



**English and Cultural Studies  
Huron University College  
Final Assessment Report & Implementation Plan**

<b>Faculty / Affiliated University College</b>	Huron University College
<b>Degrees Offered</b>	Bachelor of Arts (BA)
<b>Modules Reviewed</b>	<p>Honours Specialization</p> <ul style="list-style-type: none"> <li>• English and Cultural Studies</li> </ul> <p>Specialization</p> <ul style="list-style-type: none"> <li>• English and Cultural Studies</li> </ul> <p>Major</p> <ul style="list-style-type: none"> <li>• English and Cultural Studies</li> </ul>
<b>External Consultants</b>	<p>Dr. John Ball, University of New Brunswick</p> <p>Dr. Sarah Winters, Nipissing University</p>
<b>Internal Reviewer</b>	Dr. Laretta Frederking, Vice-Principal and Academic Dean Brescia University College
<b>Date of Site Visit</b>	March 25-26, 2021
<b>Evaluation</b>	<b>Good Quality with Report in Three Years</b>
<b>Approval Dates</b>	<p>SUPR-U: June 9, 2021</p> <p>SCAPA: September 8, 2021</p> <p>Senate (for information only): September 17, 2021</p>
<b>Year of Next Review</b>	2027-28

## **Overview of Western’s Cyclical Review Assessment Reporting Process**

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the undergraduate English & Cultural Studies (ECS) program delivered by Huron University College.

This report considers and reports on the following documents: the program’s self-study, the external consultants’ report, and the responses from the Department and the Principal of Huron University College.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required for implementation, identifies who is responsible for approving and acting on the recommendations, outlines any action or follow-up that is required, and provides the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities’ Council on Quality Assurance and is made available on a publicly accessible location on Western’s IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

**Executive Summary** (as identified in the Self-Study Brief)

**Overview**

The English Department has been a mainstay within the Faculty of Arts and Social Science at Huron University College for decades and recently reinvented itself as an entirely new and revised program as the result of retirements of 2 of their 5 fulltime faculty. Renamed the Department of English and Cultural Studies, the new title better describes the innovative and new curriculum, and also informs students about the changed nature of the learning outcomes offered to student. The Department is currently staffed by four fulltime faculty members and several dedicated limited term instructors.

The newly developed English and Cultural Study program required an extensive exercise in the development of Learning Outcomes and Curriculum Mapping that are aligned with the key academic goals of both Huron's 2018- 2023 Strategic Plan. The Department focusses its Learning Outcomes on transformative learning.

**Strengths/Innovations of the Program** (as identified in the Self-Study brief)

- new courses that reflect current trends in the study of English
- experiential learning as a focus of study for all students with numerous community partnerships
- emphasis on the development of students' writing skills
- diverse performance studies program that spans many courses and diverse experiences
- co-curricular activities such as the annual *Grubstreet* publication, Huron Underground Dramatic Society, and the annual undergraduate conference
- involvement in the interdisciplinary minor in *History of the Book*
- small classes with 1<sup>st</sup> year caps of 35

**Challenges** (as identified in the brief)

- significant change since the last review due to the loss of 3 faculty in 2014 that required a major overhaul of the program to update modules and courses
- forthcoming retirement of two of the four tenured faculty in 2021

### **Self-Study Process**

In preparing for this review, the English & Cultural Studies Department (ECS) was involved in faculty retreats to review all aspects of the ECS programs and analysed quantitative and qualitative survey data from current students and alumni.

### **Onsite Review by External Consultants**

The external review committee (comprised of the two external reviewers and one internal reviewer) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met online with the following over the course of the two days that included a virtual tour of the facilities.

- Dr. John Doerksen, Vice Provost, Academic Programs
- Dr. Margaret McGlynn, Acting Vice-Provost of Academic Planning Policy and Faculty
- Dr. Neil Brooks, Chair ECS
- Dr. Barry Craig, President, Huron University College
- Dr. Geoff Read, Provost, Huron University College
- Jennifer Morocco, Registrar HUC
- ECS Faculty Members
- Dr. Nina Reid-Maroney, History Department
- Undergraduate Students and Alumni
- Administrative Staff
- Melanie Mills, Library Services

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Department Chair and the Provost/Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the ECS undergraduate program.

**Summative Assessment – External Reviewers’ Report**

*Our opinion is that those initiatives [massive changes to the curriculum] have most certainly improved the quality of the program, the associated learning outcomes, and the teaching environment to such a degree that Huron University College can lay claim to one of Canada’s best undergraduate English and Cultural Studies programs.*

