and time to completion;
 - ▶ Quality of the educational experience, teaching and graduate supervision;
 - ▶ 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.

Programs

We discuss the various programs of study under review collectively here to maintain cohesion and avoid duplication. The Department of English at UTSC offers the following programs:

- Major (Co-operative) in English
- Major Program in Creative Writing (Arts)
- Major Program in English (Arts)
- Minor Program in Creative Writing (Arts)
- Minor Program in English Literature (Arts)
- Minor Program in Literature and Film Studies (Arts)

- Specialist (Co-operative) Program in English (Arts)
- Specialist Program in English (Arts)
- English and Psychology Double Degree Program (B.A./B.Sc.)

Objectives

- Consistency of the program with the University's mission and Faculty/unit's academic plans;

All of the Department of English's current programs align well with the five priorities stated in UTSC's *Inspiring Inclusive Excellence* strategic plan for 2020-2025:

1. Innovative, high-quality undergraduate and graduate experience & success
2. scholarly prominence in established & emerging areas
3. intentional inclusion and relational accountability
4. deep and enduring local, national, and global partnerships & networks
5. participatory decision-making and supportive administrative capacity

During our visit, we heard about the department's engagement with the broader Scarborough community through the placements for students participating in both the Major (Co-operative) and Specialist (Co-operative) Plans in English. We also heard directly from students who enjoyed their service learning experience in the new course in writing in the community offered for the first time in Spring 2023 by Professor Maria Assif.

Both the Co-operative program and the new service-learning class accord with the 2016 External Review Report's "Relationship Recommendations," which urged the department to "Investigate 'service-learning' opportunities by inviting a specialist in this pedagogy to lead a workshop and by meeting with potential community partners." Likewise, the class and the Co-operative program align with UTSC's Strategic Plan's priorities 1.1 ("Provide all students with transformative, experiential, and holistic curricular, co-curricular, and extra-curricular learning opportunities") and 4.2 ("Continue to expand local, national, and international collaborations with partners across various sectors that help to integrate real-life experiences into the curriculum, create opportunities for co-learning, and facilitate co-creation of knowledge"). The department's ongoing participation in the Co-operative programs should be reviewed periodically to ensure that more English Majors are aware of this as an option and that

students pursuing an English Major or Specialist Program have more realistic expectations for what career opportunities the Co-op program can provide for them.

The new English and Psychology Double Degree program, while small, shows promise by capturing some of the energy of the double Majors. Currently, this dual degree is for Specialists in both departments. While the overall numbers of double Majors have decreased university-wide, the data from Table 9 (Joint Majors with English) in the Self-Study shows that there is a robust number of students who are completing similar requirements to those in the Double Degree. As of AY 2020-21, there were 3 students from Psychology pursuing a joint degree with English. With more focused advertising to students already pursuing the double Majors in both units involved, this Double Degree program could grow and prepare students for graduate study or careers.

The department's ongoing plans to develop another Major in Film Studies clearly aligns with UTSC Strategic Plan initiative 1.2 ("Undertake comprehensive curriculum renewal that builds upon our top-tier teaching, prepares students for the world of work and the disruptions of the future, and supports innovations in inclusive teaching and learning.") The department has a solid track record of attracting students to the study of film and this nicely corresponds to the existing faculty's research and creative activity strengths in this area.

Recommendations:

– While this committee welcomes the development of the new Major in Film Studies and the rebranding of the existing corresponding Minor, we do echo the 2016 External Review Report's call for better film projecting and viewing facilities to materially support and promote the success of the new Major.

Admission requirements

- ▶ Appropriateness of admission requirements for the learning outcomes established for completion of the program.

For the most part, the Department of English does not have admissions requirements distinct from admission requirements to enroll in the University. There are three exceptions:

1. The **English and Psychology Double Degree** program requires that interested students apply after completing a minimum of 4.0 credits including ENGA01H3,

ENGA02H3, PSYA01H3 and PSYA02H3. A final grade of at least 75% is required in each of PSYA01H3 and PSYA02H3.

- The program allows students to complete the requirements for both degrees in 5 years.
 - The program is administered by the department of English; the Program Supervisor is the Associate Chair of English.
 - Enrolment is small; 3 students have pursued this option since 2020.
2. The **Major in Creative Writing** requires the submission of a portfolio for formal admission. Interested students who have completed a minimum of 4 credits, including ENGA03H3, may apply by submitting a portfolio consisting of: fifteen to twenty pages of poetry, fiction, and/or creative non-fiction, and a one to two page letter of application. Students may reapply if their first attempt was not successful. The Major started admissions during AY 2020-21.
- The numbers of Creative Writing Majors have grown from 7 to 25 in its first year.
 - During this two-year period, the number of Creative Writing Minors has held steady, with 37 during AY 2020-21 and 35 in AY 2021-22.
 - The highest number of Creative Writing Minors in the past 5 years was 68 in AY 2018-19, but that was pre-Covid. It's too early to tell whether the availability of the Major draws students away from the Minor since students enroll in Creative Writing courses while pursuing a wide variety of other majors.
3. The Specialist (Co-op) and Major (Co-op) in English require a cgpa of 2.5 for admission.

While the department's Self-Study acknowledges that **English Major** (literature) enrolments have been on the decline since 2016, the two years after the pandemic show signs of the trend reversing.

- The highest number of English Majors (literature) in the recent past was 658 during AY 2015-16.
- The lowest number of English Majors (literature) reported, 531, was during AY 2019-20.
 - Since then, numbers have been increasing. The most recent accounting is from AY 2021-22, when there were 558 declared English Majors (literature).

The department attributes some of these increases to the popularity of their online course offerings during the pandemic lockdown especially since UTSC is a commuter campus. The flexibility of this new teaching modality appeals to English Majors and the department plans to continue offering some online courses including some sections of ENGA02H3 Critical Writing About Literature.

The department's Self-Study points out that while the number of Majors in English (literature) has held steady, fewer students are pursuing a Specialist in English degree now than at the time of the previous external review. This trend holds true across the university.

- The Department of English's Self-Study did not include the numbers of students pursuing a Specialist degree who are not also enrolled in the Specialist Co-op Program (see below).
- The Self-Study mentioned that students pursuing double Majors with English do better academically than English Specialists, earning more Dean's honours than do the Specialists.
- The Self-Study also claims that the number of students declaring Minors in English (literature) has risen, but there was no tally included to support this claim.

In contrast, the department does provide numbers for both English Majors and Specialists pursuing the **Co-operative Program** option. The numbers are small, but show signs of steady improvement:

- **English Major Co-op** enrolments have grown from 9 during AY 2012-13 to 18 in AY 2020-21.
- **English Specialist Co-op** enrolments have grown from 1 in AY 2012-13 to 6 in AY 2020-21

The current **Minor in Literature and Film** shows signs of robust growth. The Self-Study indicates that the Minor in Literature and Film draws a relatively high percentage of international students, with 18%, compared to 10% who pursue the English Major (literature).

- During AY 2021-22, 81 students were pursuing a Minor in Literature and Film.

- This enrolment has grown from 71 at the peak of pre-pandemic numbers in AY 2018-19, through the two subsequent years when the numbers hovered around the mid-sixties.

This momentum bodes well for the roll-out of the proposed new Major in Film Studies, which is slated to become available in 2025. The department has planned to align the Major and Minor curricular offerings in this area by renaming the current Minor in Film and Literature to a Minor in Film Studies.

Total enrolments in departmental courses during AY 2020-21 were 1,950 which is a marked decline from the AY 2013-14 figure cited in the 2016 External Review Report, 2,258. However, this marks an improvement over the enrolment figures during AY 2017-18, 2018-19, 2019-20, when the enrolments reached a low of 1,595.

The average CGPA of Grade 12 admitted students in the most recent year for which statistics are available (2020) is 86.3. This is a considerable improvement from the figures reported in the 2016 External Review Report, which was 77.

As of Fall 2020, the average CGPA of graduating students in the department was 2.66, which is ahead of the overall UTSG average CGPA of 2.61, according to the department's Self-Study. Interestingly, students pursuing a Major (Co-Operative) in English had the highest CGPAs (3.42), whereas the average CGPA for the Major in English was a full grade point lower (2.38). Those pursuing an English Specialist program had a modest CGPA of 2.64. There was no graduation data yet available for students in the Creative Writing Major, which is a newer program, but those in the Creative Writing Minor had a respectable 2.65 CGPA.

Curriculum and Program Delivery

- ▶ Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program;
- ▶ Appropriateness and effectiveness of the program's structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated;
- ▶ Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs;
- ▶ Opportunities for student learning beyond the classroom;
- ▶ Opportunities for student research experience.

As we noted above, under “Objectives” and strategic priorities, the curriculum for the various programs in English offered at UTSC reflect the current state of disciplinary transformation in recent decades and reflects many of the suggestions put forward by the 2016 External Review Committee Report. The most obvious of these was the development of helpful visual maps letting students know of the various “Routes through the program” available to them, something the 2016 committee noted under “Program Recommendations”: “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.” Our team saw evidence of these both in the departmental Self-Study and posted outside the department offices.

The development of the Specialist (Co-operative) Program and Major (Co-operative) Program in English are innovative responses to the increasing calls for all university programs of study to discuss paths to employment with their students. Both of these programs are part of the Co-op offerings unique to UTSC, which build work-integrated learning components directly into programs. These initiatives meet the following 2016 External Review Committee Report’s recommendation: “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.” In the Self-Study, the department explained that they have instituted a yearly [Career Paths panel](#) featuring alumni discussing how they have put their English Major to work. They have also conducted a study of their current students in which they identified the career-readiness skills they learned through their English Major courses as follows: “work independently, work collaboratively, write effectively in different modes, communicate ideas verbally, recognize and value perspectives arising from difference.” Despite recognizing that their major provides them with job-readiness skills, a large percentage of the survey respondents (70%) still reported that they want more career opportunities. This is a challenge that the department seems poised to address.

The new English and Psychology Dual Degree Program is another innovative approach to bridging the gap between the arts and humanities and the sciences, and allowing motivated students not to have to choose between them.

The new Major in Creative Writing was in the works during the previous 2016 External Review and, from all accounts, has lived up to expectations. It is small by design because students must submit a portfolio in order to be admitted.

The department of English has continued revising the structure, curriculum, and length for its various programs. We have discussed some of the new innovations above. The Department has also re-thought its curriculum and broadened the range of modalities in which their courses are offered, based on data they gathered during the pandemic.

- Modality: Summer courses are now offered primarily online.
- Moved the introductory required courses from the second-year level to the first-year level. Two such courses are:
 - ENGA01H What is Literature (enrolment increase of 55%), and
 - ENGA02H Critical Writing About Literature (enrolment increase of 12%)
- Increased the diversity of the courses offered in literature and film studies in response to the recommendations of the External Review Committee Report: “The department should seek ways to further enrich the diversity of its curriculum, to match the diversity of the UTSC student population.”
 - The department has added D-level courses:
 - ENGD05 Diasporic-Indigenous Connections on Turtle Island (ERR46)
 - ENGC14 Black Canadian Literature (ERR46)
 - Other courses focus on Tamil literature, and Queer literature as well as courses on Iranian and Postcolonial cinema.
 - The department has also taken steps to remove the Eurocentric emphasis built into its paired courses under the heading “Charting Literary History” (ENGB27 and ENGB28). These courses will be re-titled as “Literature Across Time I (Before 1700)” and “Literature Across Time II (After 1700)” in 2024-25
 - The department has set up a working group to discuss other ways to incorporate Black and Indigenous knowledge in response to the 2015 Truth and Reconciliation Calls to Action as per the UTSC Campus Curriculum Working Circle.
- Curricular Innovation:
 - The department has created new courses that align with the emerging field of gaming studies, such as ENGC41 Video Games: Exploring the Visual Narrative.

The English Major (literature) and Specialist (literature) programs offered by the Department of English require the same four key courses:

- ENGA01H3 What is Literature?
- ENGA02H3 Critical Writing About Literature
- ENGB27H3 Charting Literary History 1 (before 1700)
- ENGB28H3 Charting Literary History 2 (after 1700)

Specialist degrees (with or without the Co-operative program, and the Double Degree in English Literature and Psychology) also require one additional course:

- ENGC15H3 Intro to Literary Theory and Criticism

The rest of the requirements for both types of degrees include some amount of credit hours before 1900 (1.5 for Specialists vs. 1.0 for Majors). Students pursuing the Minor Program in English Literature are required to take the same first two courses as the Major or Specialist programs in English.

The Creative Writing Major and Minor both require a different set of courses than those required for English Majors or Specialists. The Creative Writing Major and Minor both require ENGA03H3 Introduction to Creative Writing. Minors must then choose between the introductory classes in poetry or fiction, whereas Majors are expected to take courses in all major genres offered (fiction, poetry, non-fiction, and creative non-fiction) as part of their overall requirements.

Students pursuing a Minor in Literature and Film all have to take ENGB70H3 How to Read a Film. They then have a choice between Cinema and Modernity I or II and between Literature and Film for Our Time: Visions and Revisions or Literature and Film for Our Time: Dawn of the Digital. The emphasis here is clearly on the development of critical skills for close reading and critiquing film as a visual narrative medium. This means that while the Minor will get a new name when the Major in Film Studies is approved, the necessary skills are already built into the Minor curriculum.

Opportunities for student learning beyond the classroom

The faculty in the Department of English has been inventive in providing learning opportunities for their students that extend learning beyond the classroom, even during the pandemic. The department's Self-Study details specific examples.

- One such ingenious way to help students learning online to connect with one another and build community was Professor Goldman's choice to hire an improv actor to work with her class virtually and help them develop a sense of class cohesion though they never met in person.
- Professor Goldman also puts her film students in touch with industry insiders. Professor Ryzhik teaches her students how to use a hand-press to typeset and print poems they have written so they can better understand the physical labor involved during the Early Modern period they study.
- And, students enrolled in ENGC01H3 Indigenous Literature of Turtle Island physically leave the classroom every other week to learn more about the landscape in which they live and thus better understand the logics of Indigenous knowledge as place-based.
- Finally, we have previously mentioned that some of the students with whom we met were very excited about Professor Assif's new class (ENGD02Y3 Teaching Academic Writing: Theories, Methods, and Service Learning) which combines writing instruction with volunteer opportunities around the Scarborough area.

Opportunities for student research experience. This topic was not addressed explicitly during the site-visit. Thus, we acknowledge that the department's Self-Study addresses this question, which may warrant further discussion and development.

3 Faculty/Research

- Scope, quality and relevance of faculty research activities.
- Appropriateness of the level of activity relative to national and international comparators.
- Appropriateness of research activities for the undergraduate and graduate students in the Faculty.
- Faculty complement plan.
- Appropriateness and effectiveness of the academic unit's use of existing human resources. In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.

The scope and quality of the faculty research activities were highly praised in the 2016 External Review Report and they remain impressive. The growth in faculty numbers, and especially with the recent hires of younger scholars in film, creative writing, early

modern literature, and Indigenous studies, has enhanced these efforts and are fully relevant to both the department's present and evolving mission and the aims of UTSC's *2020-2025 Strategic Plan for Inspiring Inclusive Excellence*. Faculty continue to publish new monographs and articles in preeminent peer-reviewed journals in some of the most interesting and dynamic areas of contemporary humanities research—including Arab women writers, disability studies, film theory, gender and queer studies, Iranian cinema, Black and Women's Canadian literature, Indigenous studies, race and intersectionality in Early Modern England, English and Italian medieval literature, Spenser's and Donne's poetics, trauma studies, Victorian literature, modernism and film, the fiction of James Joyce, class dynamics in American literature, Hollywood genre films, and rap poetics. Faculty also excel in the production of high-profile publications in fiction, poetry, screenwriting, translation, and creative nonfiction. Department faculty are highly active as editors and advisory board members of major journals and press series and, even with the imposed limitations of the pandemic lockdown, continue to share their research and creative activities through invited lectures, significant conferences, and other forums.

The quality of the research is very strong and measures extremely well against national and international comparators. The faculty's accomplishments have been acknowledged through a variety of awards and they continue to be successful in obtaining SSHRC (Social Sciences and Humanities Research Council) grants and other funding (CIHR, Canada Council), as well as internal funding and grants administered through units on other campuses.

Although the department is not hosting any postdocs this year, they typically do host two or three postdoctoral fellows supervised by faculty; in 2021-22, for example, they hosted two. Postdocs in English have been funded externally (through SSHRC, for example) and also internally from UTSC—that is, through funds from the Dean's Office or the Vice-Principal of Research and Innovation.

The Self-Study notes that the faculty has continued to grow in the period since the last review and is now at its highest numbers yet. The current faculty roster includes 13.5 tenure-stream faculty, six full-time teaching-stream faculty, and three part-time teaching-stream faculty. The Self-Study observes that with the addition of a handful of replacement and new hires, the department will be "in some respects at optimal size," with the lowest FCE/FTE ratio at UTSC, meaning their faculty teach the fewest number of students on average. Creative Writing and Critical Writing are taught by teaching-

stream faculty, while all three faculty streams—tenure, teaching, and part-time—teach literature and film.

These research activities are fully appropriate to the needs of UofT's undergraduate and graduate students. The Self-Study points out that tenure-stream and teaching-stream faculty alike bring their research into our classrooms and actively supports student research efforts. This fact was reconfirmed by every faculty member we met: to a person and across ranks and all three streams, the faculty is student-centered and this remains among the department's greatest strengths and a primary reason for the long-term unity of its dedicated faculty and the enthusiasm of the students with whom we met.

The department emphasizes the importance of achieving real diversity in terms of both their research, continuing successfully to push against the boundaries of the traditional British literary studies focus of the English Major, and the make-up of the faculty. The department has made significant efforts in recent years to increase the number of Indigenous faculty on campus, while also acknowledging in the Self-Study that it remains underrepresented in terms of Black faculty: 4% of the current faculty are Black, with 34% overall being racialized. The department has made it a priority to hire a tenure-stream Black scholar in an open area of literary studies and the External Review team fully concurs that this is in the best interests of the department's mission and the needs of its students and is in line with the admirable aims of UTSC's 2020-2025 Strategic Plan. Moreover, while the contributions of Professor Neil ten Kortenaar can never be matched—all of the faculty with whom we met praised him for all the efforts he made as the previous department Chair to achieve their current success—we also agree with the Self-Study conclusion that with his imminent retirement, a replacement line will be necessary for the department to continue to flourish.

One very real area of positive energy comes from the soon to be established Film Studies Major, which is currently scheduled to be introduced in 2025. The department has done an excellent job of hiring tenure-stream faculty whose scholarship has successfully expanded the global reach of its research activities. This group of early career faculty is well-supported by both senior research faculty working in Film Studies and a strong cohort of part-time teaching faculty.

One of the real achievements of UofT has been the granting of continuing status to faculty in all three streams. This means that all of the faculty in Film Studies have

actively participated in the design and implementation of the new Major. Moreover, by the report of the faculty with whom we had the opportunity to meet there is a sense of equity and community between the Film Studies mix of full-time tenure stream and part-time teaching-stream faculty that is not always evident in similar programs. This program also has the potential to work in coordination with the recently established Creative Writing Major, as a number of the students in the Major with whom we met expressed great interest in developing productive connections with the film industry in Toronto.

One of the most significant achievements of the department since the last External Review, and in part the inspiration for the Film Studies Major, has been the introduction of the Creative Writing Major, the only such major in the UofT system. By all accounts, it has been a great success. The Self-Study notes that the popularity of the recently established first-year course ENGA03H3 Introduction to Creative Writing, open to all students at the university, “has exceeded our expectations”—an impressive 207 students in the 2020-2021 academic year and 180 in 2021-2022. Moreover, the Self-Study rightly celebrates the fact that the department has succeeded in bringing in “two internationally renowned Indigenous creative writers to anchor our Creative Writing program and to teach Indigenous literature and creative writing from Indigenous perspectives.” In addition, the department successfully secured base funding for an annual Writer in Residence and recently established a Writers’ Lounge, available for meetings of the UTSC student creative writing group or sessions with the Writer in Residence.

