

Report to Senate – June 2000

**Provost's Undergraduate Program Review Committee
(PRC)**

Background:

As required by the Ontario Council of Academic Vice-Presidents (OCAV), the Provost's Undergraduate Review Committee was established in 1998 to reconstruct the guidelines for undergraduate program review and to oversee the review process at Western. In approaching this task, the Committee chose to focus on reviews done in conjunction with the appointment process of Chairs at the departmental level, Directors in the case of Schools, and Deans in non-departmentalized Faculties. During the first two years of its operation, the Committee examined the reviews in ten departments, earlier ones operating under the former guidelines and more recent ones under the revised guidelines developed by the Committee.

This report constitutes the Committee's responsibility to transmit the results of that first series of program reviews to the Senate and Board of Governors. Departmental/program review summaries which follow were prepared by individual committee members, who reviewed documentation provided by the units and the reports of external consultants and then consulted with the departments to determine specific actions occasioned by the consultants' reports. Finally, the PRC summary was reviewed by the Chairs and Deans in the units, and their comments incorporated into a final report on the review process.

Two departments in the Faculty of Science, the Department of Statistics and Actuarial Sciences and the Department of Earth Sciences, are involved in Chair selection processes during the current year. Because these appointments fall outside the normal reviewing cycle (due in one case to resignation and in the other to the incumbent's appointment as Dean), it was decided that the full review process would not be necessary. Instead, the departments were asked to provide the Dean with a Departmental Overview and Statement as a self-study – responding particularly to issues raised in the most recent external reviews. Both departments have done this, and those documents are in the hands of the PRC.

The Department of Anatomy and Cell Biology, which provides courses for programs in the Faculty of Science and the Faculty of Medicine and Dentistry, is in the process of reviewing the current Chair for reappointment. The full review process in this case has also been waived, in light of the recent decanal reviews of both these Faculties and the accreditation process currently underway for the Medicine programs. In this case as well, a comprehensive departmental statement has been forwarded to PRC.

A transitional case exists with the Department of Music Theory and Composition, in the Faculty of Music. The department was reviewed in 1998, under the previous, less specific review guidelines, and this review was examined by Professor Bernd Frohmann

on behalf of the PRC. The external reviewers were Professors Andrew Mead, Chair, Music Theory, School of Music, The University of Michigan, and John Beckwith, Professor Emeritus, Faculty of Music, University of Toronto. The consultants are both very prominent and knowledgeable within their fields, and their report was both positive in terms of evaluation ("program and courses are well designed and fundamentally sound") and helpful in identifying areas of concern. It was, however, very narrowly specific with regard to pedagogy in the principal subjects of its discussion and also introduced consideration of the Faculty's larger structure which were not directly pertinent to the program review process. Rather than a summary of this review, which did incorporate the aspect of external consultancy and debate, the PRC will reaffirm the basic principles of the newly-developed 1999 program review guidelines, which require a detailed unit self-assessment, documentation of resources in support of teaching and scholarship, discussion of the course and program structure, as well as other activities central to the unit's undergraduate program. It is also essential that the external consultants be provided a clear definition of their role and the scope of their review, using the guidelines prepared for the 1999 reviewing cycle by the PRC. While the review of this department met the requirements then in place and provided a very valuable external perspective to the department and the Faculty, it did not address many of the central issues now required in the program review process. These issues were more broadly addressed in the external review of the Faculty of Music, conducted in connection with the decanal selection process in 1999-2000.

The program/unit reviews examined by the Provost's Undergraduate Program Review Committee in this assessment process follow:

- School of Nursing
- School of Kinesiology
- Chemical and Biochemical Engineering
- Mechanical and Materials Engineering
- Department of Music Education
- Department of French

School of Nursing

Preamble

The School of Nursing offers two undergraduate programs:

1. Bachelor of Science in Nursing
2. Primary Health Care Practitioner Certificate Programme

The accredited BScN program consists of two streams: a four-year basic program, and a two-year post-RN or post-basic program. The latter is for those who are already practising RNs, but wish to pursue a BScN. The nursing program at Western has national accreditation.

Summary of Review and Recommendations

The external review of the School of Nursing came at a crucial moment in the history of Nursing at Western. In the recent reorganization that gave birth to the Faculty of Health Sciences Nursing moved administratively from Faculty to School, and, at the same time, the School began the implementation of a new undergraduate curriculum. The full implications of the latter are as yet unclear, and will be subject to accreditation from the Canadian Association of Schools of Nursing (CAUSN) in 2000/2001.

Despite arriving during a period of transition, the appraisers found the School of Nursing to be in good health. The last CAUSN accreditation teams judged the program to be "outstanding", and the reviewers echoed that judgement, albeit with minor concerns.

