



English

**Final Assessment Report & Implementation Plan
May 2024**

Faculty / Affiliated University College	King's University College	
Degrees Offered	BA	
Date of Last Review	2015-2016	
Modules	Honours Specialization in English Language and Literature Specialization in English Language and Literature Major in English Language and Literature Minor in English for Teachers Minor in English Language and Literature Minor in General English	
External Reviewers	Dr. André Loiselle, Faculty of Humanities St. Thomas University	Dr. Natasha Duquette, Vice President Academic and Dean, Our Lady Seat of Wisdom College
Internal Reviewer	Geoff Read, Provost and Dean of Arts and Social Science, Huron Vicki Sweeney, Associate Academic Dean, Huron	Jenna Beecroft Psychology and Political Science Student
Date of Site Visit	March 7 & 8, 2024	
Date Review Report Received	March 21, 2024	
Date Program/Faculty Response Received	Program: April 29, 2024 Faculty: April 29, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: May 22, 2024 ACA: May 29, 2024 Senate (for information): June 7, 2024	
Year of Next Review	2031-2032	
Progress Report	June 2027	

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 English Program delivered by King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Associate Academic Dean, King’s University College.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the English Program, King’s University College, and SUPR-U.

Executive Summary

As part of the Department of English, French, and Writing (EFW), the English program aims to help students grow in their verbal and written communication and critical thinking, as well as in their ability to understand, produce, and use research, and their awareness of human strengths and challenges. Benefiting from small classes and seminars, the program prepares students for careers in education, publishing, law, marketing, media and communication, public relations, business, and industry. Total modular enrollments in 2022-23 were at 94, with total course enrollments in 2022-23 at 482.

To inform the self-study, a dedicated retreat took place in winter 2023 to revise program learning outcomes. This session led by the Centre for Teaching and Learning contributed to a subsequent curriculum mapping exercise. In addition, student and alumni surveys were administered along with related discussion and consultation regarding the feedback received.

The external reviewers shared a positive assessment of the King's English Program. They offer nine recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Faculty members have strong research profiles including grant acquisition, publication and conference presentations; and are renowned for editing the Folger Shakespeare series, now used in high schools and universities around the world.
- Faculty in the English program have also contributed to the development of signature pedagogies at King's by participation in innovative initiatives such as King's Foundation Year, King's Scholar, and Writing Across the Curriculum.
 - Curriculum includes varied pedagogies and experiential learning strategies which enhance the principles of holistic education, open inquiry, intellectual rigour, accessibility, inclusion, and social justice.
- Embeds interdisciplinary and experiential learning experiences to facilitate student development in communication, critical thinking, research skills heighten their awareness of human strengths and challenges.
- Student success is seen in: 1) alumni progression to impressive graduate programs; 2) winning international competitions such as the annual Global Undergraduate Awards and Folger Shakespeare Library Award for Editing; 3) the number of students awarded Board of Directors' Gold Medals; 4) a faculty member becoming a King's first Fellow of the Royal Society of Canada in 2010; 5) participation at international conferences.
- Active Student Council clubs heighten student engagement with networking opportunities, socials and creative writing events.

- Student surveys indicate satisfaction with small class sizes, close-knit community, high class engagement and personal mentoring, and overall quality of teaching in the program.
- Development of partnerships with universities outside of Canada. For instance, 2+2 arrangement with the Beijing University of Chemical Technology (BUCT).
- Increased course enrolment is due in part to the successful strategy of promoting the Minor in English for Teachers.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Enrolment in modules such as English Majors, Honors Specializations, and Specializations dropped by nearly 45% within the last 10 years.
- Student dissatisfaction with the limited number of electives and lack of variety of courses was noted in recent surveys.
- Succession planning is needed to address impending retirements in a department where faculty have heavy workloads; in addition, there is no teaching credit or remuneration for supervision.
- The static website at King's, is a barrier to finding program information and renewing content.

Review Process

As part of the external review, the review committee, comprising two external reviewers, an internal faculty reviewer and a student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, King's University College
- Associate Academic Dean, King's University College
- Chair of the Department
- Director of Enrolment Services and Registrar, King's University College
- Director of Libraries, Cardinal Carter Library, King's University College
- Associate Librarian and Head: Research and Information Services, Cardinal Carter Library, King's University College
- Program Faculty
- Administrative Staff
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Academic Dean for review and

response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the King's English Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that: *“After reviewing all the material provided and conducting a two-day site visit, we can confidently say that the English program at King's is of very good quality”*.