At the same time, however, the department faces some significant challenges going forward, as both Indigenous Creative Writers, as well as the other major contributors to the Creative Writing Major and Minor, are currently located in the teaching stream. The previous external review indicated serious concerns with such an arrangement going forward with the plan for the new Major, as it would ask faculty to have a strong track record in publication but then not, as is the case with similar faculty in film and literary studies, recognize these efforts as part of their duties. The authors of the report were sure this would create real challenges for the department and strongly recommended that the department meet with the Dean’s office to discuss both converting to the tenure-stream already in place Creative Writing faculty and then hiring new faculty in it—and this was the recommendation before the decision to couple these Creative Writing hires with the university-wide efforts to increase on campus the presence of Indigenous faculty. The current Self-Study indicates that while these conversations took

place and that there was support for the idea, ultimately it was determined that such a “conversion is only possible by creating new positions,” which would thereby put long-term current faculty at risk. As a result and “in the interests of equity,” the three most recently added Creative Writing faculty, currently only two of whom remain, were also hired in the teaching stream.

The problems created by this path became plainly evident in our discussions with the talented and engaged group of Creative Writing faculty with whom we met. They all expressed the concern that their writing and other creative activities, while foundational to the success of the program, were not being taken seriously and the university wants a Creative Writing Major “without writers who write.” The Self-Study does indicate that all “Creative Writing faculty receive course releases to allow them to pursue their creative work.” However, the faculty felt this was far too limited, as the advising, teaching, and mentoring demands created by the success of the new major has made it very difficult for them to find time to work on their writing projects. The Creative Writing faculty, as well as those in Film Studies, also expressed a pressing need for more Teaching Assistant support to enable them to meet the demands of their popular classes. Moreover, the two Indigenous faculty have additional pressures placed on them, both in terms of meeting their commitments to teaching Indigenous Literature as well as Creative Writing courses and the mentorship of Indigenous faculty and students. Finally, all of the faculty expressed worries that the informal nature of the current release agreements could mean it could be terminated at any time due to changes in direction of administration. All of this, coupled with the impacts of the pandemic lockdown, has created a real problem for morale in a program that should be celebrating all that it has achieved in recent years.

The frustrations expressed by current teaching-stream Creative Writing faculty, the loss in 2022 of SJ Sindu (Sindu Sathiyaseelan) to another institution, and the lack of success in the spring 2023 search for a new Creative Writing professor indicates that the current structure remains untenable for both encouraging new faculty to join the department and ultimately retaining the outstanding faculty already in place. If the university wishes this high profile, successful, and popular program to realize its potential, it needs in the very near future to address these concerns. This is no longer an issue of equity amongst the Creative Writing faculty but of very real inequities between the Creative Writers, including the department’s Indigenous faculty, and others working in research areas. If the conversion of the current faculty to tenure stream is not possible, a creative solution needs to be sought that would be fair to both those who have worked so long

to establish the program and more recent and all future hires. The department and university leadership needs to begin a dialogue with all of the faculty in Creative Writing, take seriously their dissatisfactions with the current arrangement, and work together to find a solution that will be both acceptable and fair to all those involved. And any agreement reached should be contractually guaranteed.

The department has also met with success in expanding its commitments in Critical Writing. The Self-Study notes, “We have recently added new courses at the B-, C-, and D-levels in addition to the courses we have always had at the A-level, but these are all taught by Professor Maria Assif, a situation which is unsustainable. Discipline-specific writing development is supported at the campus level by writing resources in the Centre for Teaching and Learning. A campus-wide Writing Support Task Force initiated in 2020 underscored the need across all departments for further discipline-specific writing supports; preliminary funding to develop this work was provided to the Centre for Teaching and Learning in 2022. This unit is currently being re-envisioned and there is a hold on related long-term hiring until that process is complete.” We hope that this is a situation that will be resolved very soon and long-term hiring again initiated.

The students with whom we met expressed their deep admiration for the efforts of Dr. Assif, whom we congratulate for her recent promotion to full professor, and expressed their desire for more opportunity to take courses in Critical Writing and especially new digital media. All of this points toward a pressing need in the near future for additional faculty in Critical Writing. While there is support in the current program for such a position to be in the teaching stream, we would caution that past experiences, and indeed the current challenges in the Creative Writing Major, indicate that there is a risk that the institution will consider teaching in Critical Writing service work rather than what it is, essential part of the department’s core mission and future successes.

Recommendations:

– There should be a tenure-stream hire of a Black scholar in an open area of literary studies.

– There should be a new position in Critical Writing, with an emphasis on the new media for the training of students for the contemporary job market. A conversation needs to take place as the department continues to evolve and expand its mission concerning whether this position and others be part of the Tenure or Teaching streams.

– There continues to be a need for replacement hires in Creative Writing and for Dr. Neil ten Kortenaar. If either of these positions could be at a more senior level it would be of great advantage to this highly successful and ambitious department (with Dr. Ten Kortenaar’s retirement there will be 4 faculty at the Full Professor / Full Professor, Teaching Stream level).

– The serious faculty concerns created by a recently established and popular Creative Writing Major being taught and directed by teaching-stream faculty need to be addressed in the very near future. The current arrangement is untenable as it creates a faculty who is not offered ample time to do their own work of creative writing, something integral to the program’s success. We recognize that this was a major concern raised by the previous review and that prior conversations with the Dean’s and Provost’s offices took place. However, with the establishment of the Creative Writing Major and the recent hiring of two Indigenous Creative Writers, these problems have only increased. A creative solution needs to be sought that would not only recognize and respect the current faculty in the program but enhance efforts at building further on its initial successes.

– There is a need for more Teaching Assistant support throughout the department, and especially the Creative Writing and Film Studies faculty.

4 Relationships

- Strength of the morale of faculty, students and staff.
- Initiatives undertaken to enhance a sense of community in the program/unit.
- Scope and nature of relationships with cognate Faculties, academic departments and units.
- Extent to which the division/unit 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 division/unit’s relationship with external government, academic and professional organizations.

- Social impact of the division/unit in terms of outreach and impact locally and nationally.

Strength of the morale of faculty, students and staff

COVID restrictions have had a negative impact on the well-being and mental health of students, staff, and faculty at UTSC that stands in stark contrast to how the 2016 External Review committee observed their interactions as well as how the department bills itself in their [website](#): “We are a diverse and close-knit group of students, faculty and staff united by a shared passion for the vital work that literature, writing, and film studies do in the world.” While our committee does not doubt this statement was indeed true up until March 2020, during our visit we saw concerning signs of the stress that time away from one another, the toll of having on the fly to adopt online teaching, and the increasing inequities that different faculty status (teaching faculty vs. research faculty), faculty departures, and recent failed searches have had upon the morale of the members of the Department of English.

Department Chair Alice Maurice is aware of this. In the spirit of working towards rebuilding a sense of community, we discuss several structural issues that have come to a crisis and should be addressed before the full-fledged adoption of the new Film Studies Major if the department morale is to regain a sense of equilibrium. During our visit, we heard various members of the faculty mention that they were looking forward to attending the upcoming departmental retreat, which may have begun addressing some of the issues we raise here.

Faculty:

The lingering effect of the disruptions caused by the lockdown is still evident in the ways in which faculty interact with one another. The chair reported that faculty meetings are still taking place online. She had initially convened an in-person faculty meeting at the start of the academic year, but few people showed up. When meeting with the review team, several faculty members (Creative Writing faculty as a group, and groups each of assistant and associate professors) reported not having been in a room together since the start of the pandemic. They seemed to welcome the occasion, but given how meetings were arranged by rank and/or specialization, the external review only allowed for a partial reunion of colleagues.

Creative Writing faculty were the group which most openly discussed the mental health impact that the crisis has had on them personally as well as on their students. This

group, which heads its own successful Major within the department, is made up entirely of teaching-stream faculty whose course loads are officially supposed to be 3.5 courses per term (or 4 and 3). The Department's current workload policy has lowered this to Professor Maurice has managed to lower this load to a slightly more manageable 2.5 per year (or 3 and 2) by assigning each CW faculty member some administrative tasks. Faculty we talked to explained that this amount of teaching (3-2) is still too high for them to find time to do their own writing. Some faculty were considering shifting to a permanent part-time appointment to arrive at better work-life balance.

As a group, the Creative Writing faculty are a very diverse segment of the department since they include two First Nations faculty members, both of whom started their terms during the pandemic and they each expressed feeling disconnected from their colleagues in the department, especially beyond the Creative Writing community.

As noted above, during AY 2022-23, a search for a teaching-stream Creative Writing faculty position to replace a professor who had departed failed. The Chair believes this was largely because applicants to the position were able to find tenure-stream positions elsewhere in Canada or the United States. This highlights one of the lingering issues that was flagged in the 2016 report: "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-stream research positions, and seek to have these positions filled as soon as possible." The department's Self-Study explains that they did follow up with a conversation with the Dean and the Provost's Office which brought to light that the only way to change the status of said faculty would be to create new tenure-stream positions which would be open for anyone to apply.

We raised this point with the Creative Writing faculty who informed us they collectively decided to remain classified as teaching stream rather than push for a reclassification to tenure stream in a process that would require current faculty to reapply for their jobs. The benefit of changing classifications would be a lower teaching load and more time dedicated to their writing; the risk would be that the positions would have to be advertised nationally and the current faculty may not end up being rehired into the new category.

One potentially complicating factor in this situation is the department's expressed desire to hire faculty from more diverse backgrounds in accordance with UTSC 2020 Strategic Plan, strategic direction 3.3, initiative i, which calls for an "increase the number of tenured and tenure-stream Black and Indigenous colleagues in the professoriate across all ranks and ensure proper supports for their career progression." Two of the three recent hires in Creative Writing are Indigenous faculty but because they were hired as teaching stream there is equity within Creative Writing but not with the rest of the Black and Indigenous hires prioritized at UTSC, which are largely tenure stream. We flag this as a problem, especially in light of the failed search in CW. We also recognize that if the department were to ask to create two new Creative Writing tenure-stream positions, this would significantly alter the dynamic of the group and exacerbate the teaching load requirements for original Creative Writing faculty. However, the teaching load is such that it appears to have negatively impacted Creative Writing faculty's writing productivity, which is counterproductive to the Major's continued success.

The English department faculty group whose primary research and teaching are in Film Studies face a similar dilemma as they get ready to launch their own Film Studies Major in 2025. Currently, faculty who teach film are both tenure stream and part time teaching stream. Our committee recommends that the department faculty think carefully about how future hiring in this area should grow, considering that the tenure-stream faculty who do this work have graduate affiliations in the UofT Cinema Studies graduate program, whereas the teaching-stream faculty do not. For context, the rest of the tenure-stream faculty in the department of English have graduate appointments in UofT's English graduate program at the St. George campus. While faculty are excited at the prospect of debuting their new Major in Film Studies, thinking through the implications of hiring in tenure- vs teaching-stream to accommodate the expected increase of students will be a crucial step in ensuring comity and ongoing research productivity.

Faculty in the literature part of the department are also split between tenure and teaching streams. There are no apparent tensions there other than the role of Writing Studies within this group. This is yet another area where the 2016 External Review Committee recommended a change that has not yet taken place. Under the Faculty/Research Recommendations category, the review team said, "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 Self-Study explains that the

department, “still plan[s] for a position in Critical Writing” and point out that they have added new courses on the topic at levels B-, C-, and D-. However, the Self-Study acknowledges that “these are all taught by Professor Maria Assif and the situation is unsustainable.”

Currently, Professor Maria Assif is the only faculty member whose primary area of expertise is writing/rhetoric; she also has expertise and research interests in American Literature and ethnic studies. Professor Assif is on the teaching stream where she serves as the English A02 Coordinator and is also the joint UTSC/OISE (Ontario Institute for Studies in Education) faculty advisor. While the department wants to avoid growing writing studies much more in order not to give the perception it has become a service department, students we interviewed were very excited by how much Professor Assif’s courses incorporate elements of service learning and job training, thus showing that there is a demonstrable demand for more such classes than the department can currently accommodate. Thus, our committee reiterates the call for the department to prioritize the hiring of a faculty member in Critical Writing.

One other pattern the review team noticed during the site visit was that among the tenure-stream faculty, there are many more faculty members at the rank of Associate Professor than at other levels. We understand that the conditions of the pandemic and associated lock-downs made archival and site-specific research more difficult, increased the care work associated with teaching students experiencing a variety of mental health challenges, and made access to reliable child care more difficult overall. However, we also asked about built-in incentives for tenure-stream faculty to seek promotion to the rank of full professor.

Recommendations:

– To reiterate, the serious faculty concerns created by a recently established and popular Creative Writing Major being taught and directed by teaching-stream faculty need to be addressed in the very near future. The current arrangement is untenable as it creates a faculty who is not offered ample time to do their own work of creative writing, something integral to the program’s success. We recognize that this was a major concern raised by the previous review and that prior conversations with the Dean’s and Provost’s offices took place. However, with the establishment of the Creative Writing Major and the recent hiring of two Indigenous Creative Writers, these problems have only increased. A creative solution needs to be sought that would not only recognize

and respect the current faculty in the program but enhance efforts at building further on its initial successes.

– While faculty are excited at the prospect of debuting their new Major in Film Studies, thinking through the implications of hiring in tenure vs teaching stream to accommodate the expected increase of students will be a crucial step in ensuring comity and ongoing research productivity.

– Our committee reiterates the call for the department to prioritize the hiring of a faculty member in Critical Writing.

Staff:

During our visit, we met with librarians and administrative staff. The librarians are engaged and supportive of the department's work and mission. They pointed out the lack of screening facilities both in the library itself and around campus, something which has an impact on their ability to support the department's new Major in Film Studies. It would be to the department's advantage to begin conversations with current library staff to address these concerns, as well as to take under consideration the hiring of a film and digital media specialist in the library.

Since the pandemic, the administrative staff have been working on campus for two days a week and off campus for three with staggered schedules to ensure someone is always present on campus to assist students and faculty. Staff indicated that they are happy with this arrangement and would like it to continue.

Administrative staff expressed frustration with the lack of centralized resources such as business accounts for access certain budget-making or expense-tracking software, etc. The University of Toronto overall was noted to be "very paper-based," which is an institutional barrier that negatively impacts their productivity and needlessly adds stress. Among other stressors, we learned that there is no standard budget for staff professional development, especially as it relates to the upcoming budget model or how to track Return on Investment (ROI). There is a sense of uncertainty. Staff can pay for their own professional development training, but the cost is around 2,500 dollars per course, which can be prohibitive.

Two pandemic-related downsides conveyed to the external review team by the staff are:

- Online teaching: the enrolment numbers have increased, which is a positive. However, with higher numbers comes the need to hire graduate Teaching Assistants (TAs), unanticipated expenses which have caused a budget deficit.
- Social Media Assistant role: the expectation that the department will recruit students more actively means that it needs a more robust social media presence than its current administrative staff can maintain. Thus, we heard several calls for hiring someone with social media outreach as their specialization.

Finally, one other budget consideration the administrative staff shared was their concern over the department's base budget . Any increases of base funds would contribute greatly to easing pressures and bettering the morale of all those involved in the department.

Recommendations:

– Any increases of base funds would contribute greatly to easing pressures and bettering the morale of all those involved in the department.

– The department needs at least one further staff member. The primary needs are for a financial assistant who could take up some of the Business Officer's routine responsibilities, allowing the Business Officer more time to focus on strategic planning and cost projections; and someone who has the skills needed to assist with department communications.

– In order to ensure the successful operations of the program, there needs to be an increase in base budget and a move away from overreliance on carry-forward funds. This would include base funding for among other things, software, computers, professional training, and work study student assistants, as well as the needs of a growing faculty and two new Majors.

Students:

During our visit, we had lunch with undergraduate students who represented all of the department's degree programs. There were several students who were part of the Co-operative programs but had not known one another. There was one mature Creative Writing student and one student pursuing the Double Degree in English and Psychology. We are not sure how representative this group was of the experiences and viewpoints of the larger population of students in the department.

These students were very lively and clearly invested in the department of English. They shared anecdotes about their favorite classes and/or professors. One notable topic the students did not bring up during the lunch meeting was student research. Rather, students were much more concerned about job readiness and trying to understand how they could best put the skills their various English Majors, Specialist Programs, or Minors taught them to use in the workforce.

The most vociferous students were those participating in both types of Co-operative programs (Major and Specialist). As noted, students would have benefitted from having a stronger sense of cohort: one student expressed the sentiment that he felt like the only student pursuing this option. The department can do a better job of identifying students who are or have been Co-operative participants and help them establish a network where they can support each other.

One other issue that came up during the lunchtime conversations was that students did not have a realistic sense of how their writing skills could be put to use in the workforce. One Creative Writing Major, for example, not involved in the Co-operative Programs wanted to be part of a writer's room for major productions before even finishing the degree. Some Co-operative students found their job placements unsatisfactory because they were primarily in administrative positions. The department can help students align their expectations with career paths more intentionally by better promoting existing department courses, such as ENGD95H3 Creative Writing as a Profession. The department should consider developing an analogous course for its new Film Studies Major, and likewise develop a 1-credit course discussing Career Skills for English Majors (or Specialists).

Recommendations:

– The department can do a better job of identifying students who are or have been Co-operative participants and help them establish a network where they can support each other.

– The department can help students align their expectations with career paths more intentionally by better promoting existing department courses, such as ENGD95H3 Creative Writing as a Profession.

– The department should consider developing an analogous course for its new Film Studies Major, and likewise develop a 1-credit course discussing Career Skills for English Majors (or Specialists).

Initiatives undertaken to enhance a sense of community in the program/unit

The department was planning to hold a retreat after the time of the external review visit. Among the chief concerns we heard the faculty express a desire to discuss during this time was how best to go about rebuilding a sense of community after the pandemic lockdowns.

Scope and nature of relationships with cognate Faculties, academic departments and units

English department faculty already collaborate with the Doris McCarthy Gallery, especially through the Writer in Residence program.

According to the department's Self-Study, several faculty members from other units regularly teach for the department of English. Among them are, Professor Sarah King who is the Coordinator of UTSC Writing Centre; Professor Yulia Ryzhik, whose appointment is divided between English and the Program in Book History and Print Culture at UTSG; Professor Deirdre Flynn, whose appointment is divided between UTSC and UTSG; and Professor Matthew Stoddard, whose appointment is divided between UTSC and Visual Studies at UTM.

5 Organization and Financial Structure

- The appropriateness and effectiveness of the division/unit's organizational and financial structure, and its use of existing human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.
- The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
- Opportunities for new revenue generation.

As the 2023 Self-Study details, there has been a significant reorganization of the department's staff structure in the years following the 2016 External Review report.

Three years ago, the department was provided with a dedicated staff team, which includes a full-time Business Officer, a full-time Undergraduate Coordinator, and a full-time Chair's Assistant. The Department Self-Study also notes that as the department has continued to grow, there has been an increasing need for a part-time financial assistant who could take up some of the Business Officer's routine responsibilities, and thereby enable them to devote more time to strategic planning and cost projections. Finally, the Self-Study points out that the department does not have a member of the staff whose primary responsibility is communications, and as a result these duties fall to the undergraduate coordinator. A good deal of communications work, such as social media and the department website, is handled by part-time work-study students under the supervision of Professor Sonja Nikkila.

These concerns were reinforced by the three members of the department administrative staff team with whom our review team met. The department's staff members are tremendous professionals, clearly dedicated to their work and appreciated by the Chair, faculty, and students. The department Self-Study reports that for much of the past two years staff members worked from home. Beginning in May of 2022, the staff adopted a hybrid model where they worked two days a week in the office and three at home. The Self-Study indicates that this model continues to work well and, as noted previously, the staff expressed their desires for this practice to continue.

The staff also reiterated the pressing need for an additional member to be added to their team. This is especially true in the case of the Business Officer, whose extensive portfolio of daily duties makes it very difficult to find time to devote to strategic planning and cost projections. Moreover, whenever the Business Officer is absent, the tasks to which they have been assigned largely grind to halt. The current staff also noted the pressing need for someone whose primary duties included department communications, as this would free up the Chair's Assistant to focus more on central aspects of their job.