Concerns raised:

1. Post-RN students complained of the courses held in common with basic students, alleging that they were not sufficiently challenging – "not accommodating for them". Objections were also raised by these students to the emphasis on group-project writing assignments.
2. The challenge of funding clinical instruction, which is labour-intensive and carries a high cost per student.
3. The implication of two streams of faculty (permanent, tenured or tenure-stream, and sessional instructors): "Creating two streams of faculty also has the potential to undermine program quality by depriving undergraduate students of contact with doctorally-prepared faculty who are advancing the boundaries of clinical practice through research" (p.2).
4. Implications of the new curriculum.
5. Administrative support for the Post-Master's Tertiary Care Nurse-Practitioner Certificate Program, and its implications for the undergraduate budget.

Departmental Response and Subsequent Actions

The School of Nursing has provided a considered and thoughtful response to the external review report, observing that the "tone of the report is positive and captures well the strengths of the School in both educational programming and research accomplishments". This response, along with a conversation with Dr. C. Iwasiw, the new Director of the School, is the basis for the following observations. I discuss each of the foregoing points in turn.

1. The new curriculum, which was at the point of implementation at the time of the appraisal, has altered this situation, instituting a number of specific course changes that address more directly the needs of the post-RN students.
2. The issue of the funding of clinical instruction, which is labour-intensive, remains a challenge (perhaps especially so now that the University has been moving towards enrolment-contingent funding). At present, however, an increase to the budget for clinical instruction has improved the situation.
3. A renewed emphasis on undergraduate instruction has led to the involvement of graduate instructors in the undergraduate programme and, at the same time, there has been an effort to acquaint part-time faculty with the scholarly activities of the full-time faculty. It is hoped that these strategies will reduce the perceived divisions within the School.
4. The new curriculum has not yet completed a full cycle, but there has been an ongoing assessment of the programme and adjustments have been made. The preliminary assessment is that the new curriculum is working well.
5. The certificate programme was started without funding, and, accordingly, has been a source of difficulty, making demands on the budget of the undergraduate programme. This situation was judged to be unacceptable, and it is unlikely that the programme will continue.

Reflections on the Review Process

The appraisal of the School of Nursing was undertaken before the new Guidelines were in place, and so it is unreasonable to hold it to the new standards. The report as submitted is clear and judicious, and there is no suggestion of any reasonable ideological bias. Its only serious weakness is its failure to distinguish firmly between the basic and post-RN streams in the undergraduate programme. For its part, the School has responded with candour and honest self-assessment. Recent changes in the undergraduate programme have addressed the concerns expressed in the external report, and have led to a stronger nursing programme. This well illustrates the value of an external assessment.

(PRC Reviewer: Professor C.G. Brown, Chair, Department of Classical Studies)

School of Kinesiology

This report is based on (a) documentation provided by the School of Kinesiology, (b) external review of the School of Kinesiology by Dr. Joan Stevenson, Queen's University, and Dr. Terry Haggerty, University of New Brunswick, submitted on June 15 1998, and (c) a follow-up meeting with Dr. Ron Watson, current Director of the School of Kinesiology, on June 29, 1999.

Summary of Review and Recommendations

The reviewers noted that in the School of Kinesiology there is a deep sense of commitment and loyalty to the School and to the University. In addition, there is a strong willingness on the part of faculty, staff, and students to speak up about their concerns and to be involved in promoting positive change.

The large undergraduate program is of high quality with very high student satisfaction expressed during the program and upon graduation. The major concerns expressed about the program and the School are as follows:

- 1) Change in Status. Some concern was initially expressed over the move from Faculty to School status and the integration with the Faculty of Health Sciences (e.g., would the addition of the Bachelor of Health Sciences lead to increased enrollment in Kinesiology courses beyond a manageable limit?).
- 2) Large Class Sizes. Faculty expressed concern over work required to deal with large numbers of students and other difficulties associated with teaching large classes.
- 3) Insufficient Funds for Teaching Labs. Insufficient funds are available for human and material resource support of teaching laboratories.
- 4) Inadequate Resources in General. There are inadequate resources for faculty and instructors in general (supplies, computers).
- 5) Communication. Communication needs to be improved among all members of the School, and a more collegial decision-making process should be implemented.
- 6) Women Faculty. The School needs to work on recognizing and retaining women faculty.

School Response and Subsequent Actions

The external report was given serious consideration and many positive actions have been taken to deal with concerns expressed:

- 1) Change in Status. The move from Faculty to School status and the integration with the Faculty of Health Sciences have gone relatively smoothly. Excessive demand on Kinesiology courses has not occurred because of the redesign of the BHSc program subsequent to the creation of the Faculty of Health Sciences. The Director indicated that the School has been fairly treated by the Faculty of Health Sciences.
- 2) Large Class Sizes. Additional Graduate Teaching Assistants have been hired to deal with the increased work load associated with large class sizes. In addition, the Dean of the Faculty of Health Sciences is conducting a review of workloads and will be trying to provide guidelines to ensure fairness across the Faculty. The Dean is anticipating a School of Kinesiology Strategic Planning exercise to occur over the course of the 2000-2001 academic years.