**Reviewers’ Recommendations and Department/Senior Administrative Responses**

<b>REVIEWERS’ RECOMMENDATIONS</b> (as grouped by the reviewers)	<b>DEPARTMENT RESPONSE</b> (Provost/Dean indicate their support for the “suggestions” and are in agreement with all aspects of the departmental response)
<b>Program Structure &amp; Curriculum</b>	
1. That the commitment to cultural studies since the last program review be refined through ongoing department discussion toward an articulated vision of the place of cultural studies in the program, including consideration of a possible 3000-level course that builds on ENG 2265F/G by focusing on what cultural studies is and how it is undertaken, including consideration of its philosophical/theoretical origins and underpinnings, its guiding principles, its methodologies, and its primary materials.  2. That in the interests of consistency and predictability of student experience and coverage, the department consider whether ENG 2228F/G and ENG 2229F/G should be structured around the breadth of a survey or the depth of a thematic approach, and if both are seen to have their place, whether in any given year the course instructors should coordinate to ensure each cohort	DEPARTMENT <ul style="list-style-type: none"> <li>• All of these suggestions will be discussed and taken into consideration in planning forward</li> </ul>

<p>gains the benefits of both. Because students we spoke to seemed unaware that these courses could be taught with a focus on either period or theme depending on the expertise and interest of individual instructors, it may be advisable, depending on the outcome of such discussions, to expand calendar course and/or program descriptions to communicate that outcome.</p> <p>3. That the current structure in which ENG 2695E is required for all modules but ENG 2228F/G and ENG 2229F/G are optional for Majors be adjusted to allow for <i>either</i> ENG 2695E <i>or</i> both ENG 2228F/G and ENG 2229F/G to count toward the 1.0 historical requirement.</p> <p>4. That consideration be given to cross-listing ENG 2695E with the Global Great Books program, if agreeable to faculty in that program.</p> <p>5. That the department consider the development of a drama minor once a needed tenure- stream position that could contribute to it has been filled (see further details below under Resources).</p> <p>6. That the interdepartmental Book History minor be further supported and given consideration in any discussions toward a possible cross-appointment with History, particularly once the potential of the new letterpress studio has been more fully explored.</p>	
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<p><b>Experiential Learning</b></p>	
<p>7. That the department’s strengths in experiential learning be better integrated with Huron’s guarantee of a paid internship for every student that wants one, that this opportunity be made more visible to ECS students, and that efforts be made to identify potential internship placements in areas of interest to ECS students such as professional writing, journalism/podcasting, theatre, publishing, and other cultural industries.</p>	<p>DEPARTMENT</p> <ul style="list-style-type: none"> <li>• Department is working toward this goal</li> </ul>
<p><b>Faculty</b></p>	
<p>8. That faculty members (including sessional and per-course instructors) be offered additional logistical and administrative support for experiential learning activities integrated into their courses.</p> <p>9. That consideration be given to hiring a special collections librarian to support student research learning activities in the Huron archival and rare book collections. This would benefit the Department of History as much as ECS, and possibly other departments as well.</p> <p>10. That additional financial resources be provided for pedagogical needs, including but not limited to technical equipment needed for experiential and/or performative curriculum components that involve video or audio recording.</p>	<p>DEPARTMENT</p> <ul style="list-style-type: none"> <li>• All of these aspects will be part of departmental discussions going forward</li> </ul>

<p>11. That, to address the smaller increase in ECS enrollments compared to Huron’s overall increases in recent years and the addition of the potentially competing Global Great Books program, enhanced recruitment support be provided to attract incoming students to the ECS program and its first-year courses. Relatedly, that the department be given support to do more department-level communication and promotion of its programs, courses, events, and opportunities through social media and other outlets.</p>	
<p><b>Resources for ECS Program</b></p>	
<p>That, given Teresa Hubel’s impending retirement and recognizing the FASS strategic priority of “critical engagement in global and international contexts,” one tenure-stream position be in some combination of postcolonial/world literatures, Indigenous literatures, Global Studies, and/or Canadian literature.</p> <p>13. That, given the department’s increased emphasis on performance and performativity in curriculum and assessment, given Neil Brooks’s longstanding involvement with HUDS, given the new 450-seat theatre, and given continued strong student interest in drama production, one of the upcoming faculty hires be in a field or combination of fields that could support and further build on these activities.</p> <p>14. That, in addition to the promised replacement positions for Neil Brooks and Teresa Hubel, the department be given one more tenure-stream position (or, if preferred, two half- positions cross-appointed to other units such as History or Global Great Books) in order to sustain</p>	<p>Department</p> <ul style="list-style-type: none"> <li>Plans are to advertise for fulltime probationary appointments in 2022 with diversity being a goal in the recruitment process.</li> </ul> <p>The Provost/Dean invites the ECS Department to include the request for a return to five fulltime faculty members in their next planning document.</p>

<p>the current modules and return to its former complement of five full-time faculty members (or equivalent); the current sessional position should be extended as needed until that time.</p> <p>15. That diversifying the faculty complement be a strong consideration in future hirings.</p>	
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### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College President will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. The commitment to cultural studies since the last program review be refined	Develop themes and content around cultural studies more explicitly	Chair and Faculty	2022-2024
2. That consideration be given to cross-listing ENG 2695E with the Global Great Books program	Evaluate and implement cross-listings as appropriate	Chair and Faculty	2022-2024
3. Enhance and increase experiential learning opportunities	Huron's guaranteed paid internship be more visible and accessible for ECS students	Chair and Faculty	2024
4. Replace retirement positions and another full-time appointment	Assess and hire replacement faculty strategically and consider cross-appointments	Dean	2024