All of the members of the staff also noted that due to the combination of the pandemic emergency, increasing university administrative requirements, and the recent expansion of the number of faculty and students in the department, the demands made upon them have grown precipitously. These demands come from both ends—both downstream from University and UTSC administrations as well as HR, and upstream from faculty and students. The staff members indicated that sometimes faculty act as if they are their personal assistants and on occasions students will request that they assist

them in ways that take too much time away from their duties. This may be in part due to the unique situation of the last few years. Given that both faculty and students are getting used to being on campus again, it would be valuable for the department's administration to communicate the nature, extent, and especially the limits on the duties of their superb staff.

Finally, the staff pointed out that there is a pressing need for further base financial resources both to fulfill their current duties and to do longer term strategic budget planning. We recognize both that this is a major area of concern for departments across North America and beyond, and that we lack sufficient information on the operating conditions at your university. However, we do note that these concerns will become especially pressing with recent and future addition of new Majors to the department and increased numbers of faculty. The staff communicated their concern that there has been an overreliance on carry-forward funds to pay for foundational department needs, including new software, computers, professional training, and work study student assistants. They also noted that the budget for the new Creative Writing Major is not sustaining and that any speakers from the program come out of the current limited base budget. As noted above, any increases of base funds would contribute greatly to easing pressures and bettering the morale of all those involved in the department.

The faculty in Film Studies with whom we met indicated that there still remain inadequacies in terms of the infrastructure and support for their teaching, especially in comparison to the facilities and resources available at the other UofT campuses. Film courses have high enrolments, both as general interest courses and as part of the Film and Literature Minor and soon to be established Major. Unaddressed, these problems will only be exacerbated with the establishment of the Film Studies Major. There are ongoing complaints about the inadequacies and unavailability of dedicated screening spaces on campus. Faculty noted that nothing was built on campus expressly for media and there is a real lack of the proper lighting, sound, and technology needed for showing film and digital media. The Self-Study indicates that there will be screening rooms in the new Instructional Centre (IC2) building, which is projected to be completed later this year, as well as in the department's eventual home in the Literature Arts Media and Performance (LAMP) building, projected to be completed 2026. However, there is concern that even with the Instructional Centre's opening there will be a shortage of dedicated spaces; and of course, the move to the LAMP Building will not occur until after the establishment of the new Major, which is expected to launch in 2025. Given the increasing centrality of film and other forms of visual media in faculty

teaching and research, the establishment of more such spaces should be a high priority for the college and university administration.

There was also an expressed dissatisfaction with the availability of film and other media in the current library structure. It would be to the department's advantage to begin conversations with your wonderful current library staff to address these concerns, as well as to take under consideration the hiring of a film and digital media specialist in the library.

We note that the 2022-23 Self-Study does not provide information about opportunities for new revenue generation and that the topic was not raised in any discussions with the review team. English is a small department, and department-level revenue generation may not be pertinent or, indeed, realistic. It is not clear, moreover, if and how revenue generation operates in department-level quality assessment at the University of Toronto or in Ontario at this time.

Recommendations:

– The department needs at least one further staff member. The primary needs are for a financial assistant who could take up some of the Business Officer's routine responsibilities, allowing the Business Officer more time to focus on strategic planning and cost projections; and someone who has the skills needed to assist with department communications.

– In order to ensure the successful operations of the program, there needs to be an increase in base budget and a move away from overreliance on carry-forward funds. This would include base funding for among other things, software, computers, professional training, and work study student assistants, as well as the needs of a growing faculty and two new majors.

– There needs to be more clear communication to the faculty and students concerning the specific duties and responsibilities of the members of the staff.

– As the Film Studies Major comes into being, more attention will need to be given to its unique program needs, especially in terms of dedicated screening spaces, work study support, technology, and access to media.

– Coordination with the library should be undertaken to develop the resources and expertise required to support a Film Studies Major.

6 Long-Range Planning Challenges

- Consistency with the University's Academic Plan.

The University's Strategic Plan, "Inspiring Inclusive Excellence," was adopted in 2020. It identifies 5 priorities:

1. Innovative, high-quality undergraduate and graduate experience and success;
2. Scholarly prominence in established and emerging areas;
3. Intentional inclusion and relational accountability;
4. Deep and enduring local, national and global partnerships and networks;
5. Participatory decision-making and supportive administrative capacity.

Intentional inclusion and relational accountability are at the centre of these 5 priorities.

1. Innovative, high-quality undergraduate and graduate experience and success

The Department of English demonstrates innovative undergraduate teaching across all its programs, with positive student evaluations noted in the Self-Study.

The 2022-23 Self-Study notes that almost every year the percentage of English students who make the list is higher than the UTSC average as a whole. The department's mean student evaluations are consistently higher than the campus as a whole. The Self-Study also notes that in almost every category of the National Survey of Student Engagement (NSSE) conducted across North American universities, UTSC English is rated by students considerably higher than other departments at U15 Canadian universities as well as across the University of Toronto. In a May 2022 UTSC English Student Survey, students indicated strong agreement or agreement and no disagreement that English courses helped students read and write effectively and recognize literary forms and genre; they agreed less that courses helped students engage with the historical and social contexts of texts or taught them to present and challenge arguments.

The department has reduced the extent to which students' routes through programs depend on prerequisites and area coverage.

The University's Co-op program and a small number of Community Service Learning opportunities are important parts of the student experience in English.

The 2022-23 Self-Study notes that, although English at UTSC does not have its own graduate programs, tenure-stream faculty have appointments in tri-campus graduate departments, based on the St. George campus, where they teach graduate courses and supervise theses. The review team did not have the opportunity to meet with graduate students from the St. George campus.

The following recommendations for future planning challenges relate to student experience and success.

Recommendations:

- Students expressed interest in taking more Spring and Summer classes in English: the department should discuss the expansion of classes taught in the regular summer term within a wider University-level conversation.***

- Students suggested that it's very hard to figure out who to contact and get support from with program questions. These comments do not reflect on administrative staff, who are all working incredibly hard with multifarious portfolios, but on communication and, perhaps, on numbers of available staff. Support could certainly be enhanced through additional staff as well as web resources.***

- Students expressed a desire for more hands-on, practical writing courses at the A and B levels. The writing program should be expanded to accommodate more students at these levels. That would mean more faculty. The department should also discuss with other departments the possibility of developing courses in writing across the disciplines.***

- Students expressed a desire for more Community Service Learning classes and more experiential learning. The department should continue to add to and develop its offerings in these categories.***

- Students expressed an interest in more interdisciplinary courses. The department should consider engaging with other departments at UTSC to expand interdisciplinary offerings.***

- Students' ability to take classes at other UofT campuses is adversely affected by transit options and by traffic congestion. These challenges are beyond the scope of the department or the University but should continue to be prioritized in order to ensure that UTSC may benefit from the range of courses offered across the two other campuses.***

- The Co-op program is not department-specific, but there are nonetheless future planning challenges related to its effectiveness for English students:***
 - * expand opportunities for students, some of whom feel that the available positions are more relevant to students in Science or Business than English.***
 - * clarify benefits for students: one student indicated that the relatively high cost of the Co-op program doesn't seem to provide many benefits other than access to the job board.***
 - * find ways to connect the Co-op students by department: the students who met with the review team didn't seem to know each other and didn't realize the number of students in English in the program.***

- Classrooms need better support to help faculty and students adapt to post-pandemic teaching and learning. The department will need to continue to request that support for hybrid teaching and AV support.***

- The burdens of supporting students struggling with mental health and wellness during and since the pandemic may have fallen disproportionately on faculty. These needs should be brought to the Dean and the University, and the impact on faculty's well-being and mental health must be considered.***

- Students may be ill-prepared for university learning after the pandemic and home-based learning. The burden for helping students falls to faculty, but these needs too should be brought to the Dean and the University.***

2. Scholarly prominence in established and emerging areas

The department's prominence in established and emerging areas is noteworthy given the size of the department. Several faculty members have received important awards and other recognitions, and the record of federal funding is impressive. Funding and awards for creative work are also strong, and the department's sense of the integration of creative and critical work as salient is compelling.

Recommendations:

– The department has an impressive number of highly regarded creative writers. If the department is to maintain prominence in established and emerging areas, it needs, as noted above, to reconsider its shift toward the appointment of teaching-stream faculty, and to explicitly include research/creative practice as a component in what are now, as we understand it, 80% teaching/20% service appointment for teaching-stream faculty and/or to have a conversation about the possible conversion of those positions to tenure-stream. A creative solution needs to be sought that would not only recognize and respect the current faculty in the program but enhance efforts at building further on its initial successes.

3. Intentional inclusion and relational accountability

The 2022-23 Self-Study notes that "The hiring of diverse faculty and, in particular, of Black and Indigenous faculty is a priority at the university and at UTSC. UTSC has instituted an ambitious plan to prioritise the hiring of Black and Indigenous faculty until their numbers at UTSC at least reach parity with the proportions of these populations in Toronto (10% Black) or Canada (5% Indigenous)." This is a vital part of the future planning for the department.

The department has recently appointed two highly regarded Indigenous writers as teaching-stream faculty. Perhaps largely because both were appointed during the pandemic, support by colleagues and administrators and connection with others in the department were significantly impacted.

Recommendations:

– The department should work with Indigenous instructors to learn what is needed and to build strong support systems and networks in the department and with the University for new Indigenous instructors, to ensure that they are not "collateral damage to the grand experiment to Indigenize campus and respond to the TRC."

– We note that women and racialized faculty may be being asked to serve on more committees than others. It's true that there is vital work to be done toward inclusion and accountability, and teaching release or other recognition may be extended to ensure that the workload toward, for instance, curriculum not add to overload.

– The department's commitment to the TRC's Calls to Action could be affirmed through continuing to Indigenize the curriculum and to outreach. The point was made that there are few Indigenous students in English at UTSC. It would be good to work toward creating a welcoming space for Indigenous students and toward outreach. Could departmental scholarships be developed?

– Student evaluations need to be addressed and revised to ensure they are not being weaponized against women and racialized faculty. Microaggressions against women and racialized faculty must be taken seriously and addressed.

4. Deep and enduring local, national and global partnerships and networks

We note the University's unique history as, first, a satellite campus of the University of Toronto and, now, another kind of entity in relation to the two other UofT campuses. As indicated above, the campus was represented to the review team as a "commuter campus"—for faculty, if not for students—and as a "community college."

We note as well the proposal for the UTSC Institute for Critical Storytelling and Creative Re-Worlding could contribute significantly to these kinds of partnerships and networks.

The 2022-23 Self-Study notes that the department 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. Several English faculty members have explored options to collaborate with peers across the globe as part of UTSC's Global Classroom initiative. The Self-Study mentions two specific instances: Professor Maria Assif, who has a collaboration with the English Department at the Université Abdelhamid Ibn Badis Mostaganem in Algeria, allowing professors and graduate students there to participate in her course on Arab North American Writing; and Professor Andrew Dubois, who has a grant to explore classroom links with academics in Iceland.

The larger partnerships between the University and other institutions and networks may be a matter of connections made through the University of Toronto as a whole.

5. Participatory decision-making and supportive administrative capacity

The department has had a strong tradition of participatory decision-making involving all levels of faculty. The Review Team noted especially the value of making all three faculty streams permanent as this has enhanced working relationships between faculty, especially in the establishment of new programs. For example, this has encouraged all of the faculty in Film Studies to actively participate in the design and implementation of the new Major.

Recommendations:

– To reiterate, the department needs at least one further staff member. The primary needs are for a financial assistant who could take up some of the Business Officer's routine responsibilities, allowing the Business Officer more time to focus on strategic planning and cost projections; and someone who has the skills needed to assist with department communications.

Appropriateness of complement plan, including balance of tenure-stream and non-tenure-stream faculty

The 2022-23 Self-Study notes, "Part of our growth in numbers is in answer to the needs of our new programs, part is in fulfilment of UTSC's ambitious plans for Inclusive Excellence. We have hired two internationally renowned Indigenous creative writers to anchor our Creative Writing program and to teach Indigenous literature and creative writing from Indigenous perspectives. We intend to still further diversify our faculty with future hires. In keeping with our new programs, we have been consistently growing in faculty numbers over the last twenty years, and now have more faculty than we have ever had. The faculty roster currently includes 13.5 tenure-stream faculty, six full-time teaching-stream faculty, and three part-time teaching-stream faculty. Creative Writing and Critical Writing are taught by teaching-stream faculty. Tenure-stream faculty teach literature and film, but our teaching-stream faculty do as well. Tenure-stream faculty have appointments in tri-campus graduate departments, based on the St George campus, where they teach graduate courses and supervise graduate students. These graduate appointments are in the tri-campus Department of English, the Centre for Comparative Literature, or the Cinema Studies Institute. All of us, tenure-stream and teaching-stream, bring our research into our classrooms, whether that takes the form of literary or film scholarship, creative practice, or pedagogical practice."

The Department is to be congratulated on its growth over the last 20 years. While a small department, it demonstrates great success in teaching, research and Creative Writing. The record of SSHRC grants is impressive. The assessment of teaching shows achievements higher than those on average at the St. George campus. If that growth and its momentum for teaching and research are to continue, however, the current imbalance between tenure-stream and teaching-stream faculty must be addressed.

While all members of the Department are engaged actively in research and/or creative work to an impressive degree, there are also imbalances. We have already noted the challenges facing the Creative Writing program if it continues to include only teaching-stream faculty.

The 2015-16 report recommended that "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 2022-23 Self-Study notes, "We believe we have been able to do that. Our department committees always involve faculty from both streams. We have been able to reduce the teaching load of our Creative Writing faculty to enable them to devote more effort to their creative practice."

Other challenges facing the department include resolving tensions between tenure-stream and teaching-stream faculty. These tensions were made evident to the review team in moments of conflict during the discussions. It is perhaps simply not possible, despite good intentions and many generous faculty members, to maintain a balance when an increasing percentage of the department's faculty are teaching-stream. It is clear that the system produces feelings of resentment and second-class citizenship. While it may have been better to have people hired somewhat less precariously than on a course-by-course or year-by-year basis, the imbalances are evident. The department should be carefully considering its future if more faculty are doing work that does not explicitly include their research and creative work, even if all are "bring[ing] research into ... classrooms." The department needs to work against the perception of a two-tier system.

The fact that only tenure-stream faculty teach graduate courses and supervise theses may have an effect of exacerbating tensions between tenure-stream and teaching-stream faculty and may, moreover, contribute to uneven workloads. All the faculty members who met with the review team indicated some degree of overload and burnout. However, it is clear that the conditions of overload and burnout are both general and specific, with faculty members each having unique reasons to feel overloaded. Graduate supervision, while a category that separates tenure-stream from teaching-stream, may mean considerably more work for some faculty members. For example, one faculty member is currently supervising 4 PhD students and serving on 9 supervisory committees, far more than any other member of the department. If there are no measures in place to offset supervisory workload, there likely should be, in the form principally of teaching releases.

The 2022-23 Self-Study indicates that many of the recommendations made in the 2015-16 review have been acted upon. Some of those recommendations should still be in view and should be given continuing or renewed attention:

– The 2015-16 report recommended that "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-stream 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."

– The 2022-23 Self-Study notes that "The department did consult with the Dean's Office and Provost's Office regarding the possibility of converting existing Teaching-stream positions in Creative Writing to Tenure-stream, and there was support for the idea, but ultimately this kind of conversion is only possible by creating new positions. We have hired three Creative Writers since the last review and, in the interests of equity, they have all been hired in the Teaching-Stream. All our Creative Writing faculty receive course releases to allow them to pursue their creative work."

The Creative Writing faculty at UTSC are demonstrably committed and successful teachers who are showing signs of exhaustion and burnout. While their writing is in

principle included in the consideration of their work for merit each year, their contracts remain in fact at 80% teaching and 20% service, suggesting that there are no clear criteria for the assessment of their work outside the classroom or in service and that the assessment of that work may be idiosyncratic.

In addition to working within contracts that do not explicitly include their writing as a component of their workload, Creative Writing faculty are overburdened by teaching to the point that teaching is preventing faculty from writing. The strength of teachers of Creative Writing and their ability to continue to provide students not only with support in the classroom but engagement with communities of writers, readings and publication depend at least in part on those faculty members being themselves engaged in creative work.

The Creative Writing faculty represent a noteworthy strength in the department. The department's only two Indigenous faculty members teach in the Creative Writing program. A search for a new faculty member in this academic year failed, the review team was told, at least in part because of the fact of the appointment being made in the teaching stream. The initial decision to have only teaching-stream faculty in the Creative Writing program, the review team was told, has created further problems, since it has subsequently meant that to maintain equity in the program every hire is made in the teaching stream.

The review team was told that the process of conversion would involve reposting the positions and launching searches for each position: if the collective agreement and the office of the Dean permit, we recommend that the positions *not* be reposted but simply converted. If the Creative Writing program and its instructors are to continue to flourish, its operation with only teaching-stream faculty must be addressed. Again, the possibility of converting teaching-stream appointments to tenure-stream appointments should be vigorously pursued, in close consultation with the faculty members.

During the pandemic, many faculty—and, indeed, many students—experienced stress and overwork in the shift to online teaching and learning and the emphasizing of email and video-conferencing over in-person communication. These conditions were not unique to UTSC, of course. However, coming back from the pandemic has been clearly difficult. Some newer faculty noted that they have heard the department described as close-knit, but that they don't experience the department this way. Given the challenges of being as several people put it, a "commuter campus," it may be useful to find ways to bring

people together on campus and to re-establish aspects of community that were lost during the pandemic. The new common area is a good thing (although the lights are really awful), but people may need reasons to be there together.

Faculty burnout is a major problem that must be addressed.

The pandemic produced conditions for working longer days and into the evenings and weekends. Faculty workload and availability on email must be addressed.

Departmentally, morale may be at a low ebb. As one person put it to the review team, "things have got less human." The word "demoralizing" came up often in discussions. Again, this diminishment of good feeling about work, the workplace, workload and the future may be attributed at least in part to the pandemic. The department may want to seek support from the Dean and the University for department-specific events to bring people together in nice places for good food and companionship as well as some productive conversation and planning.

The new LAMP building was mentioned several times. It seems very likely that this new building may provide reasons for faculty to get together and of course for connections with people in the Department of Arts, Culture and Media too. It will be good when the building's future is clearer and more imminent.

Enrolment strategy, Student financial aid, Development/fundraising initiatives and Management and leadership are addressed in earlier sections.

7 International Comparators

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

Assessment of the Department of English and its programs is based on the 2022-23 Self-Study, which reports the following:

The 2022-23 Self-Study notes that establishing peer institutions for comparison poses challenges because the tri-university structure at the University of Toronto makes the

two smaller universities in the triad—UTSC and University of Toronto Mississauga—unique. UTSC is no longer a "satellite" campus of the St. George campus, but something more like a small university serving students in the eastern parts of the Greater Toronto Area. While connected to the St. George campus, with UTSC English Department faculty participating in graduate programs and nationally/internationally recognized research at that campus and students able to take courses at other campuses, UTSC is also distinct in its programs. "These complexities aside," the 2022-23 Self-Study notes, "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."

The data in the 2022-23 Self-Study concerning research and scholarly activity is not specific to UTSC. It is nonetheless clear that UTSC English punches above its weight when it comes to research profiles. As noted above in section 3, this is an impressive group of scholars. Since 2017, faculty in English have received \$140k in CIHR funding, over \$300k in SSHRC funding, and around \$100k in Canada Council funding. Three faculty members are also involved as co-Principal investigators or in other substantial ways in another five grants, including two \$25k SSHRC Connections grants for conferences, a SSHRC Insight Grant and a \$390k (USD) Andrew Mellon Foundation grant.

The 2022-23 Self-Study indicates that English faculty have received around \$30k in internal funding over the past five years; that number seems a bit low but may be an effect of the limitations on research and conference travel during the pandemic.

English faculty have also been recognized with several awards. Marlene Goldman is a Fellow of the Royal Society of Canada and Katherine Larson is a Member of the College of New Scholars, Artists & Scientists. Both Goldman and Larson have received Jackman Humanities Institute Fellowships, as have Neil ten Kortenaar and Urvashi Chakravarty. Chakravarty and Goldman have also received UTSC research awards.

The 2022-23 Self-Study notes that UTSC Faculty have published with many of the major university presses (Oxford, Cambridge, Yale, Pennsylvania), and the major journals, both general to the discipline (*PMLA*, *English Studies in Canada*) and more specialized.