Strengths of the Program

- Outstanding faculty scholars and award-winning educators who offer students transformative experiences through innovative and indeed inspiring approach to teaching.
- Demonstrated commitment to making courses more widely accessible, employing diverse learning styles, providing students with a wider range of learning opportunities, and maintaining flexibility in program offerings.
- The curriculum 1) includes courses that focus directly on the influence of the Catholic Church on authors and artists, which is aligned with King's mission; 2) adopts a non-sectarian social justice lens which broadens the scope of the Catholic vision to embrace a wider conception of the Humanities that appeals to diverse students; 3) addresses the Truth and Reconciliation Commission's (2015) recommendations in decolonizing the literary canon by including contemporary Indigenous fiction, drama, and poetry; 4) explores diverse themes and incorporates AI in the form of ChatGPT which demonstrates a creative adaption to the changes presented by AI.
- Professional and expert administrative support enhances the program's overall management.

Prospective Improvements for the Program to Consider

- The King's Scholar (KS) initiative might not be sustainable in the long term given the current limited resources. *(Embedded in Recommendation #2)*
 - Consider efforts to avoid scheduling conflicts between the KS program courses and English courses.
- Strengthen Indigenization and decolonization efforts by building capacity in this area in consultation with local First Nations communities, and with faculty succession planning. *(Embedded in Recommendation #1)*

- Stemming from student feedback, clarify the ideal sequence in which courses should be taken needs to be clarified. Identifying faculty advisors and offering ENG 2299 every year may help alleviate this issue. (*Embedded in Recommendations #3, #4 and #5*)
- Provide more systematic opportunities for Experiential Learning which could be in the creation of an English Practicum course. (*Embedded in Recommendation #6*)
- Students could benefit from further guidance regarding how to conduct research using resources that the Library provides. Consider inviting library specialists to provide an overview of the supports available to students in first- and second-year courses. (*Embedded in Recommendation #8*)
- While first-year courses are well enrolled, numbers in the program itself remain modest. Explore varied recruitment avenues to increase enrolment, including developing an English Program for teachers. (*Embedded in Recommendation #7 and #9*)
- The website remains difficult to navigate and ineffective, as it is text-heavy and lacks the visual dynamic seen on many other university websites.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

The following are the reviewers’ recommendations in the order listed by the external reviewers.

Reviewers’ Recommendation	Program/Faculty Response
<p>Recommendation #1 Build the program’s capacity to teach Indigenous Literature and Culture in order to bolster Indigenous and decolonization; as faculty turnover in the English program progresses, the University should prioritize incorporating an Indigenous scholar into the tenure-track faculty.</p>	<p>Program: The Program will request a tenure-track Indigenous scholar in the 2025/26 budget cycle; this hire will complement the growing focus on the Environmental Humanities and align with the Indigenization and decolonization priorities of the draft Strategic Plan for 2024. Equally, the program will plan to:</p> <ul style="list-style-type: none"> • offer English 3680F/G: Indigenous Literatures of Turtle Island with an Indigenous Part-Time Instructor in 2025-26. If such a hire cannot be found, Prof. Rae will teach the course. • encourage wider use of Indigenous learning bundles and include these links within course syllabi. <p>As part of the Program’s commitment to decolonization, a “Roundtable on Teaching Practices” facilitated by faculty members, was organized for April 19th, 2024, which will serve as a springboard for further course innovation and decolonization efforts.</p> <p>Faculty: The Faculty 1) is committed to the work of truth and reconciliation, and is establishing an Indigenous Advisory Circle to help guide this work institutionally; 2) will consider the hiring of an Indigenous scholar as part of overall strategic hiring and budgeting; 3) fully supports the initiatives of the program in the meantime.</p>
<p>Recommendation #2 To ensure the sustainability of the King’s Scholar experience, consideration be given to making a cross-appointment with Philosophy, History, and English. Ideally this appointment would also foster greater prioritization of EDI principles.</p>	<p>Program: The graduates of the Foundation Year (FY) and King’s Scholar (KS) programs have won at least five Canada Graduate Scholarships for the upcoming academic year, while another earned a generous scholarship to the History program at Western. Ensuring the integrity and expansion of the FY and KS programs is a top priority for the Department of English, French, and Writing, where these interdisciplinary programs are housed. In the 2024-25 budget cycle, the Program will submit a request for a cross-appointment with Philosophy and History to replace the FY/KS Coordinator upon her retirement in 2025.</p> <p>Faculty: The Faculty will work with the departments involved in the Foundations and King’s Scholar programs to ensure program sustainability through interdisciplinary teaching.</p>
<p>Recommendation #3 Include pathways for a suggested chronological succession of courses on both the King’s University College English section of the Academic Calendar and related information on the website.</p>	<p>Program: Explore calendar copy changes within the Western University framework for calendar content and formatting. A short-term solution might be to append a list of suggested pathways to the Module Checklist PDF on the web pages which English students are instructed to download. If this strategy proves insufficient, phrases such as “normally taken in 2nd year” can be added to the course numbers listed in the Module Checklist.</p> <p>Faculty: The Faculty, particularly through the Academic Advising Office, will work with the Department on greater clarity of information for students.</p>