Faculty have won awards for their work. Marlene Goldman's *Forgotten: Narratives of Age-Related Dementia and Alzheimer's Disease* was a finalist for both the Gabrielle Roy Prize awarded by ACQL/ALCQ and the Canada Prize in the Humanities and Social Sciences. She won the Elena Zastawnik Award for Best Written Film at the Magnolia Independent Film Festival. Daniel Tysdal won the Thomas Morton Prize for Poetry from the Puritan Literary Magazine. Andrew Westoll made the Canada Reads Longlist.

English faculty have also been recognized for their contributions to teaching, leadership, and scholarship through awards administered by the University of Toronto. Maria Assif has won the President's Teaching Award, and Sonja Nikkila and Andrew Westoll have won UTSC Teaching Awards.

It is difficult to compare these awards and grants with other departments in Canada and internationally, but the data in the 2022-23 Self-Study does nonetheless indicate that this department is notably rich in extremely accomplished scholars and teachers.

A comparison with other literature programs reveals that the Department requires more courses for the completion of both the Majors (15) and the Specialist (24) than do any of UTSC's comparators.

UTSC is similar to many other North American universities in requiring courses in pre-twentieth-century literature for both Majors and Specialists.

UTSC does not require students to take courses in Indigenous, postcolonial or Black literatures, although both other University of Toronto campuses do have this requirement, as do many other Canadian programs. UTSC has "deliberately minimized program requirements and only made obligatory those courses that [they] did not trust students would take on their own initiative, such as courses in literature of the past," and have "considered that, rather than making diversity and Indigeneity the explicit focus of a particular course or courses, [they] should integrate them more fully across all [their] courses."

Beyond the University of Toronto, four Ontario universities and nine elsewhere in Canada currently offer undergraduate Major programs (BA) in Creative Writing. The success of the UTSC workshop approach to teaching Creative Writing is reflected in the fact that many UTSC Creative Writing students begin to publish with major presses shortly after and in some cases before graduation, as well as winning awards.



December 11, 2023

Professor William Gough
Vice-Principal, Academic & Dean
University of Toronto Scarborough

Dear Professor Gough:

Thank you for forwarding the report of the April 2023 external review of the Department of English and its programs. The following programs were reviewed: English (HBA) Specialist, Specialist (Co-op), Major, Major (Co-op); English Literature Minor; Creative Writing (HBA) Major, Minor; Literature and Film Studies 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 highlighted the Department’s engaged and energetic community of students, as well as the excellent and deeply committed faculty and staff. They praised the programs as well-conceived, with innovative and diverse course offerings, and observed that all programs align well with the priorities of UTSC’s strategic plan. They applauded the development of the Specialist and Major Co-op programs in English as “innovative responses to increasing calls for all University programs to discuss employment paths with students.” They commended the Department’s strong recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, and noted that both tenure and teaching-stream faculty bring their research into classrooms and actively support student research efforts. Finally, they praised the ways in which the Department “emphasizes the importance of achieving real diversity” in the faculty complement as well as in faculty research areas.

I am writing at this time:

1. to request your administrative response to this report, which should include a plan for implementing the recommendations; these plans should also be captured in the enclosed table;
2. to request your feedback on the review summary component of the draft *Final Assessment Report and Implementation Plan*; and
3. to outline the next steps in the process.

1. Request for Administrative Response and Implementation Plan:

In your **Administrative Response**, please address the following areas raised by the reviewers and their impact on the academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Department, Dean) will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.

- The reviewers noted students' desire for more hands-on practical writing courses, community service learning courses, and experiential learning opportunities; they recommended that the Department consider developing additional course offerings that align with students' potential career paths.
- The reviewers recommended clarifying and communicating the benefits of the Co-op program, exploring ways to expand Co-op opportunities for students in the English program, and working to support a greater sense of community among Co-op students.
- The reviewers recommended enhancements to classroom supports for post-pandemic teaching and learning.
- The reviewers highlighted serious concerns expressed by teaching stream faculty in the Creative Writing program that they are "not offered ample time to do their own work of creative writing, something integral to the program's success." They raised related concerns regarding faculty workload and morale more broadly. (*Note: in developing your response, you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life*)
- The reviewers recommended strategic faculty complement planning in order to ensure coverage of existing and emerging disciplinary areas; they raised broader concerns regarding the balance between teaching and tenure stream faculty in the Department.
- The reviewers noted student comments regarding difficulty determining appropriate contacts for program-related questions; they recommended enhancing the clarity of communication to the faculty and students regarding the specific duties and responsibilities of staff members.
- The reviewers recommended that the Department engage with Indigenous instructors to learn about their needs and to build strong support networks within the Department and the University; they endorsed ongoing initiatives to Indigenize the curriculum and to cultivate a welcoming space for Indigenous students.
- The reviewers recommended that the department work carefully to ensure that women and racialized faculty are not unduly burdened with committee assignments; further, they urged the department to pay close attention to how student evaluations are used, and to ensure that they are not being used inappropriately with respect to the assessment of women and racialized faculty.

Please prepare this response in consultation with the unit under review. As part of this consultation, please request a brief administrative response from the unit that focuses on items within their control. Please reflect this consultation and respond to the key elements of the unit's response in your response.

Finally, please confirm the **date of the next review** and your plans for **monitoring the implementation of recommendations** until then. I will ask you to provide a brief report to me midway between the 2022-23 review and the year of the next site visit.

2. Draft of Final Assessment Report (including Review Summary)

In Winter 2024, my office will provide a draft version of the *Final Assessment Report and Implementation Plan* (FAR/IP), which will include a summary of the review of the Department of English. At that time we will request your feedback regarding tone or accuracy of the summary component, and your response to any information that is requested in the comments. This document becomes part of the governance record.

3. 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), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).

The review of the Department of English will be considered by AP&P at its meeting on **April 10, 2024. Please plan to attend this meeting, and ensure that the unit leadership also attends.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is [available on our website](#).

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as a copy of the unit's response, and any comments on the draft FAR/IP by **March 7, 2024**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

The review summary and the Dean's administrative response are the two key components of the FAR/IP, which will be finalized after the AP&P meeting and distributed to you, the unit leads, the Governing Council secretariat, and the Quality Council, and posted on our [website](#), as required by the UTQAP.

Please feel free to contact me or Emma del Junco, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan McCahan', written in a cursive style.

Susan McCahan
Vice-Provost, Academic Programs

cc.

Karen McCrindle, Acting Vice-Dean Teaching, Learning & Undergraduate Programs, UTSC

Martha Harris, Academic Programs Officer, UTSC

David Lock, Coordinator, Academic Planning and Reviews

Emma del Junco, Acting Coordinator, Academic Planning and Reviews

Alexandra Varela, Special Projects Officer

March 13, 2024

Dr. Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

Dean's Administrative Response: External Review of the Department of English, University of Toronto Scarborough

Dear Susan,

Thank you for your letter of December 11 requesting my administrative response to the external review of the Department of English and its programs. I want to thank the review team - Cecily Devereux, Professor, Department of English & Film Studies, University of Alberta; Vivian Nun Halloran, Professor and Associate Dean for Diversity and Inclusion, Office of Executive Dean, Department of English, Indiana University Bloomington; and Phillip Wegner, Professor and Marston-Milbauer Eminent Scholar, Department of English, University of Florida - for their consultation with the Department during the site visit, held from April 4-5, 2023, and for their Report, which was finalized on June 26, 2023, and shared with the Department.

We deeply appreciate the reviewers' assessment of the Department's engaged and energetic community of students, as well as the excellent and deeply committed faculty and staff. They praised the programs as well-conceived, with innovative and diverse course offerings, and observed that all programs align well with the priorities of UTSC's strategic plan. They applauded the development of the Specialist and Major Co-op programs in English as "innovative responses to increasing calls for all University programs to discuss employment paths with students." They commended the Department's strong recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, and noted that both tenure and teaching-stream faculty bring their research into classrooms and actively support student research efforts. Finally, they praised the ways in which the Department "emphasizes the importance of achieving real diversity" in the faculty complement as well as in faculty research areas.

The report from the review team identifies a number of areas for enhancement and development, including developing practical and career-aligned courses, expanding and clarifying Co-op opportunities, addressing faculty workload and morale, planning faculty roles for comprehensive coverage, enhancing communication about staff roles, supporting Indigenous instructors and students, and ensuring equitable committee assignments for women and racialized faculty. With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation.

Once again, I thank the review team for their insightful and valuable review of the Department and its programs. I look forward to supporting the Department in implementing the recommendations of this report.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of English. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in **Fall 2027**. The next external review of the Department will take place **no later than the 2030-31 academic year**.

Sincerely,

A handwritten signature in black ink, appearing to read 'WAG', with a long horizontal flourish extending to the right.

Professor William A. Gough
Vice-Principal Academic & Dean

2022-23 UTQAP Review of the UTSC English Department - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers noted students' desire for more hands-on practical writing courses, community service learning courses, and experiential learning opportunities; they recommended that the Department consider developing additional course offerings that align with students' potential career paths.	1	"Students expressed a desire for more hands-on, practical writing courses at the A and B levels. The writing program should be expanded to accommodate more students at these levels. The department should also discuss with other departments the possibility of developing courses in writing across the disciplines."	<p>Short-term (1 year): The Department will revive and offer ENGB02 – Effective Writing in the Sciences in 2024-25, and will continue to offer its suite of writing courses at all levels.</p> <p>Medium term (3-4 years): The Department plans to offer more sections of existing writing courses and to develop new writing courses, pending ability to conduct a search. Pending approval, the Department will plan to search in the area of Critical Writing/Rhetoric & Composition. We currently have only one full-time faculty member teaching these writing course regularly. And while graduate student instructors teach our A- and B-level writing courses (Writing About Literature and Writing About Movies), depending on sessionals or course instructors to carry upper-level writing courses would not be sustainable.</p>	Fully supportive of the department's plans. Funding expansion and providing necessary instructors (and related resources) will be explored with the department.
	2	"Students expressed a desire for more Community Service Learning classes and more experiential learning. The department should continue to add to and develop its offerings in these categories."	<p>Short-term (1-2 years): We will continue to offer our service-learning course, ENGD02Y. Led by the Associate Chair and the Departmental Curriculum</p>	The campus encourages the development of Experiential Learning offerings (including service learning) and this is supported by the

			<p>Committee, the Department will conduct an inventory of courses that regularly include significant experiential learning components and submit minor modifications to those courses so that they can be designated as experiential learning courses in the calendar. For example: our D-level documentary course (ENGD94) regularly includes hands-on filmmaking, but it is not described as such in the calendar. We plan to change the name of that course and to flag it for students. The Department will also designate a point-person for experiential learning (the convenor of the pedagogy committee) to help support faculty members who would like to develop and implement experiential learning approaches in their courses. The Chair will also designate a departmental “experiential learning fund” for micro-budgets (under \$1,000), since the Campus office of Experiential Learning only funds initiatives over that amount.</p>	<p>Associate Dean Experiential and Global Learning and her team.</p>
	<p>3</p>	<p>“The department can help students align their expectations with career paths more intentionally by better promoting existing department courses, such as ENGD95H3 Creative Writing as a Profession.”</p>	<p>ENGD95 is a required capstone course for Creative Writing students; as such it doesn't need promoting (it is always fully enrolled). However, the course, which is offered every year, does include a panel/master class on writing as a profession, featuring local professionals, and that panel is open to all students.</p> <p>Ongoing and short-term (1-year): We will continue to build our series of career-focused panels and events. Every Fall, we offer a series of careers panels (e.g., “What to Do with An English Degree?” and “Beyond English 101”) as well as a “Going to Graduate School” panel; we will work with our new Communications and Digital Media Officer to better promote those events and to stabilize them in the calendar so students know when</p>	<p>Fully supportive of the department's plans.</p>

			to expect them every year. In Fall of 2024, we saw huge demand for an event focused specifically on applying to teachers' college – and thus we added an additional, online version of the event (which we also recorded so that it could be accessible to students who couldn't attend the event). We plan to use this model for career-focused panels and events going forward, to accommodate demand and to offer flexibility.	
	4	“The department should consider developing an analogous course for its new Film Studies Major, and likewise develop a 1-credit course discussing Career Skills for English Majors (or Specialists).”	<p>We feel that this is not necessarily the best solution, logistically. We need faculty members willing to teach such courses, and using FCE for this will not necessarily be feasible. Beyond these practical issues, there is the problem that one course can only accommodate a limited number of students. We feel that the approach outlined above, with multiple careers panels in both in-person and online formats, will reach the most students. It should be noted that it is likely that the external reviewers based their comments on an interview with a very small group of students (with a disproportionate number of Co-op students, which may have skewed results a bit), so we feel we need to hear more from our students in general on this topic. To that end:</p> <p>Short-term (1-year): We have designed a survey of students to further explore student desires regarding curriculum and other issues – such as careers, outreach, etc.-- raised in the external review. That survey will go out at the end of February (2024), with a plan for focus groups to follow up on the results of the survey, held over the coming year.</p>	I agree with the departmental response to this recommendation.
	5	“[The Film Studies] program also has the potential to work in coordination with the recently established Creative Writing Major, as a number of the students in the Major with whom we met expressed great interest in	<p>Medium-term (2-3 years): We will continue to develop connections by inviting local film professionals into our classrooms (as many of us already do in our</p>	Fully supportive of the departmental response.

		<p>developing productive connections with the film industry in Toronto.”</p>	<p>film classes). In addition, in tandem with the launching of our Film Studies Major in Fall of 2025, we plan to institute an annual “Careers and Film Studies” panel and/or networking event for program students. The department also plans to work with the Experiential Learning Office to consider ways to formalize our existing connections with area film and arts organizations (e.g., Scarborough Arts, Hot Docs, The Reel Asian International Film Festival, etc.) into recurring opportunities for students (such as internships or other work-integrated learning opportunities). This effort will be headed by the Film Studies program director, with the support of the Associate Chair and the Undergraduate Coordinator.</p>	
<p>The reviewers recommended clarifying and communicating the benefits of the Co-op program, exploring ways to expand Co-op opportunities for students in the English program, and working to support a greater sense of community among Co-op students.</p>	<p>6</p>	<p>“The department’s ongoing participation in the Co-operative programs should be reviewed periodically to ensure that more English Majors are aware of this as an option and that students pursuing an English Major or Specialist Program have more realistic expectations for what career opportunities the Co-op program can provide for them.”</p>	<p>We consulted with the Arts & Science Co-op office on Feb. 2, 2024 to review the upcoming changes to the co-op programs, to be implemented in the Fall of 2025. We also developed a strategy to improve the Co-op experience for English students. We discussed ways the Co-op office could support the English Department in our outreach to co-op students.</p> <p>Short-term (1-year): The survey to students discussed above contained specific questions about Co-op. We plan to hold a follow-up focus group with co-op students in Spring of 2024. In Fall 2024, we plan to hold a Co-op mixer/feedback session for students in which representatives from Arts & Science Co-op will also participate. We also plan to work with the Arts & Science Co-op office to organize a gathering/networking session for co-op students from across the Humanities departments in 2024-25. Within our department, we also plan to highlight the Co-op work experiences of English students in our student newsletter, website, and social</p>	<p>I applaud the immediate efforts to address the reviewer’s recommendation.</p>

			media channels so that they are more visible and integrated into our program.	
	7	“The Co-op program is not department-specific, but there are nonetheless future planning challenges related to its effectiveness for English students: expand opportunities for students, some of whom feel that the available positions are more relevant to students in Science or Business than English [and] clarify benefits for students”	See above (#6); hopefully feedback from these events and efforts will help the Arts & Science Co-op office to address these issues and concerns.	As above.
	8	“The department can do a better job of identifying students who are or have been Co-operative participants and help them establish a network where they can support each other.”	See plans outlined above (#6)	As above.
The reviewers recommended enhancements to classroom supports for post-pandemic teaching and learning.	9	“Classrooms need better support to help faculty and students adapt to post-pandemic teaching and learning. The department will need to continue to request that support for hybrid teaching and AV support.”	We have a number of resources both departmentally and on campus to aid faculty. AV and IITS support faculty upon request, as does the Centre for Teaching and Learning, which runs workshops and also offers tech support (e.g., Quercus help) and one-on-one support. Departmentally, we run a regular pedagogy circle and we have a pedagogy advisor (Prof. Sonja Nikkila) who leads the circle and holds office hours for one-on-one and group support.	The opening of the Sam Ibrahim building in the fall of 2024 provides access to cutting edge classroom space with the latest in classroom technology. The department will have access to these new spaces. There is also an on-going upgrading of the older classrooms.
	10	“There is a need for more Teaching Assistant support throughout the department, and especially the Creative Writing and Film Studies faculty.”	In advance of the 2023-24 school year, we requested an increase in our TA budget from the Dean’s Office, in line with our increased enrolments 27% increase since 2019-20). We gratefully received the requested increase, but we will need to continue to monitor and make sure that TA and stipend budgets align with our enrolment demand, and curriculum needs. Current and Ongoing: With respect to creative writing, the English Chairs from UTSC, UTM, and UTSG held a meeting in October of 2023 with the English TA Coordinator and the Director of the MA program in Creative Writing to discuss how	The Dean’s Office is responsive to the needs of departments for additional support generated by enrollment and changes in pedagogy. We applaud the efforts to provide the requisite TA training to support Creative Writing courses.

			<p>we might better serve the needs of UTSC (and UTM) Creative Writing courses. We are currently developing approaches to increase the pool of available, well-trained TAs for Creative Writing courses.</p> <p>Short-term (1-2 years): Work with the St. George English department to Create Creative Writing-specific TA training for graduate students, including training that takes place on the UTSC campus.</p> <p>Medium Term (2-3 years): Our proposal for the Film Studies major accounts for increased TA needs for new required courses (and larger versions of existing courses). In tandem with the launching of the Film Studies Major, we will need to assess TA needs after the first year of the program (2025-26), when we will have a better idea of enrolment/demand. We also plan to continue to work with the Cinema Studies Institute and the graduate English department to coordinate film studies-specific TA needs. (This will be guided by the Chairs, the program director, the English TA coordinator, and supported by the English Undergraduate Coordinator and the Business Officer).</p>	
<p>The reviewers highlighted serious concerns expressed by teaching stream faculty in the Creative Writing program that they are “not offered ample time to do their own work of creative writing, something integral to the program’s success.” They raised related concerns regarding faculty workload and morale more broadly. <i>(Note: in developing your response, you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life)</i></p>	<p>11</p>	<p>“The serious faculty concerns created by a recently established and popular Creative Writing Major being taught and directed by teaching-stream faculty need to be addressed in the very near future. The current arrangement is untenable as it creates a faculty who is not offered ample time to do their own work of creative writing, something integral to the program’s success.”</p>	<p>Current and Ongoing: The Department takes the creative and professional work of our Creative Writing faculty into account in workload, particularly teaching load. We grant a .5 FCE reduction for creative and professional work (thus bringing down the 3.0 FCE for teaching stream to 2.5 FCE). See further details on the question of teaching stream and the specific needs of Creative Writing below (#18).</p>	<p>As noted in the departmental responses the concerns were partially mitigated by changes in the workload (as expressed in the workload policy) for the Creative Writing faculty.</p>
	<p>12</p>	<p>“Faculty burnout is a major problem that must be addressed... Faculty workload and availability on email must be addressed.”</p>	<p>In departmental meetings to discuss the report of the external review, the members of the department noted that the sense of “burn-out” the reviewers noted was due, in</p>	<p>As noted in the departmental response, this sense of burnout was exacerbated coming out of the pandemic and has subsequently somewhat eased.</p>

			<p>part, to the timing of their visit which took place at the very end of the Fall, 2022 term, which was the first term back to fully in-person classes after COVID. That term was particularly challenging, as was noted across all departments. That said, there are still ongoing issues, and the Department has facilitated multiple conversations (at both our annual retreat in Spring of 2023 and at faculty meetings in 2023-24) about how to deal with increasing demands on faculty time, due in part to higher needs in the Covid and post-Covid student body.</p> <p>Current and Short-term (1 year): We plan clearer communications from the Department to students about University and departmental policies regarding extension requests, grading, petitions, and appropriate behavior toward and expectations from faculty. This includes communication on syllabi, the departmental website, and in the student newsletter. We also plan to continue to work with the Dean’s Office to maintain and, if necessary, increase our TA budget in line with the need for more contact hours and course administration roles to support faculty with greater student and technological needs.</p> <p>Medium-term (2-3 years): Assess the needs for more departmental mentoring and institute more mentorship opportunities for faculty, not just for new and pre-tenure faculty, but for post-tenure faculty and those at various career stages. The Associate Chair, EDI will spearhead these efforts.</p>	
	13	<p>“The department may want to seek support from the Dean and the University for department-specific events to bring people together in nice places for good food and companionship as well as some productive conversation and planning.”</p>	<p>Current and Ongoing: We hold an annual retreat every spring; this year’s retreat will take place on May 1 (at Miller Lash) and will focus on EDI-related conversations, departmental planning, and</p>	<p>Many departments have made similar efforts at community building, particularly to include and support faculty hired during the pandemic.</p>

			community-building. This will be followed by an informal lunch gathering. We have held such informal gatherings also throughout the year, though it is harder to get people to attend events held on campus than it was before COVID. The department has also organized “beginning-of-term” social events over the past two years (as we emerged from the COVID context), held downtown, closer to where many faculty live.	
The reviewers recommended strategic faculty complement planning in order to ensure coverage of existing and emerging disciplinary areas; they raised broader concerns regarding the balance between teaching and tenure stream faculty in the Department.	14	“There should be a tenure-stream hire of a Black scholar in an open area of literary studies.”		Faculty hires are handled through a centralized process (Faculty Complement Committee) and all departments are invited to submit proposals for complement augmentation. Included as part of this process is the Pathway to Parity which focuses on the hiring of Black and Indigenous faculty.
	15	“There continues to be a need for replacement hires in Creative Writing and for Dr. Neil ten Kortenaar. If either of these positions could be at a more senior level it would be of great advantage to this highly successful and ambitious department.”	Our search in Creative Writing (to replace a faculty member who resigned) took place in 2022-23, but did not end in a hire. We plan to search again, pending budgetary approval. We planned to search for a position in Caribbean/Black Diaspora literature in 2023-24 (to replace Prof. Neil ten Kortenaar, who retired at the end of 2022-23). That search (which was at the Assistant Professor level), planned for and approve through the faculty complement committee process in 2023-24, was postponed due to a UTSC campus-wide “moratorium” on searches. We await a decision on when we will be able to conduct that search. It is difficult for us to plan for a hire – in particular, a senior hire – in the current budgetary environment, but we will take up the question of a targeted and/or more senior-level hire at our next retreat (in May).	The campus is under substantial fiscal pressures and this has delayed, but not canceled, hiring. We are currently engaged in a sequencing process to move forward with a backlog of approved searches, including this replacement hire.