<p>Recommendation #4 Students be assigned a “faculty advisor” to offer guidance on enrolment in a logical sequence of English courses (this would be in addition to the Academic Program Advisors, as a supplement and not a replacement).</p>	<p>Program: The program will experiment with this proposal and consider whether it creates conflicts with the role of the APA. The term “Mentor” is meant to distinguish the faculty position from the APA role of “Advisor,” as well as to create a more personable dynamic between professor and student. A faculty member has volunteered to serve as “Faculty Mentor” to first-year students in 2024-25; the Program hopes that this mentorship role will also help with student retention in upper-year classes.</p> <p>Faculty: The Faculty strongly supports initiatives across departments and programs to embed faculty mentorship, complementary to academic advising. This recommendation aligns with King’s mission and strategic framework.</p>
<p>Recommendation #5 “Critical Practice” (English 2299F/G) be offered at least every year to ensure students are able to register in this core course following a logical curricular sequence.</p>	<p>Program: Scheduling conflicts have arisen between English 2299F/G and the interdisciplinary King’s Scholar courses; this overlap is difficult to avoid in an interdisciplinary program, as KS courses also have to avoid scheduling conflicts with core courses in History and Philosophy. The KS Coordinator, will continue to work closely with the ADO to minimize such conflicts.</p> <p>Faculty: The Faculty supports the program response.</p>
<p>Recommendation #6 A 0.5 credit Experiential Learning course, such as “English Practicum” be created to offer senior students opportunities to apply their skills through practical projects as research assistants or interns within the university or in non-profit organizations off campus.</p>	<p>Program: To ameliorate pressures of finding appropriate off-campus Practicum placements, the Program will develop the following on-campus Practicum options such as: 1) completing an archival project designed by a faculty supervisor and a university librarian; 2) performing in-depth analyses and reporting for a College Committee; 3) assisting one of the research Centres at King’s in executing one of their larger projects. Each placement would include a theoretical component – students will write a critically informed report on their Practicum Placements.</p> <p>The Chair will draft a SOC proposal for a new course, “Research Practicum,” in the summer of 2024 which could become available to students in 2025. The structure of the “Research Practicum” would resemble the four-month “Internship in the Arts and Humanities” already offered by Interdisciplinary Studies (3992A/B/Y).</p> <p>Faculty: The Faculty will continue to support enrolment of Arts and Humanities students in the Interdisciplinary placement course (Interdisciplinary Studies 3992A/B) as much as possible, in collaboration with King’s Experiential Learning Coordinator; and looks forward to specific experiential-learning course proposals from the program.</p>