	16	<p>“There should be a new position in Critical Writing, with an emphasis on the new media for the training of students for the contemporary job market.”</p>	<p>See #1 above. Medium to long-term (next 3-5 years): We plan such a hire, pending budgetary approval.</p>	<p>See fiscal considerations noted above</p>
	17	<p>“While faculty are excited at the prospect of debuting their new Major in Film Studies, thinking through the implications of hiring in tenure vs teaching stream to accommodate the expected increase of students will be a crucial step in ensuring comity and ongoing research productivity.”</p>	<p>We don’t currently have any plans to hire in the Teaching Stream for the Film Studies program, but we may need to conduct a search in Film Studies should program growth require it. As such: Long Term (4-5 years): If program growth warrants, we plan a tenure-stream search in the area of global cinema, likely either East Asian or African Film. We hope to continue to diversify our course offerings in Film Studies, in line with our conception of the program as offering Film Studies in a global context.</p>	
	18	<p>“The department has an impressive number of highly regarded creative writers. If the department is to maintain prominence in established and emerging areas, it needs, as noted above, to reconsider its shift toward the appointment of teaching-stream faculty, and to explicitly include research/creative practice as a component in what are now, as we understand it, 80% teaching/20% service appointment for teaching-stream faculty and/or to have a conversation about the possible conversion of those positions to tenure-stream.”</p>	<p>The department gives all the creative writing teaching stream faculty a .5 FCE release for their creative and professional work. In addition, for the purposes of PTR, we take creative output (publication of their work) and professional activities into account as part of the “80% for teaching and pedagogical and professional development.” Thus, their publications are counted and rewarded in the PTR process. We are re-visiting the complex question of tenure-stream for the Creative Writing faculty. Current and short-term (1 year): The Chair convened a meeting with the Creative Writing faculty in March of 2024 to discuss the pending Creative Writing Search (the re-mounting of the failed search in 2022-23). As a group and as a department, we feel strongly that, going forward, we can only consider hiring new creative writing faculty at the tenure stream if (and only if) after a review of all current Creative Writing positions in the department and their rank. We plan to continue to work with the Dean’s office to look to other possibilities.</p>	<p>The Dean’s Office continues to work with the department on rank and workload of the Creative Writing faculty.</p>

			As to larger questions around equity and teaching-stream positions, the new Special Advisor to the Dean on Teaching Stream faculty success, Aarthi Ashok, will visit an English Department faculty meeting in March of 2024. This role is the result of the report of the UTSC Teaching Stream Working Group, initiated by the Office of the Vice Dean, Equity and Faculty Success.	
	19	“The department should be carefully considering its future if more faculty are doing work that does not explicitly include their research and creative work, even if all are "bring[ing] research into ... classrooms." The department needs to work against the perception of a two-tier system.”	We are very careful, in the PTR process, to encourage faculty to list all of their work, publications of all kinds, community work, professional work, as well as all labour related to teaching, research (including research-creation), and community outreach. Short-Term (1 year): The Chair plans to initiate regular one-on-one meetings with the VPRI (beginning in Spring of 2024) to highlight faculty research and to maximize their success; part of the goal of these discussions will be to make sure that opportunities around research-creation, and the new opportunities for teaching-stream faculty (such as tri-agency grants), are well understood and promoted within the English faculty.	The Dean’s Office is supportive of the department response.
The reviewers noted student comments regarding difficulty determining appropriate contacts for program-related questions; they recommended enhancing the clarity of communication to the faculty and students regarding the specific duties and responsibilities of staff members.	20	“Students suggested that it's very hard to figure out who to contact and get support from with program questions. These comments do not reflect on administrative staff, who are all working incredibly hard with multifarious portfolios, but on communication and, perhaps, on numbers of available staff. Support could certainly be enhanced through additional staff as well as web resources.”	We hired a part-time Communications and Digital Media Officer, beginning in November of 2023. This is a part-time, 1-year contract hire, but we hope that this position will become part of our base budget, as we have already greatly improved our communications and outreach to students: Current and short-term (1 year): Create a monthly student newsletter (this began in January 2024); Overhaul department website (currently in-process); Re-think and re-invigorate our use of social media channels and develop a coherent communications and	The department has responded substantially to this recommendation and the Dean’s Office applauds these efforts.

			<p>social media strategy; hold more regular, informal outreach events and gatherings to connect students, faculty and staff, re-acquainting them with the Department post-Covid (e.g., monthly “Chat with the Chair” events, begun in February 2024).</p> <p>Medium Term (2-3 years): The Department plans to institute an annual “Town Hall Meeting” for all program students, staff, faculty, and instructors (either held online or in a hybrid format). This will allow for student feedback and questions, and add to a sense of openness, familiarity, and accessibility for students.</p>	
	21	<p>“There needs to be more clear communication to the faculty and students concerning the specific duties and responsibilities of the members of the staff.”</p>	<p>We send out a memo at the beginning of each term to all faculty, sessional instructors, and TAs listing all of the staff and their respective duties. With the new student newsletter, we can re-iterate that information for students as well, as well as across our other communications channels (see above, #20).</p>	As above.
<p>The reviewers recommended that the Department engage with Indigenous instructors to learn about their needs and to build strong support networks within the Department and the University; they endorsed ongoing initiatives to Indigenize the curriculum and to cultivate a welcoming space for Indigenous students.</p>	22	<p>“The department should work with Indigenous instructors to learn what is needed and to build strong support systems and networks in the department and with the University for new Indigenous instructors, to ensure that they are not "collateral damage to the grand experiment to Indigenize campus and respond to the TRC.”</p>	<p>Current and ongoing: In collaboration with the office of the Vice Dean - Equity and Faculty Success and with Professors Kateri Akiwenzie-Damm and Randy Lundy, the Department hosted Prof. Daniel Heath Justice in September of 2023 for a two-day visit, including a roundtable discussion with faculty, a guest-lecture in our large introductory class, “What is Literature,” and a series of individual and small-group meetings with faculty and students. This offered an opportunity to discuss the extra burdens on Indigenous faculty members, as well as other equity and diversity-related questions and topics brought forward by faculty members. The Chair also attended a meeting on how to support Black and Indigenous faculty</p>	<p>The campus Special Advisor on Indigenous Initiatives, Professor Mike DeGagne, has met with all the indigenous faculty, including the two indigenous faculty members in the Department of English to foster community among this group and provide individual support.</p>

			<p>members in January of 2024, hosted by the Vice-Dean, Equity and Faculty Success.</p> <p>Current and Short-term (1 year): In July of 2023, the Chair appointed an Associate Chair for EDI (Prof. Maria Assif), which is a new role for the Department. The Associate Chair – EDI will head up EDI initiatives, including an EDI-themed retreat in May of 2024. In the coming year, the Associate Chair – EDI will and gather feedback from faculty, including hosting small-group discussions, lunches for Indigenous and racialized faculty members, etc., regarding needs and concerns, and also to assess what sorts of EDI infrastructure will work best for our department (e.g., a rotating EDI committee, working groups, and/or more full-group oriented events). This role will be ongoing in the Department.</p>	
	23	<p>“The department's commitment to the TRC's Calls to Action could be affirmed through continuing to Indigenize the curriculum and to outreach.”</p>	<p>Short term (1 year): The Department proposed a series of curriculum changes in the 2023-24 governance cycle, including;</p> <ul style="list-style-type: none"> - The addition of a .5 FCE requirement in Indigenous Literatures for English Majors and Specialists; and - To support this new requirement and to continue our efforts to develop further course offerings in Indigenous Literature and Oral Traditions, we created three new courses at the C-level: “Indigenous Poetry,” “Indigenous Short Stories”, and “Indigenous Drama”; We also changed our C-level “Indigenous Literature of Turtle Island” to a B-level, so that students could get an introductory grounding in Indigenous literature and oral traditions before taking the upper-level courses. <p>Longer Term (3-5 years): The Department will begin consultations on the development</p>	<p>The department has done excellent work in responding to the TRC’s Calls to Action and is an exemplar among the UTSC’s departments.</p>

			<p>of an “Indigenous Studies” Minor program. This may be interdisciplinary and will be led by Professors Akiwenzie-Damm and Lundy, in collaboration with the Associate Chair and the departmental curriculum committee (DCC). In terms of timeline - because Professors Lundy and Akiwenzie-Damm are both pre-continuing status, we don’t want to rush this process or put undue burden on them, as they are already deeply engaged in curriculum development and thinking about this future initiative.</p>	
<p>The reviewers recommended that the department work carefully to ensure that women and racialized faculty are not unduly burdened with committee assignments; further, they urged the department to pay close attention to how student evaluations are used, and to ensure that they are not being used inappropriately with respect to the assessment of women and racialized faculty.</p>	<p>24</p>	<p>“We note that women and racialized faculty may be being asked to serve on more committees than others. It’s true that there is vital work to be done toward inclusion and accountability, and teaching release or other recognition may be extended to ensure that the workload toward, for instance, curriculum not add to overload.”</p>	<p>We have in some cases worked with the Dean’s Office to secure teaching release for faculty members (such as Indigenous faculty members) for doing the labour of curriculum renewal (such as serving as the department’s representative on the Campus Curriculum Working Circle or working to develop land-based courses). Short-term (1-2 years): The Chair and the Associate Chair – EDI will work together to do an inventory of committees, assessing the equity of the division of labor, especially with regard to the work of EDI. The annual departmental retreat (May 2024) will be focused on EDI, and departmental committees, infrastructure, and workload will be part of that conversation.</p>	<p>The Dean’s Office fully supports the department’s work in this area, taking the lead on the Campus Curriculum Working Circle and the implementation of its recommendations. The related decanal Pedagogies of Inclusive Excellent (PIE) fund through individual and department subventions has provided the funding to enable changes in curriculum.</p>
	<p>25</p>	<p>“Student evaluations need to be addressed and revised to ensure they are not being weaponized against women and racialized faculty. Microaggressions against women and racialized faculty must be taken seriously and addressed.”</p>	<p>Current and short-term (1 year): Beginning in the Winter term of 2024, the Department will send a message to all students in English regarding course evaluations, encouraging participation but emphasizing that comments should be constructive and respectful. The Chair is also consulting with the Equity and Diversity Office (EDIO) on ways to educate students about the impact of evaluations, especially in terms of women and racialized faculty being disproportionately affected.</p>	<p>We recognize the concerns in this area. We are actively working on post processing of student evaluations to remove comments that are offensive, particularly targeting women, racialized persons, and members of the LGBTQ2+ community. In addition, the University has recently agreed to a moratorium on TA evaluations to review current practices and provide recommendations to remove systemic bias</p>

			<p>Short-term (1-2 years): The Department has partnered with the Office of the Vice-Dean, Equity and Faculty Success to bring on consultants in Restorative Justice practices. This was the result of a proposal submitted by three of our faculty members (all racialized, female faculty) which reported on micro-aggressions and other issues, and which suggested that UTSC hire a Restorative Justice Officer to handle matters of student behavior not covered by the University's Code of Conduct. The English Department and the Dean's Office are piloting a Restorative Justice project, in hopes that it might be taken up campus wide. Terms of what the RJ consultancy might look like (along the lines of a "restorative justice residency") are being finalized (Winter 2024), with workshops and other activities to take place through Fall 2024 and possibly beyond.</p>	<p>from the questions in these student evaluations.</p>
	26	<p>"Students expressed interest in taking more Spring and Summer classes in English: the department should discuss the expansion of classes taught in the regular summer term within a wider University-level conversation."</p>	<p>We increased our summer course offerings in Summer term of 2023 and saw a 7% increase in enrolment over Summer 2022. This was due in part to our strategy of offering a mix of online and in-person courses, including sections of high-demand, required courses such as ENGA01 (What is Literature), ENGA02 (Critical Writing About Literature), and ENGB70 (How to Read a Film). We will continue to make sure we are offering a rich array of courses in the summer. We have a limited amount of faculty who choose to teach in the summer, so our offerings do depend to some degree on our stipend budget.</p>	<p>The Dean's Office is fully supportive.</p>
	27	<p>"Students expressed an interest in more interdisciplinary courses. The department should consider engaging with other departments at UTSC to expand interdisciplinary offerings."</p>	<p>In Fall of 2022, we offered a course, ENGD55 (Literature, Politics, Revolution), on the topic of "Climate Futures," (taught by Prof. Christine Bolus-Reichert), and the course was co-listed as a Political Science D-level, taught</p>	<p>The Dean's Office is fully supportive of the department's effort to address this recommendation.</p>

by Prof. Matthew Hoffmann. This course was a big success, and we will offer it again in 2024. I have asked Prof. Bolus-Reichert to write up her experience in the course and to serve as an advisor/point-person for other faculty members who would like to launch interdisciplinary courses or to partner with faculty from other departments to re-think existing courses as team-taught courses. The two professors made this work in a creative way, by offering separate D-level courses that were scheduled at the same time and held in a room that had enough space for the double enrolment. Because it has often seemed bureaucratically burdensome to offer cross-listed or double-listed courses, we would like to look for other, less “ad-hoc” ways to offer these types of courses in the future.

Short-term (1-2 years):

The Chair will convene a meeting with the Chairs of the other Humanities departments to gauge interest in pursuing more interdisciplinary courses; The Humanities Chairs also plan to work together on a regular series of events (such as, “research roundtables” or colloquia) to provide a platform and networking opportunity for faculty working in different Humanities disciplines at UTSC. The Chair of English will also seek guidance from the Registrar’s Office on the options for interdisciplinary or cross-listed courses.

Medium-term (2-3 years): The Associate chair and the DCC will poll faculty for team-taught and/or interdisciplinary course ideas. There has been a lot of enthusiasm expressed about this in meetings, but the logistics and workload issues seemed to create hesitancy. We will then assess as a group whether new courses, or modifications to existing courses

			are needed to provide templates for team-taught or interdisciplinary courses.	
	28	“The burdens of supporting students struggling with mental health and wellness during and since the pandemic may have fallen disproportionately on faculty. These needs should be brought to the Dean and the University, and the impact on faculty's well-being and mental health must be considered.”	We have brought these issues to the Chairs and Directors meetings and in discussions with the Registrar’s Office, AccessAbility Services, and the Campus Safety Office. We know there are several campus initiatives tied to these issues.	This is a campus-level concern. Supports in the Office of Student Experience and Wellness (OSEW) has continued to augment staff in our Wellness to address this need.
	29	“As the Film Studies Major comes into being, more attention will need to be given to its unique program needs, especially in terms of dedicated screening spaces, work study support, technology, and access to media.”	<p>With the existing film-friendly classrooms on campus and the anticipated opening of the Sam Ibrahim Building (Fall, 2024), the number of appropriate lecture halls, screening spaces, and smaller media-friendly classrooms will be significantly increased. As to the library and the question of media access, the library report that forms part of our proposal for the new Film Studies Major affirms that the library is ready and willing to support the new Major (this being a combination of UTSC, Robarts, and Media Commons). That acknowledged, having a smoother integration of film and media needs with the UTSC library will be important going forward.</p> <p>Short-term (1 year): In the run-up to the launch of the Film Studies Major, the Chair and the Film Studies program director will meet with the Registrar’s Office to go over space needs for film studies courses, including new large lectures coming online for the Major. We plan to request that priority be given, where possible, to FLM courses for booking the classrooms that are technologically appropriate for film. The Chair and the Program Director will also continue to meet regularly with representatives of the UTSC library and AV/IITS to discuss library, media, and technology needs for the new program.</p> <p>Medium-term (2-4 years): After assessing the needs of the new program after the first year,</p>	The Dean’s Office supports the efforts the department is making to address this concern, in particular, the plan utilizing of the unique classroom design in the Sam Ibrahim Building that will open in the summer of 2024.

			we will hire work-study students if needed to help facilitate program delivery – in particular, coordinating and liaising with AV services to promote smoother in-class experience with media for faculty.	
	30	“Coordination with the library should be undertaken to develop the resources and expertise required to support a Film Studies Major.”	See above (#29)	The Dean’s Office applauds the engagement of the department with the Library.
	31	“In order to ensure the successful operations of the program, there needs to be an increase in base budget and a move away from overreliance on carry-forward funds. This would include base funding for among other things, software, computers, professional training, and work study student assistants, as well as the needs of a growing faculty and two new Majors.”	We plan to ask for an increase in base operating budget. To clarify some of the items from the list cited by the externals, this would be for expenses including creative software licences (such as Adobe Creative Cloud) and other tools which aid in our communications and outreach campaigns, and for professional <i>development</i> training for staff in addition to the other needs listed.	Due to constraints placed on carry forward funding the academic departments are limited to 5% of their budgets for carry forward. Base budget requests go through an annual campus wide Planning and Priorities process that all departments are invited to engage in.
	32	“The department needs at least one further staff member. The primary needs are for a financial assistant who could take up some of the Business Officer’s routine responsibilities, allowing the Business Officer more time to focus on strategic planning and cost projections; and someone who has the skills needed to assist with department communications.”	In November of 2023, we hired a Communications and Digital Media Officer, which is a new staff role for our department. This has paid immediate dividends (seen in enrolment and elsewhere) with our much-improved capacity for outreach, promotion, and publicity. We made this hire out of our own budget, as a part-time, one-year contract position. We also hire 2-3 work-study students to work on communications as well. Short-Term (1 year): We plan to request that this position be moved into our base budget and made a continuing position. We will continue to hire and train work-study students, as it provides valuable experience for students. Medium-Term (2-3 years): We plan to ask for another additional position, a Financial Assistant, which would allow our Business Officer greater ability to focus on long- and short-term planning and bigger-picture budget issues that would support	As above.

			departmental planning in all areas (expanding our programs, improving student experience, aiding faculty with administrative or research-related resources, etc.). We also plan to request that the Business Officer position be shifted to a "Financial Manager" role, as that better applies to the scope of the position and matches other comparable academic department structures.	
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UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	<ul style="list-style-type: none">• English (HBA): Specialist, Specialist (Co-op), Major, Major (Co-op)• English Literature, Minor• Creative Writing (HBA): Major, Minor• Literature and Film Studies, Minor
Unit Reviewed:	Department of English
Commissioning Officer:	Vice-Principal Academic & Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	<ul style="list-style-type: none">• Cecily Devereux, Professor, Department of English & Film Studies, University of Alberta• Vivian Nun Halloran, Professor and Associate Dean for Diversity and Inclusion, Office of Executive Dean, Department of English, Indiana University Bloomington• Phillip Wegner, Professor and Marston-Milbauer Eminent Scholar, Department of English, University of Florida
Date of Review Visit:	April 4-5, 2023
Review Report Received by VPAP:	June 26, 2023
Administrative Response(s) Received by VPAP:	March 14, 2024
Date Reported to AP&P:	April 10, 2024

Previous UTQAP Review

Date: December 17-18, 2015

Summary of Findings and Recommendations

Significant Program Strengths

- Innovative pedagogical and experiential learning approaches, including the positive addition of curricular routes through the programs and the Writer-in-Residence program
- Two new minors and positive plans for program development
- Creative ideas for teaching and learning spaces, including the Writers' Room and the Teaching Garden
- Exhilarating students who are inspiring and enthusiastic, with a strong commitment to the department and the university, along with a very active student organization
- Faculty provide very high quality teaching and are energetic and enthusiastic about their work together, their students, and their future
- Very strong research that measures against international comparators
- Faculty actively involving students in research and making their research more visible at the UTSC campus
- 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

Opportunities for Program Enhancement

- Improving programs through increasing upper level course offerings; examining how course timing, structure, and format best serve students and the discipline; and involving more students in research.
- Increasing representations of diversity in the curriculum and in the faculty complement, matching the diversity of the UTSC student population
- Pursuing the department's well-articulated plans for growing enrolment
- Determining the right mix of appointment categories within the faculty complement to support current programs, and the planned program in creative writing
- Adding more experiential learning opportunities, including international exchanges and service-learning in the community
- Exploring possibilities for collaboration with cognate units
- Adjusting staffing levels to support the department's administrative functions
- Improving the scheduling and showing of films

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study and supporting data; Previous review report including the administrative response(s); Access to all course descriptions and syllabi; Access to the curricula vitae of faculty; UTSC Strategic Plan (2020-2025); Campus virtual tour and map; UTSC Viewbook (2023-24).

Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units, including Arts & Science Co-op and the Office of the Vice-Principal Research & Innovation.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ UTSC's Department of English is relatively small unit, which demonstrates innovative undergraduate teaching across all its programs
- Objectives
 - ▶ All current programs align well with the five priorities of UTSC's Inspiring Inclusive Excellence strategic plan for 2020-2025
 - ▶ Strong engagement with the broader Scarborough community through the placements for students participating in both the English Major (Co-operative) and Specialist (Co-operative)
 - ▶ Both the Co-operative program and the new service-learning course address a 2016 review recommendation, which urged the department to explore and enhance service-learning opportunities
 - ▶ Department's ongoing plans to develop a Major in Film Studies clearly aligns with UTSC Strategic Plan initiative 1.2, related to curriculum renewal
 - ▶ Curricula for the various UTSC English programs reflect "the current state of disciplinary transformation in recent decades", and address many recommendations from the most recent external review
 - ▶ Program has developed helpful visual maps to inform students of the various available "routes through the program"

- Curriculum and program delivery
 - ▶ Department has re-thought its curriculum and broadened the range of modalities in which their courses are offered, based on data they gathered during the pandemic
 - ▶ Popularity of online offerings increased following pandemic lockdowns, particularly since UTSC is largely a commuter campus; English Majors appreciate the flexibility of this new teaching modality, and the department plans to continue offering some online courses
 - ▶ New Major in Creative Writing appears to have “lived up to expectations”; it is small by design because students must submit portfolios to be eligible for admission
 - ▶ Requirements for the Literature and Film Minor clearly emphasize the development of critical skills for close reading and critiquing film as a visual narrative medium; “[t]his means that while the Minor will get a new name when the Major in Film Studies is approved, the necessary skills are already built into the Minor curriculum”
 - ▶ English faculty have been inventive in providing learning opportunities for their students that extend beyond the classroom, even during the pandemic (eg. working with improv actors, connecting students to film industry insiders, using a hand-press, engaging with the landscape, and supporting volunteer opportunities in the Scarborough area)
 - ▶ Highly successful introduction of the Creative Writing Major highlighted as a significant recent achievement, and is the only such major in the U of T system; and the popularity of the first-year Introduction to Creative Writing course, open to all U of T students has exceeded expectations
 - ▶ Department has increased flexibility in the programs, reducing the extent to which students trajectories depend on prerequisites and area coverage
- Innovation
 - ▶ Development of the Specialist (Co-op) and Major (Co-op) in English are innovative responses to increasing calls for all university programs to highlight potential employment paths for students
 - ▶ New English and Psychology Dual Degree Program is “another innovative approach to bridging the gap between the arts and humanities and the sciences”
 - ▶ Department has created new course offerings that align with the emerging field of gaming studies
- Accessibility and diversity
 - ▶ Department has increased the diversity of the courses offered in literature and film studies in response to previous review recommendation to enhance the diversity of its curriculum “to match the diversity of the UTSC student population”
 - ▶ Department has taken steps to remove the Eurocentric emphasis built into some of its courses
 - ▶ Department has established a working group to identify additional ways to incorporate Black and Indigenous knowledge
- Student engagement, experience and program support services
 - ▶ Student evaluations are positive, and consistently higher than UTSC as a whole
 - ▶ NSSE results rate UTSC English considerably higher than other U15 departments / U of T as a whole

- ▶ Students enjoy the service learning experience available in a new course on ‘writing in the community’
- ▶ New English and Psychology Double Degree program, while small, shows promise; reviewers note there is currently a robust number of Double Major students who are completing similar requirement to those of the Double Degree
- ▶ Department has instituted a yearly Career Paths panel featuring alumni discussion, and have conducted a study of current students’ career-readiness skills
- ▶ The Co-op program and small number of Community Service Learning opportunities are important parts of the student experience in English
- Quality indicators – undergraduate students
 - ▶ Creative Writing Majors have grown from 7 to 25 in the program’s first year, and Minors have held steady
 - ▶ English Majors (literature) have been increasing, since a low point in 2019-20
 - ▶ Numbers of English Majors and Specialists pursuing the Co-operative Program option are small, but show signs of steady improvement
 - ▶ Enrolment in the Literature and Film Minor has grown and “this momentum bodes well for the roll-out of the proposed new Major in Film Studies”
 - ▶ Average GPA of admitted students has improved considerably since previous review
 - ▶ Average GPA of graduating students is ahead of the UTSC average
- Quality indicators – alumni
 - ▶ Many UTSC Creative Writing student begin to publish with major presses shortly after (and even before) graduation, and win awards, reflecting the success of the workshop teaching approach
- Quality indicators – faculty
 - ▶ Department has a solid record of attracting students to the study of film, which corresponds well to existing faculty’s research and creative activity strengths
 - ▶ Assessment of teaching shows achievements higher than those on average at the St. George campus

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - ▶ Lack of film screening facilities noted in the library and across UTSC more broadly, which impacts UTSC’s ability to support a new Major in Film Studies
- Student engagement, experience and program support services
 - ▶ Despite recognizing that their major provides them with job-readiness skills, many students note desire for more career-focused opportunities, and learning how to best put the skills their programs teach them to use in the workforce
 - ▶ Self-study and reviewers highlight the need across all departments for further discipline-specific writing supports
 - ▶ Co-op students would benefit from having a stronger sense of cohort
 - ▶ Some students do not appear have a realistic sense of how their writing skills could be put to use in the workforce; and some Co-operative students note dissatisfaction with primarily administrative job placements

- ▶ Concerns noted that students may be ill-prepared for university learning, after home-based learning during the pandemic
- Quality indicators – undergraduate students
 - ▶ Total course enrolments in 2020-21 were down significantly from 2013-14 (though marked an improvement over figures from 2017-18, 2018-19, 2019-20)

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Explore the possibility of enhancing film projecting / viewing facilities in conversation with library staff, to support the success of the anticipated new Major in Film Studies; consider the development of a film and digital media specialist role
 - ▶ Student research experience opportunities may warrant further discussion and development
 - ▶ Students note interest in more Spring/Summer English offerings; “the department should discuss the expansion of classes taught in the regular summer term within a wider University-level conversation”
 - ▶ Explore the feasibility of expanding the writing program to accommodate student interest in more practical writing courses at the A and B levels; discuss the possibility of developing courses in writing across the disciplines with cognate units
 - ▶ Students express desire for more Community Service Learning classes and more experiential learning; continue to develop offerings in these categories
 - ▶ Students note interest in more interdisciplinary courses; consider engaging with other UTSC departments to expand interdisciplinary offerings
- Student engagement, experience and program support services
 - ▶ Periodically review the department’s ongoing participation in Co-op programs to ensure that English Majors are aware of the Co-op option, and that students have realistic expectations of the career opportunities the Co-op program can provide
 - ▶ Enhance recruitment efforts targeted to double Majors in English and Psychology, to grow the new Double Degree program
 - ▶ Potential noted for the Film Studies program to work in coordination with the recently established Creative Writing Major, to leverage and develop productive connections for both student groups with the Toronto film industry
 - ▶ Department might enhance efforts to identify current or former Co-op participants, and help them establish a network to provide support to one another
 - ▶ Department should work to help students align their expectations with career paths more intentionally, by better promoting existing courses, such as ‘Creative Writing as a Profession’; consider development of an analogous course for the anticipated new Film Studies Major, and offerings on career skills for English Majors / Specialists
 - ▶ Students note difficulties with identifying who to contact for support with program questions; noting concerns about the capacity of the current staff complement, reviewers suggest exploring adding to the numbers of support staff, and enhancing available web resources for students
 - ▶ Observing that the burden of ensuring that students are prepared for university learning following the pandemic falls overwhelmingly to faculty, the reviewers

stressed the importance of engaging the UTSC Dean and broader University in identifying and addressing these challenges

2. Graduate Program(s) (n/a)

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Commendable growth over the past 20 years with great success in teaching, research, and creative writing
 - ▶ Growth in faculty numbers, particularly recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, has enhanced research activities and is fully relevant to both the departmental mission and the UTSC Strategic Plan
 - ▶ Department emphasizes the importance of achieving real diversity in terms of research areas and the composition of the faculty complement
 - ▶ Strong funding and awards for faculty members' creative work
 - ▶ "The department's sense of the integration of creative and critical work as salient is compelling"
- Research
 - ▶ Faculty continue to publish new monographs and articles in preeminent peer-reviewed journals in some of the most interesting and dynamic areas of contemporary humanities research
 - ▶ Faculty excel in the production of high-profile publications in fiction, poetry, screenwriting, translation, and creative nonfiction
 - ▶ Faculty have been successful in obtaining SSHRC grants and other funding including from CIHR and Canada Council, as well as internal funding and grants administered through units on other campuses
 - ▶ Research activities are fully appropriate to the needs of UofT's undergraduate and graduate students
- Faculty
 - ▶ "This department is notably rich in extremely accomplished scholars and teachers"
 - ▶ Faculty are highly active as editors and advisory board members of major journals and press series, and share their research and creative activities through invited lectures, significant conferences, and other forums, and have won numerous awards for teaching, research, and creative writing
 - ▶ Faculty bring their research into classrooms and actively support student research efforts
 - ▶ "The faculty is student-centered and this remains among the department's greatest strengths and a primary reason for the long-term unity of its dedicated faculty and the enthusiasm of the students with whom we met"

- ▶ Department has made significant efforts in recent years to increase the number of Indigenous faculty on campus, including strong recent hires in the Creative Writing program
- ▶ Creative Writing faculty are demonstrably committed and successful teachers
- ▶ Department has done an excellent job of hiring tenure-stream faculty whose scholarship has expanded the global reach of research activities in Film Studies; all Film Studies faculty members have actively participated in the design and implementation of the new Major

The reviewers identified the following **areas of concern**:

- Faculty
 - ▶ Faculty members expressed concerns regarding overload and burnout
 - ▶ “Obvious imbalances” in the division of teaching labour and the recognition of research and creative work in the current structure of the department; particularly that tenure-stream faculty have research and creative work explicitly indicated as a component of their appointments while teaching-stream faculty do not
 - ▶ Faculty expressed concerns that the informal nature of the current teaching release agreements means they are subject to change at any time
 - ▶ Reviewers note recent challenges in hiring for the Creative Writing faculty complement, attributed in part to Creative Writing appointments being exclusively in the teaching stream; “the current structure remains untenable for both encouraging new faculty to join the department and ultimately retaining the outstanding faculty already in place”
 - ▶ Reviewers note the recommendations from the previous review to discuss converting existing Creative Writing teaching-stream positions to tenure-stream, and for new hires to be tenure-stream appointments; these discussions were held but changes were not implemented due to concerns that a hiring process would put long-term current faculty at risk of not being re-hired into tenure-stream positions
 - ▶ Creative Writing faculty “are showing signs of exhaustion and burnout”
 - ▶ Creative Writing faculty expressed concern that “the advising, teaching, and mentoring demands created by the success of the new major has made it very difficult for them to find time to work on their writing projects”
 - ▶ Workload structure in Creative Writing faculty contracts suggest that there are no clear criteria for the assessment of their work outside the classroom or in service, “and that the assessment of that work may be idiosyncratic”
 - ▶ “The current arrangement is untenable as it creates a faculty who is not offered ample time to do their own work of creative writing, something integral to the program’s success”
 - ▶ Current mix of tenure-stream and teaching-stream faculty, and negative impacts of potential imbalances in this mix, may be complicating factors in department’s desire to hire faculty from more diverse backgrounds
 - ▶ Faculty in Creative Writing and Film Studies expressed a pressing need for more Teaching Assistant support in popular courses

- ▶ Self-Study acknowledges unsustainable situation regarding faculty support for teaching courses in critical writing
- ▶ Reviewers raise concerns regarding tensions between tenure-stream and teaching-stream faculty; “it is clear that the system produces feelings of resentment and second-class citizenship”
- ▶ “The fact that only tenure-stream faculty teach graduate courses and supervise theses may have an effect of exacerbating tensions between tenure-stream and teaching-stream faculty”
- ▶ Graduate supervision workload is not distributed evenly among tenure-stream faculty members
- ▶ Reviewers observe that most tenure-stream faculty are at the level of Associate Professor
- ▶ Reviewers raise concern that women and racialized faculty may be asked to serve on more committees than others
- ▶ Covid-19 pandemic produced conditions for working longer days and into the evenings and weekends
- ▶ Reviewers note mild concern regarding the amount of internal funding awarded in the past five years, but acknowledge the impact of limitations on research and conference travel due to the Covid-19 pandemic

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Current imbalance between tenure-stream and teaching-stream faculty must be addressed if the department is to continue its successes in teaching, research, and creative writing
- Faculty
 - ▶ Reconsider the department’s shift toward the appointment of teaching-stream faculty, and explicitly include research/creative practice as a component in faculty workload contracts
 - ▶ Major concerns regarding workload and recognition of creative work, and the situation in which Creative Writing faculty have exclusively teaching-stream appointments, need to be addressed; “this is no longer an issue of equity amongst the Creative Writing faculty but of very real inequities between the Creative Writers, including the department’s Indigenous faculty, and others working in research areas”
 - ▶ “If the conversion of the current [Creative Writing] faculty to tenure stream is not possible, a creative solution needs to be sought that would be fair to both those who have worked so long to establish the program and more recent and all future hires”
 - ▶ “If the Creative Writing program and its instructors are to continue to flourish, its operation with only teaching-stream faculty must be addressed. Again, the possibility of converting teaching-stream appointments to tenure-stream appointments should be vigorously pursued, in close consultation with the faculty members.”

- ▶ Engage in strategic faculty complement planning to ensure continuity and excellence in light of current needs and potential retirements; “a conversation needs to take place as the department continues to evolve and expand its mission concerning whether [future hires should] be part of the Tenure or Teaching streams”
- ▶ Hiring diverse faculty, particularly Black and Indigenous faculty, is a vital part of the future planning for the department
- ▶ Reviewers endorse department’s priority to hire a tenure-stream Black scholar in an open area of literary studies
- ▶ Create a new faculty position in Critical Writing, with an emphasis on the new media for the training of students for the contemporary job market.
- ▶ Provide more Teaching Assistant support throughout the department, especially in Creative Writing and Film Studies courses
- ▶ Regarding future faculty hires in Film Studies, “thinking through the implications of hiring in tenure vs teaching stream to accommodate the expected increase of students will be a crucial step in ensuring comity and ongoing research productivity”
- ▶ Consider extending teaching release or other recognition to faculty serving on committees working toward inclusion and accountability, to ensure that the workload remains equitable
- ▶ Develop measures if none exist to offset workload of faculty with graduate supervision responsibilities
- ▶ Faculty burnout is a major problem that must be addressed; faculty workload and availability on email must be addressed
- ▶ Reviewers raise the question of whether there are built-in incentives for tenure-stream faculty to seek promotion to the rank of full professor

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Department has a history of strong connections and good relations among faculty members
 - ▶ Reviewers note a “sense of equity and community between the Film Studies mix of full-time tenure stream and part-time teaching-stream faculty that is not always evident in similar programs”
 - ▶ Librarians are engaged and supportive of the department’s work and mission
 - ▶ Students are lively and clearly invested in the department
 - ▶ English department faculty collaborate with external partners, and several faculty members from other units regularly teach English courses

- ▶ “Staff members are tremendous professionals, clearly dedicated to their work and appreciated by the Chair, faculty, and students”
- ▶ Several faculty members have explored options to collaborate with peers across the globe as part of UTSC’s Global Classroom initiative
- Organizational and financial structure
 - ▶ Staff indicated that they are happy with post-pandemic hybrid work arrangements
 - ▶ Department has a strong tradition of participatory decision-making involving all faculty ranks
 - ▶ Department has successfully secured base funding for an annual Writer in Residence, and established a Writers’ Lounge which is available for meetings of the UTSC student creative writing group or sessions with the Writer in Residence
- Long-range planning and overall assessment
 - ▶ Soon to be established Film Studies Major is a “very real area of positive energy”
 - ▶ Department’s strengths include “excellent and deeply committed faculty members and administrative staff, well- conceived programs with innovative and diverse course offerings in English, Film and Creative Writing, and an engaged, energetic community of students”
 - ▶ Department's prominence in established and emerging areas is noteworthy given its size
- International comparators
 - ▶ Department requires more courses for the completion of both the Majors (15) and the Specialist (24) than any of UTSC's comparators
 - ▶ UTSC is similar to many other North American universities in requiring courses in pre-twentieth-century literature for both Majors and Specialists
 - ▶ Beyond the University of Toronto, four Ontario universities and nine elsewhere in Canada currently offer undergraduate Major programs (BA) in Creative Writing
 - ▶ The quality of the research is very strong and measures extremely well against national and international comparators

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Morale and relationships within the department appear somewhat strained, “in part because of the effects of isolation and overwork faced by all university instructors and students during the pandemic, and in part because of the effects of the department's shifting away from tenure-stream to teaching-stream faculty”
 - ▶ COVID restrictions have had a negative impact on the well-being and mental health of students, staff, and faculty; reviewers note a “diminishment of good feeling about work, the workplace, workload and the future”
 - ▶ Lingering effects of pandemic disruptions include low attendance at in-person faculty meetings; faculty expressed concerns regarding how best to rebuild a sense of community after the pandemic
 - ▶ “Burdens of supporting students struggling with mental health and wellness during and since the pandemic may have fallen disproportionately on faculty”