<p>Recommendation #7 Consider ways to use first-year courses as recruitment opportunities, such as having the more engaging faculty members teach first-year courses, and that all faculty members be invited to give short guest lectures on their specialty in the first-year courses to promote the value of an English degree.</p>	<p>Program: First-year instructors are both highly capable and popular with students as seen from alumni feedback and their success in helping to lead the shift to online learning during the pandemic. The Program has been conducting the following recruitment drives:</p> <ul style="list-style-type: none"> • the Chair already visits first-year classes during the Intent to Register (ITR) period. • invite high school students to English program events (e.g. the “Dancing through the Pages” event in March) as a way to familiarize prospective students with our faculty and campus. <p>High school students will be bussed to King’s in the fall of 2024 for a special “Liberal Arts Day” that the Program hopes will become an annual event.</p> <p>Faculty: The Faculty supports the program response.</p>
<p>Recommendation #8 Library subject specialists be invited to first- and second-year English courses to introduce themselves, present the resources that the CCL offers, and promote it as a welcoming and user-friendly space.</p>	<p>Program: Several classes are already utilizing library services. The Chair will coordinate with instructors and librarians to create a progressive schedule of resource instruction to avoid redundancy in the student experience, and allow students to scale up in expertise gradually. This program of research skills would ultimately complement the pedagogical program for the archival option in the proposed “Research Practicum” course in Recommendation #6.</p> <p>Faculty: The Faculty supports the program response.</p>
<p>Recommendation #9 Explore the possibility of establishing an “English for Teachers” stream to both increase enrolments and meet labour market demands for K-to-12 educators.</p>	<p>Program: This proposal is already in the works and was discussed during the Department meeting held in the fall. The Chair has drafted a proposal for a “Major for Teachers” that would make better use of departmental resources, through an emphasis on training for Writing instruction and through electives such as Speech and American Sign Language. The Department will vote on the proposal at the next Department meeting in May. If this vote passes, the Chair will submit a Letter of Intent to the Vice-Provost at Western in late May of 2024.</p> <p>Faculty: The Faculty looks forward to reviewing and supporting a new “English for Teachers” major module, as described in the program response.</p>

<p>Recommendation #4 Students be assigned a “faculty advisor” to offer guidance on enrolment in a logical sequence of English courses (this would be in addition to the Academic Program Advisors, as a supplement and not a replacement).</p>	<p>This pilot has begun with one faculty member who has volunteered to serve as “Faculty Mentor” to first-year students in 2024-25. Assess the needs of this initiative in this process of embedding faculty mentorship complementary to academic advising.</p>	<p>Program Chair</p>	<p>By Sept 2024</p>
<p>Recommendation #5 “Critical Practice” (English 2299F/G) be offered at least every year to ensure students are able to register in this core course following a logical curricular sequence.”</p>	<p>The King’s Scholar Coordinator, will continue to work closely with the Academic Dean’s Office to minimize such conflicts within interdisciplinary programs.</p>	<p>Program Chair KS Coordinator</p>	<p>Ongoing</p>
<p>Recommendation #6 A 0.5 credit Experiential Learning course, such as “English Practicum” be created to offer senior students opportunities to apply their skills through practical projects as research assistants or interns within the university or in non-profit organizations off campus.</p>	<ul style="list-style-type: none"> • Develop on-campus Practicum options such as those described in the Program response above. • Draft a SOC proposal for a new course, “Research Practicum,” in the summer of 2024 which could become available to students in 2025. 	<p>Program Chair</p>	<p>By Sept 2025</p>
<p>Recommendation #7 Consider ways to use first-year courses as recruitment opportunities, such as having the more engaging faculty members teach first-year courses, and that all faculty members be invited to give short guest lectures on their specialty in the first-year courses to promote the value of an English degree.</p>	<p>Continue to conduct the following recruitment drives:</p> <ul style="list-style-type: none"> • Chair to visit first-year classes during the Intent to Register (ITR) period. • Invite high school students to English program events. • High school students bussed to King’s in the fall of 2024 for a special “Liberal Arts Day” that the Program hopes will become an annual event. 	<p>Program Chair</p>	<p>Ongoing</p>

<p>Recommendation #8 Library subject specialists be invited to first- and second-year English courses to introduce themselves, present the resources that the CCL offers, and promote it as a welcoming and user-friendly space.</p>	<p>Coordinate with instructors and librarians to create a progressive schedule of resource instruction to avoid redundancy in the student experience, and allow students to scale up in expertise gradually.</p>	<p>Program Chair</p>	<p>By Sept 2024</p>
<p>Recommendation #9 Explore the possibility of establishing an “English for Teachers” stream to both increase enrolments and meet labour market demands for K-to-12 educators.</p>	<p>Hold departmental vote on the proposal for a “Major for Teachers” in May. If this vote passes, the Chair will submit a Letter of Intent to the Vice-Provost.</p>	<p>Program Chair</p>	<p>By Dec 2024</p>