- Organizational and financial structure
 - ▶ Administrative staff expressed frustration with the lack of centralized resources, including business accounts for access to software; paper-based processes negatively impact staff productivity and add stress
 - ▶ Reviewers note lack of standard budget for staff professional development
 - ▶ Unanticipated expenses related to hiring additional Teaching Assistants have caused a budget deficit
 - ▶ Staff communicated concerns regarding an overreliance on carry-forward funds to pay for foundational department needs, including software, computers, professional training, and work study student assistants
 - ▶ Staff expressed concerns regarding increasing workloads and expectations of assistance from faculty and students
 - ▶ Staff expressed concerns regarding the need for additional administrative support, in light of recent growth in the department
 - ▶ Film Studies faculty commented on inadequacies in terms of the infrastructure and support for their teaching, including dedicated screening spaces with proper lighting, sound, and technology needed for showing film and digital media
 - ▶ Concerns expressed regarding availability of film and other media in the current library structure
- Long-range planning and overall assessment
 - ▶ Departmental challenges attributed in part to UTSC's development from a satellite campus into a division within the tri-campus structure
 - ▶ Limited transportation options to UTSC campus raised as a concern for students wishing to take courses at the St. George campus and regarding ease of drawing people to events or classes at UTSC
- International comparators
 - ▶ Reviewers note that students in the department are not required to take courses in Indigenous, postcolonial or Black literatures, a requirement of other undergraduate English programs at the University and at other Canadian universities

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Consider the impact of additional student support needs during and since the pandemic on faculty's well-being and mental health
 - ▶ Work with Indigenous instructors to learn how to build strong support systems and networks in the department and with the University for new Indigenous instructors
 - ▶ Proposal for the "UTSC Institute for Critical Storytelling and Creative Re-Worlding" could contribute to external partnerships and networks
 - ▶ Explore ways to bring people together on campus and to re-establish aspects of community that were lost during the pandemic
 - ▶ Seek support from the Dean and the University for department-specific events to bring people together for good food and companionship as well as productive conversation and planning

- ▶ “Student evaluations need to be addressed and revised to ensure they are not being weaponized against women and racialized faculty. Microaggressions against women and racialized faculty must be taken seriously and addressed.”
- Organizational and financial structure
 - ▶ “In order to ensure the successful operations of the program, there needs to be an increase in base budget and a move away from overreliance on carry-forward funds”
 - ▶ “Any increases of base funds would contribute greatly to easing pressures and bettering the morale of all those involved in the department”
 - ▶ Consider increasing staff complement in the areas of financial administration and communications/social media
 - ▶ Communicate clearly to faculty and students the nature, extent, and especially the limits on the duties of departmental staff
 - ▶ Consider resourcing to meet the unique needs of the Film Studies programs, including dedicated screening spaces, work study support, technology, and access to media
 - ▶ Coordinate with the library to develop resources and expertise required to support the Film Studies Major, including additional library capacity in the areas of film and digital media
 - ▶ Ensure that support is provided for faculty and students to adapt to post-pandemic teaching and learning, including support for hybrid teaching and audio-visual technologies
- Long-range planning and overall assessment
 - ▶ Advocate for enhanced campus transit options to support the closer integration of UTSC within the tri-campus structure
 - ▶ Expand placement opportunities for students in English co-op programs
 - ▶ Clarify the benefits of co-op programs for students and develop ways for students in co-op programs to connect with each other
 - ▶ Continue to Indigenize the curriculum and work toward creating a welcoming space for Indigenous students
 - ▶ Consider developing departmental scholarships to support Indigenization
 - ▶ New LAMP building may enable and encourage faculty to gather and to form connections with colleagues outside the department



2 Administrative Response & Implementation Plan

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UNIVERSITY OF
TORONTO
SCARBOROUGH

Office of the Vice-Principal Academic & Dean

March 13, 2024

Dr. Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

Dean's Administrative Response: External Review of the Department of English, University of Toronto Scarborough

Dear Susan,

Thank you for your letter of December 11 requesting my administrative response to the external review of the Department of English and its programs. I want to thank the review team - Cecily Devereux, Professor, Department of English & Film Studies, University of Alberta; Vivian Nun Halloran, Professor and Associate Dean for Diversity and Inclusion, Office of Executive Dean, Department of English, Indiana University Bloomington; and Phillip Wegner, Professor and Marston-Milbauer Eminent Scholar, Department of English, University of Florida - for their consultation with the Department during the site visit, held from April 4-5, 2023, and for their Report, which was finalized on June 26, 2023, and shared with the Department.

We deeply appreciate the reviewers' assessment of the Department's engaged and energetic community of students, as well as the excellent and deeply committed faculty and staff. They praised the programs as well-conceived, with innovative and diverse course offerings, and observed that all programs align well with the priorities of UTSC's strategic plan. They applauded the development of the Specialist and Major Co-op programs in English as "innovative responses to increasing calls for all University programs to discuss employment paths with students." They commended the Department's strong recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, and noted that both tenure and teaching-stream faculty bring their research into classrooms and actively support student research efforts. Finally, they praised the ways in which the Department "emphasizes the importance of achieving real diversity" in the faculty complement as well as in faculty research areas.

The report from the review team identifies a number of areas for enhancement and development, including developing practical and career-aligned courses, expanding and clarifying Co-op opportunities, addressing faculty workload and morale, planning faculty roles for comprehensive coverage, enhancing communication about staff roles, supporting Indigenous instructors and students, and ensuring equitable committee assignments for women and racialized faculty. With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation.

Once again, I thank the review team for their insightful and valuable review of the Department and its programs. I look forward to supporting the Department in implementing the recommendations of this report.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of English. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in **Fall 2027**. The next external review of the Department will take place **no later than the 2030-31 academic year**.

Sincerely,

A handwritten signature in black ink, appearing to read 'WAG', with a long horizontal flourish extending to the right.

Professor William A. Gough
Vice-Principal Academic & Dean

2022-23 UTQAP Review of the UTSC English Department - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers noted students' desire for more hands-on practical writing courses, community service learning courses, and experiential learning opportunities; they recommended that the Department consider developing additional course offerings that align with students' potential career paths.	1	"Students expressed a desire for more hands-on, practical writing courses at the A and B levels. The writing program should be expanded to accommodate more students at these levels. The department should also discuss with other departments the possibility of developing courses in writing across the disciplines."	<p>Short-term (1 year): The Department will revive and offer ENGB02 – Effective Writing in the Sciences in 2024-25, and will continue to offer its suite of writing courses at all levels.</p> <p>Medium term (3-4 years): The Department plans to offer more sections of existing writing courses and to develop new writing courses, pending ability to conduct a search. Pending approval, the Department will plan to search in the area of Critical Writing/Rhetoric & Composition. We currently have only one full-time faculty member teaching these writing course regularly. And while graduate student instructors teach our A- and B-level writing courses (Writing About Literature and Writing About Movies), depending on sessionals or course instructors to carry upper-level writing courses would not be sustainable.</p>	Fully supportive of the department's plans. Funding expansion and providing necessary instructors (and related resources) will be explored with the department.
	2	"Students expressed a desire for more Community Service Learning classes and more experiential learning. The department should continue to add to and develop its offerings in these categories."	<p>Short-term (1-2 years): We will continue to offer our service-learning course, ENGD02Y. Led by the Associate Chair and the Departmental Curriculum</p>	The campus encourages the development of Experiential Learning offerings (including service learning) and this is supported by the

			<p>Committee, the Department will conduct an inventory of courses that regularly include significant experiential learning components and submit minor modifications to those courses so that they can be designated as experiential learning courses in the calendar. For example: our D-level documentary course (ENGD94) regularly includes hands-on filmmaking, but it is not described as such in the calendar. We plan to change the name of that course and to flag it for students. The Department will also designate a point-person for experiential learning (the convenor of the pedagogy committee) to help support faculty members who would like to develop and implement experiential learning approaches in their courses. The Chair will also designate a departmental “experiential learning fund” for micro-budgets (under \$1,000), since the Campus office of Experiential Learning only funds initiatives over that amount.</p>	<p>Associate Dean Experiential and Global Learning and her team.</p>
	3	<p>“The department can help students align their expectations with career paths more intentionally by better promoting existing department courses, such as ENGD95H3 Creative Writing as a Profession.”</p>	<p>ENGD95 is a required capstone course for Creative Writing students; as such it doesn't need promoting (it is always fully enrolled). However, the course, which is offered every year, does include a panel/master class on writing as a profession, featuring local professionals, and that panel is open to all students.</p> <p>Ongoing and short-term (1-year): We will continue to build our series of career-focused panels and events. Every Fall, we offer a series of careers panels (e.g., “What to Do with An English Degree?” and “Beyond English 101”) as well as a “Going to Graduate School” panel; we will work with our new Communications and Digital Media Officer to better promote those events and to stabilize them in the calendar so students know when</p>	<p>Fully supportive of the department's plans.</p>

			to expect them every year. In Fall of 2024, we saw huge demand for an event focused specifically on applying to teachers' college – and thus we added an additional, online version of the event (which we also recorded so that it could be accessible to students who couldn't attend the event). We plan to use this model for career-focused panels and events going forward, to accommodate demand and to offer flexibility.	
4	“The department should consider developing an analogous course for its new Film Studies Major, and likewise develop a 1-credit course discussing Career Skills for English Majors (or Specialists).”		We feel that this is not necessarily the best solution, logistically. We need faculty members willing to teach such courses, and using FCE for this will not necessarily be feasible. Beyond these practical issues, there is the problem that one course can only accommodate a limited number of students. We feel that the approach outlined above, with multiple careers panels in both in-person and online formats, will reach the most students. It should be noted that it is likely that the external reviewers based their comments on an interview with a very small group of students (with a disproportionate number of Co-op students, which may have skewed results a bit), so we feel we need to hear more from our students in general on this topic. To that end: Short-term (1-year): We have designed a survey of students to further explore student desires regarding curriculum and other issues – such as careers, outreach, etc.-- raised in the external review. That survey will go out at the end of February (2024), with a plan for focus groups to follow up on the results of the survey, held over the coming year.	I agree with the departmental response to this recommendation.
5	“[The Film Studies] program also has the potential to work in coordination with the recently established Creative Writing Major, as a number of the students in the Major with whom we met expressed great interest in		Medium-term (2-3 years): We will continue to develop connections by inviting local film professionals into our classrooms (as many of us already do in our	Fully supportive of the departmental response.

		developing productive connections with the film industry in Toronto.”	film classes). In addition, in tandem with the launching of our Film Studies Major in Fall of 2025, we plan to institute an annual “Careers and Film Studies” panel and/or networking event for program students. The department also plans to work with the Experiential Learning Office to consider ways to formalize our existing connections with area film and arts organizations (e.g., Scarborough Arts, Hot Docs, The Reel Asian International Film Festival, etc.) into recurring opportunities for students (such as internships or other work-integrated learning opportunities). This effort will be headed by the Film Studies program director, with the support of the Associate Chair and the Undergraduate Coordinator.	
The reviewers recommended clarifying and communicating the benefits of the Co-op program, exploring ways to expand Co-op opportunities for students in the English program, and working to support a greater sense of community among Co-op students.	6	“The department’s ongoing participation in the Co-operative programs should be reviewed periodically to ensure that more English Majors are aware of this as an option and that students pursuing an English Major or Specialist Program have more realistic expectations for what career opportunities the Co-op program can provide for them. “	We consulted with the Arts & Science Co-op office on Feb. 2, 2024 to review the upcoming changes to the co-op programs, to be implemented in the Fall of 2025. We also developed a strategy to improve the Co-op experience for English students. We discussed ways the Co-op office could support the English Department in our outreach to co-op students. Short-term (1-year): The survey to students discussed above contained specific questions about Co-op. We plan to hold a follow-up focus group with co-op students in Spring of 2024. In Fall 2024, we plan to hold a Co-op mixer/feedback session for students in which representatives from Arts & Science Co-op will also participate. We also plan to work with the Arts & Science Co-op office to organize a gathering/networking session for co-op students from across the Humanities departments in 2024-25. Within our department, we also plan to highlight the Co-op work experiences of English students in our student newsletter, website, and social	I applaud the immediate efforts to address the reviewer’s recommendation.

			media channels so that they are more visible and integrated into our program.	
	7	“The Co-op program is not department-specific, but there are nonetheless future planning challenges related to its effectiveness for English students: expand opportunities for students, some of whom feel that the available positions are more relevant to students in Science or Business than English [and] clarify benefits for students”	See above (#6); hopefully feedback from these events and efforts will help the Arts & Science Co-op office to address these issues and concerns.	As above.
	8	“The department can do a better job of identifying students who are or have been Co-operative participants and help them establish a network where they can support each other.”	See plans outlined above (#6)	As above.
The reviewers recommended enhancements to classroom supports for post-pandemic teaching and learning.	9	“Classrooms need better support to help faculty and students adapt to post-pandemic teaching and learning. The department will need to continue to request that support for hybrid teaching and AV support.”	We have a number of resources both departmentally and on campus to aid faculty. AV and IITS support faculty upon request, as does the Centre for Teaching and Learning, which runs workshops and also offers tech support (e.g., Quercus help) and one-on-one support. Departmentally, we run a regular pedagogy circle and we have a pedagogy advisor (Prof. Sonja Nikkila) who leads the circle and holds office hours for one-on-one and group support.	The opening of the Sam Ibrahim building in the fall of 2024 provides access to cutting edge classroom space with the latest in classroom technology. The department will have access to these new spaces. There is also an on-going upgrading of the older classrooms.
	10	“There is a need for more Teaching Assistant support throughout the department, and especially the Creative Writing and Film Studies faculty.”	In advance of the 2023-24 school year, we requested an increase in our TA budget from the Dean’s Office, in line with our increased enrolments 27% increase since 2019-20). We gratefully received the requested increase, but we will need to continue to monitor and make sure that TA and stipend budgets align with our enrolment demand, and curriculum needs. Current and Ongoing: With respect to creative writing, the English Chairs from UTSC, UTM, and UTSG held a meeting in October of 2023 with the English TA Coordinator and the Director of the MA program in Creative Writing to discuss how	The Dean’s Office is responsive to the needs of departments for additional support generated by enrollment and changes in pedagogy. We applaud the efforts to provide the requisite TA training to support Creative Writing courses.

			<p>we might better serve the needs of UTSC (and UTM) Creative Writing courses. We are currently developing approaches to increase the pool of available, well-trained TAs for Creative Writing courses.</p> <p>Short-term (1-2 years): Work with the St. George English department to Create Creative Writing-specific TA training for graduate students, including training that takes place on the UTSC campus.</p> <p>Medium Term (2-3 years): Our proposal for the Film Studies major accounts for increased TA needs for new required courses (and larger versions of existing courses). In tandem with the launching of the Film Studies Major, we will need to assess TA needs after the first year of the program (2025-26), when we will have a better idea of enrolment/demand. We also plan to continue to work with the Cinema Studies Institute and the graduate English department to coordinate film studies-specific TA needs. (This will be guided by the Chairs, the program director, the English TA coordinator, and supported by the English Undergraduate Coordinator and the Business Officer).</p>	
<p>The reviewers highlighted serious concerns expressed by teaching stream faculty in the Creative Writing program that they are “not offered ample time to do their own work of creative writing, something integral to the program’s success.” They raised related concerns regarding faculty workload and morale more broadly. <i>(Note: in developing your response, you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life)</i></p>	<p>11</p>	<p>“The serious faculty concerns created by a recently established and popular Creative Writing Major being taught and directed by teaching-stream faculty need to be addressed in the very near future. The current arrangement is untenable as it creates a faculty who is not offered ample time to do their own work of creative writing, something integral to the program’s success.”</p>	<p>Current and Ongoing: The Department takes the creative and professional work of our Creative Writing faculty into account in workload, particularly teaching load. We grant a .5 FCE reduction for creative and professional work (thus bringing down the 3.0 FCE for teaching stream to 2.5 FCE). See further details on the question of teaching stream and the specific needs of Creative Writing below (#18).</p>	<p>As noted in the departmental responses the concerns were partially mitigated by changes in the workload (as expressed in the workload policy) for the Creative Writing faculty.</p>
	<p>12</p>	<p>“Faculty burnout is a major problem that must be addressed... Faculty workload and availability on email must be addressed.”</p>	<p>In departmental meetings to discuss the report of the external review, the members of the department noted that the sense of “burn-out” the reviewers noted was due, in</p>	<p>As noted in the departmental response, this sense of burnout was exacerbated coming out of the pandemic and has subsequently somewhat eased.</p>

			<p>part, to the timing of their visit which took place at the very end of the Fall, 2022 term, which was the first term back to fully in-person classes after COVID. That term was particularly challenging, as was noted across all departments. That said, there are still ongoing issues, and the Department has facilitated multiple conversations (at both our annual retreat in Spring of 2023 and at faculty meetings in 2023-24) about how to deal with increasing demands on faculty time, due in part to higher needs in the Covid and post-Covid student body.</p> <p>Current and Short-term (1 year): We plan clearer communications from the Department to students about University and departmental policies regarding extension requests, grading, petitions, and appropriate behavior toward and expectations from faculty. This includes communication on syllabi, the departmental website, and in the student newsletter. We also plan to continue to work with the Dean’s Office to maintain and, if necessary, increase our TA budget in line with the need for more contact hours and course administration roles to support faculty with greater student and technological needs.</p> <p>Medium-term (2-3 years): Assess the needs for more departmental mentoring and institute more mentorship opportunities for faculty, not just for new and pre-tenure faculty, but for post-tenure faculty and those at various career stages. The Associate Chair, EDI will spearhead these efforts.</p>	
	<p>13</p>	<p>“The department may want to seek support from the Dean and the University for department-specific events to bring people together in nice places for good food and companionship as well as some productive conversation and planning.”</p>	<p>Current and Ongoing: We hold an annual retreat every spring; this year’s retreat will take place on May 1 (at Miller Lash) and will focus on EDI-related conversations, departmental planning, and</p>	<p>Many departments have made similar efforts at community building, particularly to include and support faculty hired during the pandemic.</p>

			community-building. This will be followed by an informal lunch gathering. We have held such informal gatherings also throughout the year, though it is harder to get people to attend events held on campus than it was before COVID. The department has also organized “beginning-of-term” social events over the past two years (as we emerged from the COVID context), held downtown, closer to where many faculty live.	
The reviewers recommended strategic faculty complement planning in order to ensure coverage of existing and emerging disciplinary areas; they raised broader concerns regarding the balance between teaching and tenure stream faculty in the Department.	14	“There should be a tenure-stream hire of a Black scholar in an open area of literary studies.”		Faculty hires are handled through a centralized process (Faculty Complement Committee) and all departments are invited to submit proposals for complement augmentation. Included as part of this process is the Pathway to Parity which focuses on the hiring of Black and Indigenous faculty.
	15	“There continues to be a need for replacement hires in Creative Writing and for Dr. Neil ten Kortenaar. If either of these positions could be at a more senior level it would be of great advantage to this highly successful and ambitious department.”	Our search in Creative Writing (to replace a faculty member who resigned) took place in 2022-23, but did not end in a hire. We plan to search again, pending budgetary approval. We planned to search for a position in Caribbean/Black Diaspora literature in 2023-24 (to replace Prof. Neil ten Kortenaar, who retired at the end of 2022-23). That search (which was at the Assistant Professor level), planned for and approve through the faculty complement committee process in 2023-24, was postponed due to a UTSC campus-wide “moratorium” on searches. We await a decision on when we will be able to conduct that search. It is difficult for us to plan for a hire – in particular, a senior hire – in the current budgetary environment, but we will take up the question of a targeted and/or more senior-level hire at our next retreat (in May).	The campus is under substantial fiscal pressures and this has delayed, but not canceled, hiring. We are currently engaged in a sequencing process to move forward with a backlog of approved searches, including this replacement hire.

	16	<p>“There should be a new position in Critical Writing, with an emphasis on the new media for the training of students for the contemporary job market.”</p>	<p>See #1 above. Medium to long-term (next 3-5 years): We plan such a hire, pending budgetary approval.</p>	<p>See fiscal considerations noted above</p>
	17	<p>“While faculty are excited at the prospect of debuting their new Major in Film Studies, thinking through the implications of hiring in tenure vs teaching stream to accommodate the expected increase of students will be a crucial step in ensuring comity and ongoing research productivity.”</p>	<p>We don’t currently have any plans to hire in the Teaching Stream for the Film Studies program, but we may need to conduct a search in Film Studies should program growth require it. As such: Long Term (4-5 years): If program growth warrants, we plan a tenure-stream search in the area of global cinema, likely either East Asian or African Film. We hope to continue to diversify our course offerings in Film Studies, in line with our conception of the program as offering Film Studies in a global context.</p>	
	18	<p>“The department has an impressive number of highly regarded creative writers. If the department is to maintain prominence in established and emerging areas, it needs, as noted above, to reconsider its shift toward the appointment of teaching-stream faculty, and to explicitly include research/creative practice as a component in what are now, as we understand it, 80% teaching/20% service appointment for teaching-stream faculty and/or to have a conversation about the possible conversion of those positions to tenure-stream.”</p>	<p>The department gives all the creative writing teaching stream faculty a .5 FCE release for their creative and professional work. In addition, for the purposes of PTR, we take creative output (publication of their work) and professional activities into account as part of the “80% for teaching and pedagogical and professional development.” Thus, their publications are counted and rewarded in the PTR process. We are re-visiting the complex question of tenure-stream for the Creative Writing faculty. Current and short-term (1 year): The Chair convened a meeting with the Creative Writing faculty in March of 2024 to discuss the pending Creative Writing Search (the re-mounting of the failed search in 2022-23). As a group and as a department, we feel strongly that, going forward, we can only consider hiring new creative writing faculty at the tenure stream if (and only if) after a review of all current Creative Writing positions in the department and their rank. We plan to continue to work with the Dean’s office to look to other possibilities.</p>	<p>The Dean’s Office continues to work with the department on rank and workload of the Creative Writing faculty.</p>

			As to larger questions around equity and teaching-stream positions, the new Special Advisor to the Dean on Teaching Stream faculty success, Aarthi Ashok, will visit an English Department faculty meeting in March of 2024. This role is the result of the report of the UTSC Teaching Stream Working Group, initiated by the Office of the Vice Dean, Equity and Faculty Success.	
	19	“The department should be carefully considering its future if more faculty are doing work that does not explicitly include their research and creative work, even if all are "bring[ing] research into ... classrooms." The department needs to work against the perception of a two-tier system.”	We are very careful, in the PTR process, to encourage faculty to list all of their work, publications of all kinds, community work, professional work, as well as all labour related to teaching, research (including research-creation), and community outreach. Short-Term (1 year): The Chair plans to initiate regular one-on-one meetings with the VPRI (beginning in Spring of 2024) to highlight faculty research and to maximize their success; part of the goal of these discussions will be to make sure that opportunities around research-creation, and the new opportunities for teaching-stream faculty (such as tri-agency grants), are well understood and promoted within the English faculty.	The Dean’s Office is supportive of the department response.
The reviewers noted student comments regarding difficulty determining appropriate contacts for program-related questions; they recommended enhancing the clarity of communication to the faculty and students regarding the specific duties and responsibilities of staff members.	20	“Students suggested that it's very hard to figure out who to contact and get support from with program questions. These comments do not reflect on administrative staff, who are all working incredibly hard with multifarious portfolios, but on communication and, perhaps, on numbers of available staff. Support could certainly be enhanced through additional staff as well as web resources.”	We hired a part-time Communications and Digital Media Officer, beginning in November of 2023. This is a part-time, 1-year contract hire, but we hope that this position will become part of our base budget, as we have already greatly improved our communications and outreach to students: Current and short-term (1 year): Create a monthly student newsletter (this began in January 2024); Overhaul department website (currently in-process); Re-think and re-invigorate our use of social media channels and develop a coherent communications and	The department has responded substantially to this recommendation and the Dean’s Office applauds these efforts.

			<p>social media strategy; hold more regular, informal outreach events and gatherings to connect students, faculty and staff, re-acquainting them with the Department post-Covid (e.g., monthly “Chat with the Chair” events, begun in February 2024).</p> <p>Medium Term (2-3 years): The Department plans to institute an annual “Town Hall Meeting” for all program students, staff, faculty, and instructors (either held online or in a hybrid format). This will allow for student feedback and questions, and add to a sense of openness, familiarity, and accessibility for students.</p>	
	21	<p>“There needs to be more clear communication to the faculty and students concerning the specific duties and responsibilities of the members of the staff.”</p>	<p>We send out a memo at the beginning of each term to all faculty, sessional instructors, and TAs listing all of the staff and their respective duties. With the new student newsletter, we can re-iterate that information for students as well, as well as across our other communications channels (see above, #20).</p>	As above.
<p>The reviewers recommended that the Department engage with Indigenous instructors to learn about their needs and to build strong support networks within the Department and the University; they endorsed ongoing initiatives to Indigenize the curriculum and to cultivate a welcoming space for Indigenous students.</p>	22	<p>“The department should work with Indigenous instructors to learn what is needed and to build strong support systems and networks in the department and with the University for new Indigenous instructors, to ensure that they are not "collateral damage to the grand experiment to Indigenize campus and respond to the TRC.”</p>	<p>Current and ongoing: In collaboration with the office of the Vice Dean - Equity and Faculty Success and with Professors Kateri Akiwenzie-Damm and Randy Lundy, the Department hosted Prof. Daniel Heath Justice in September of 2023 for a two-day visit, including a roundtable discussion with faculty, a guest-lecture in our large introductory class, “What is Literature,” and a series of individual and small-group meetings with faculty and students. This offered an opportunity to discuss the extra burdens on Indigenous faculty members, as well as other equity and diversity-related questions and topics brought forward by faculty members. The Chair also attended a meeting on how to support Black and Indigenous faculty</p>	<p>The campus Special Advisor on Indigenous Initiatives, Professor Mike DeGagne, has met with all the indigenous faculty, including the two indigenous faculty members in the Department of English to foster community among this group and provide individual support.</p>

			<p>members in January of 2024, hosted by the Vice-Dean, Equity and Faculty Success.</p> <p>Current and Short-term (1 year): In July of 2023, the Chair appointed an Associate Chair for EDI (Prof. Maria Assif), which is a new role for the Department. The Associate Chair – EDI will head up EDI initiatives, including an EDI-themed retreat in May of 2024. In the coming year, the Associate Chair – EDI will and gather feedback from faculty, including hosting small-group discussions, lunches for Indigenous and racialized faculty members, etc., regarding needs and concerns, and also to assess what sorts of EDI infrastructure will work best for our department (e.g., a rotating EDI committee, working groups, and/or more full-group oriented events). This role will be ongoing in the Department.</p>	
	23	<p>“The department's commitment to the TRC's Calls to Action could be affirmed through continuing to Indigenize the curriculum and to outreach.”</p>	<p>Short term (1 year): The Department proposed a series of curriculum changes in the 2023-24 governance cycle, including;</p> <ul style="list-style-type: none"> - The addition of a .5 FCE requirement in Indigenous Literatures for English Majors and Specialists; and - To support this new requirement and to continue our efforts to develop further course offerings in Indigenous Literature and Oral Traditions, we created three new courses at the C-level: “Indigenous Poetry,” “Indigenous Short Stories”, and “Indigenous Drama”; We also changed our C-level “Indigenous Literature of Turtle Island” to a B-level, so that students could get an introductory grounding in Indigenous literature and oral traditions before taking the upper-level courses. <p>Longer Term (3-5 years): The Department will begin consultations on the development</p>	<p>The department has done excellent work in responding to the TRC’s Calls to Action and is an exemplar among the UTSC’s departments.</p>

			of an “Indigenous Studies” Minor program. This may be interdisciplinary and will be led by Professors Akiwenzie-Damm and Lundy, in collaboration with the Associate Chair and the departmental curriculum committee (DCC). In terms of timeline - because Professors Lundy and Akiwenzie-Damm are both pre-continuing status, we don’t want to rush this process or put undue burden on them, as they are already deeply engaged in curriculum development and thinking about this future initiative.	
The reviewers recommended that the department work carefully to ensure that women and racialized faculty are not unduly burdened with committee assignments; further, they urged the department to pay close attention to how student evaluations are used, and to ensure that they are not being used inappropriately with respect to the assessment of women and racialized faculty.	24	“We note that women and racialized faculty may be being asked to serve on more committees than others. It’s true that there is vital work to be done toward inclusion and accountability, and teaching release or other recognition may be extended to ensure that the workload toward, for instance, curriculum not add to overload.”	We have in some cases worked with the Dean’s Office to secure teaching release for faculty members (such as Indigenous faculty members) for doing the labour of curriculum renewal (such as serving as the department’s representative on the Campus Curriculum Working Circle or working to develop land-based courses). Short-term (1-2 years): The Chair and the Associate Chair – EDI will work together to do an inventory of committees, assessing the equity of the division of labor, especially with regard to the work of EDI. The annual departmental retreat (May 2024) will be focused on EDI, and departmental committees, infrastructure, and workload will be part of that conversation.	The Dean’s Office fully supports the department’s work in this area, taking the lead on the Campus Curriculum Working Circle and the implementation of its recommendations. The related decanal Pedagogies of Inclusive Excellent (PIE) fund through individual and department subventions has provided the funding to enable changes in curriculum.
	25	“Student evaluations need to be addressed and revised to ensure they are not being weaponized against women and racialized faculty. Microaggressions against women and racialized faculty must be taken seriously and addressed.”	Current and short-term (1 year): Beginning in the Winter term of 2024, the Department will send a message to all students in English regarding course evaluations, encouraging participation but emphasizing that comments should be constructive and respectful. The Chair is also consulting with the Equity and Diversity Office (EDIO) on ways to educate students about the impact of evaluations, especially in terms of women and racialized faculty being disproportionately affected.	We recognize the concerns in this area. We are actively working on post processing of student evaluations to remove comments that are offensive, particularly targeting women, racialized persons, and members of the LGBTQ2+ community. In addition, the University has recently agreed to a moratorium on TA evaluations to review current practices and provide recommendations to remove systemic bias

			<p>Short-term (1-2 years): The Department has partnered with the Office of the Vice-Dean, Equity and Faculty Success to bring on consultants in Restorative Justice practices. This was the result of a proposal submitted by three of our faculty members (all racialized, female faculty) which reported on micro-aggressions and other issues, and which suggested that UTSC hire a Restorative Justice Officer to handle matters of student behavior not covered by the University's Code of Conduct. The English Department and the Dean's Office are piloting a Restorative Justice project, in hopes that it might be taken up campus wide. Terms of what the RJ consultancy might look like (along the lines of a "restorative justice residency") are being finalized (Winter 2024), with workshops and other activities to take place through Fall 2024 and possibly beyond.</p>	from the questions in these student evaluations.
	26	<p>"Students expressed interest in taking more Spring and Summer classes in English: the department should discuss the expansion of classes taught in the regular summer term within a wider University-level conversation."</p>	<p>We increased our summer course offerings in Summer term of 2023 and saw a 7% increase in enrolment over Summer 2022. This was due in part to our strategy of offering a mix of online and in-person courses, including sections of high-demand, required courses such as ENGA01 (What is Literature), ENGA02 (Critical Writing About Literature), and ENGB70 (How to Read a Film). We will continue to make sure we are offering a rich array of courses in the summer. We have a limited amount of faculty who choose to teach in the summer, so our offerings do depend to some degree on our stipend budget.</p>	The Dean's Office is fully supportive.
	27	<p>"Students expressed an interest in more interdisciplinary courses. The department should consider engaging with other departments at UTSC to expand interdisciplinary offerings."</p>	<p>In Fall of 2022, we offered a course, ENGD55 (Literature, Politics, Revolution), on the topic of "Climate Futures," (taught by Prof. Christine Bolus-Reichert), and the course was co-listed as a Political Science D-level, taught</p>	The Dean's Office is fully supportive of the department's effort to address this recommendation.

by Prof. Matthew Hoffmann. This course was a big success, and we will offer it again in 2024. I have asked Prof. Bolus-Reichert to write up her experience in the course and to serve as an advisor/point-person for other faculty members who would like to launch interdisciplinary courses or to partner with faculty from other departments to re-think existing courses as team-taught courses. The two professors made this work in a creative way, by offering separate D-level courses that were scheduled at the same time and held in a room that had enough space for the double enrolment. Because it has often seemed bureaucratically burdensome to offer cross-listed or double-listed courses, we would like to look for other, less “ad-hoc” ways to offer these types of courses in the future.

Short-term (1-2 years):

The Chair will convene a meeting with the Chairs of the other Humanities departments to gauge interest in pursuing more interdisciplinary courses; The Humanities Chairs also plan to work together on a regular series of events (such as, “research roundtables” or colloquia) to provide a platform and networking opportunity for faculty working in different Humanities disciplines at UTSC. The Chair of English will also seek guidance from the Registrar’s Office on the options for interdisciplinary or cross-listed courses.

Medium-term (2-3 years): The Associate chair and the DCC will poll faculty for team-taught and/or interdisciplinary course ideas. There has been a lot of enthusiasm expressed about this in meetings, but the logistics and workload issues seemed to create hesitancy. We will then assess as a group whether new courses, or modifications to existing courses

			are needed to provide templates for team-taught or interdisciplinary courses.	
	28	“The burdens of supporting students struggling with mental health and wellness during and since the pandemic may have fallen disproportionately on faculty. These needs should be brought to the Dean and the University, and the impact on faculty's well-being and mental health must be considered.”	We have brought these issues to the Chairs and Directors meetings and in discussions with the Registrar’s Office, AccessAbility Services, and the Campus Safety Office. We know there are several campus initiatives tied to these issues.	This is a campus-level concern. Supports in the Office of Student Experience and Wellness (OSEW) has continued to augment staff in our Wellness to address this need.
	29	“As the Film Studies Major comes into being, more attention will need to be given to its unique program needs, especially in terms of dedicated screening spaces, work study support, technology, and access to media.”	<p>With the existing film-friendly classrooms on campus and the anticipated opening of the Sam Ibrahim Building (Fall, 2024), the number of appropriate lecture halls, screening spaces, and smaller media-friendly classrooms will be significantly increased. As to the library and the question of media access, the library report that forms part of our proposal for the new Film Studies Major affirms that the library is ready and willing to support the new Major (this being a combination of UTSC, Robarts, and Media Commons). That acknowledged, having a smoother integration of film and media needs with the UTSC library will be important going forward.</p> <p>Short-term (1 year): In the run-up to the launch of the Film Studies Major, the Chair and the Film Studies program director will meet with the Registrar’s Office to go over space needs for film studies courses, including new large lectures coming online for the Major. We plan to request that priority be given, where possible, to FLM courses for booking the classrooms that are technologically appropriate for film. The Chair and the Program Director will also continue to meet regularly with representatives of the UTSC library and AV/IITS to discuss library, media, and technology needs for the new program.</p> <p>Medium-term (2-4 years): After assessing the needs of the new program after the first year,</p>	The Dean’s Office supports the efforts the department is making to address this concern, in particular, the plan utilizing of the unique classroom design in the Sam Ibrahim Building that will open in the summer of 2024.

			we will hire work-study students if needed to help facilitate program delivery – in particular, coordinating and liaising with AV services to promote smoother in-class experience with media for faculty.	
	30	“Coordination with the library should be undertaken to develop the resources and expertise required to support a Film Studies Major.”	See above (#29)	The Dean’s Office applauds the engagement of the department with the Library.
	31	“In order to ensure the successful operations of the program, there needs to be an increase in base budget and a move away from overreliance on carry-forward funds. This would include base funding for among other things, software, computers, professional training, and work study student assistants, as well as the needs of a growing faculty and two new Majors.”	We plan to ask for an increase in base operating budget. To clarify some of the items from the list cited by the externals, this would be for expenses including creative software licences (such as Adobe Creative Cloud) and other tools which aid in our communications and outreach campaigns, and for professional <i>development</i> training for staff in addition to the other needs listed.	Due to constraints placed on carry forward funding the academic departments are limited to 5% of their budgets for carry forward. Base budget requests go through an annual campus wide Planning and Priorities process that all departments are invited to engage in.
	32	“The department needs at least one further staff member. The primary needs are for a financial assistant who could take up some of the Business Officer’s routine responsibilities, allowing the Business Officer more time to focus on strategic planning and cost projections; and someone who has the skills needed to assist with department communications.”	In November of 2023, we hired a Communications and Digital Media Officer, which is a new staff role for our department. This has paid immediate dividends (seen in enrolment and elsewhere) with our much-improved capacity for outreach, promotion, and publicity. We made this hire out of our own budget, as a part-time, one-year contract position. We also hire 2-3 work-study students to work on communications as well. Short-Term (1 year): We plan to request that this position be moved into our base budget and made a continuing position. We will continue to hire and train work-study students, as it provides valuable experience for students. Medium-Term (2-3 years): We plan to ask for another additional position, a Financial Assistant, which would allow our Business Officer greater ability to focus on long- and short-term planning and bigger-picture budget issues that would support	As above.

			departmental planning in all areas (expanding our programs, improving student experience, aiding faculty with administrative or research-related resources, etc.). We also plan to request that the Business Officer position be shifted to a “Financial Manager” role, as that better applies to the scope of the position and matches other comparable academic department structures.	
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3 Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary had accurately reflected the full review. The reading group reported that the Dean's administrative response had adequately addressed most of the issues identified by the review, however, asked the administration to further address the concerns around workload issues and faculty burnout, particularly for Creative Writing faculty and teaching-stream faculty. This included addressing the responsibilities and impact of the new Special Advisor to the Dean on Teaching-Stream faculty success and clarification of teaching release for "creative and professional work" of the teaching-stream faculty.

Jessica Fields, Acting Dean, and Vice-Dean Faculty Affairs, Equity & Success in the Office of the Vice-Principal Academic & Dean responded that a special advisor on teaching stream faculty success was appointed in January 2022 and that this position arose from a UTSC working group that developed a report to address burnout, workload and other concerns amongst teaching stream faculty. The report addressed the various discussions and impact of workload concerns, and the relationship between workload and career advancement. The role of the Teaching Stream Special Advisor was intended to meet with teaching stream faculty, administrative units and leaders to explore the implementation of the recommendations in practice. She acknowledged that they experienced a lack of clarity in their workload policies, and that they were in the midst of a review. There were consultations with the chair and the dean on the workload policy to reflect on the current landscape in the department and noted that certain teaching activities, such as the coordination of a multi-section course, supervision of independent studies in creative writing, or mentorship, would be included in faculty workload considerations.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers highlighted the Department's engaged and energetic community of students, as well as the excellent and deeply committed faculty and staff. They praised the programs as well-conceived, with innovative and diverse course offerings, and observed that all programs align well with the priorities of UTSC's strategic plan. They applauded the development of the Specialist and Major Co-op programs in English as "innovative responses to increasing calls for all University programs to discuss employment paths with students." They commended the Department's strong recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, and noted that both tenure and teaching-stream faculty bring their research into classrooms and actively support student research efforts. Finally, they praised the ways in which the Department "emphasizes the importance of achieving real diversity" in the faculty complement as well as in faculty research areas.

The reviewers recommended that the following issues be addressed: exploring the development of more hands-on practical writing courses, community service learning courses, experiential learning opportunities, and courses that align with students' potential career paths; clarifying and communicating the benefits of the Co-op program, exploring ways to expand Co-op opportunities for English students in the English program, and fostering a greater sense of community among Co-op students; enhancing classroom supports for post-pandemic teaching and learning; engaging with teaching stream faculty concerns about a lack of available time to do their own creative writing work, and addressing broad faculty challenges related to workload and morale; engaging in strategic faculty complement planning to ensure coverage of existing and emerging disciplinary areas, and considering the optimal balance of departmental teaching and tenure stream faculty; enhancing the clarity of communication to faculty and students regarding the specific duties and responsibilities of staff members; engaging with Indigenous instructors to learn about their needs and to build strong support networks in the Department and the broader University, and pursuing ongoing initiatives to Indigenize the curriculum and to cultivate a welcoming space for Indigenous students; working carefully to ensure that women and racialized faculty are not unduly burdened with committee assignments, and paying close attention to how student evaluations are used with respect to the assessment of women and racialized faculty.

The Dean's Administrative Response describes the unit's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of English.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter 2027 on the status of the implementation plans.

The next review will be commissioned in June 2029.

6 Distribution

On June 30th 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal Academic and Dean, UTSC, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.