- 3) **Insufficient Funds for Teaching Labs.** A lab coordinator has been hired for the undergraduate biomechanics teaching labs and a reassignment of responsibilities of a current staff member has provided technical support for the bioscience lab courses. Additional resources, including computers, have been provided for the undergraduate biomechanics labs. Equipment requests for teaching and research labs of approximately \$40,000 have been met.
- 4) **Inadequate Resources in General.** The School is now doing well with respect to its non-salary budget. For example, faculty and staff have been provided with computers and printers, and travel grants are now available.
- 5) **Communication.** The Director of the School of Kinesiology, Ron Watson, solicits and considers input with respect to decision-making. He is also committed to improving communication/discussion across the School by distributing a weekly/biweekly information bulletin that highlights important business occurring within the School and Faculty.
- 6) **Women Faculty.** The School of Kinesiology is aware that it was historically difficult to retain female faculty and is making a concerted effort to do better in this regard. In the last three years, three women in the School have received promotion and tenure.

Reflections on the Review Process

In this case, the review process has been very constructive and many positive changes have resulted.

(PRC Reviewer: Professor Victoria M. Esses, Department of Psychology)

Chemical and Biochemical Engineering

Summary of Review and Recommendations

The source of the review and recommendations were from an external reviewer's report of 1997. The curriculum was viewed as strong with quality instruction but there existed a number of areas needing attention: senior level workload imbalance, limited technical electives offered, insufficient biochemical engineering to warrant the current title. All faculty were reported competent and dedicated to teaching and research but an increase from 9 to 13 faculty were recommended by the year 2001. It was noted that 5 of the 9 current faculty were relatively new appointments, 3 of those were not registered with the professional organization and 3 were UWO graduates. Regarding resources, the numbers of full time faculty is low, support staff minimal with a critical need for a new technician. Space is functional but antiquated, limited and of poor quality. On general principle the report recommended the administrator come from outside the University but noted the current leadership had been innovative, including the use of strong and effective marketing strategies within and outside the university. An identified need was for a well-developed strategic plan, involving all faculty in the department and utilizing experienced engineers as instructors with work experience for students prior to graduation.

Departmental Response and Subsequent Actions (February 1999, updated January 2000)

Curriculum: The workload imbalance has been changed, with more courses going into second year, leaving years three and four with more manageable workload. An additional technician has been hired, bringing the complement to two. In recent months, the department has incorporated elements of Biochemical Engineering and Biotechnology in the majority of its undergraduate courses to warrant the use of its existing name, Chemical and Biochemical Engineering, even for the Chemical Option.

Faculty: All faculty are now registered with the professional association, and attention will be given to hiring outside of Western. Two new joint appointments are being sought: as part of the SFRI initiative in Biomaterials, with the School of Dentistry; and jointly with the Department of Civil and Environmental Engineering to fill the Salamander Chair in Environmental Engineering.

Resources: A tenth and eleventh faculty member, including an external appointment as Chair and a supernumerary appointment. Additional space at Elborn College for Engineering students should relieve some of the pressure in this Department. The Department will be part of the planning for the Advanced Technology Centre, approved under the SuperBuild program, which should help to alleviate future space problems. The Administrator has responded to the suggestion for a strategic plan with the result that a retreat was held and six working subcommittees were formed to address issues important to the Department.

During consultation with the Chair of the Department, the following information was brought forward which had not been addressed by the external reviewer's report of 1997. It was believed by the Department to be important information for inclusion:

- Department has the highest publication rate and research dollars in the Faculty of Engineering Science while offering 6 concurrent programs, 2 scholar's elective programs and a high school co-op program
- Enrolment has increased from 126 to 175 and is expected to maintain this level
- Female students make up 44% of the undergraduate population
- The first NSERC Chair at UWO was in Chemical Engineering
- The Department is hesitant to change the title from Chemical to Biochemical Engineering because of the uniqueness of the program
- For the last 30 years, UWO's Biochemical Engineering faculty have been pioneers in the discipline in North America

Reflections on the Review Process

Although this review was carried out prior to PRC Guidelines, it fits with them. After discussion with the Chair of the Department, and changes already made, the review met PRC's expectations.

(PRC Reviewer: Professor Joyce R. MacKinnon, Associate Dean, Faculty of Health Sciences)

Mechanical and Materials Engineering

The department was reviewed by Douglas Ruth, Associate Dean of Engineering, University of Manitoba, and Mamdouh Shoukri, Dean of Engineering at McMaster University in May 1998. The department is a recent amalgamation of Mechanical Engineering, one of the larger departments in Engineering, and Materials Engineering, the smallest. This new department currently has 17 faculty, and its potential is further enhanced by the presence of the newly established NRC's Integrated Manufacturing Technologies Institute on campus, that provides the potential for the development of a research thrust in Manufacturing Engineering. An emerging area of research and graduate study is Biomedical Engineering, which will draw faculty from this Department, Electrical and Chemical & Biochemical Engineering, as well as from the Faculties of Medicine & Dentistry and Health Sciences. This combined group will build on funding and resources provided through the CFI, ORDCF, and SuperBuild funding opportunities.

	1. Summary of Review	2. Departmental Response
A	The department should hire at least one new staff member into the Materials group.	Two positions in Materials have been authorized, and both are filled.
B	The department should offer the Materials Engineering option to test its viability.	This option has been offered in the fall of 1999.
C	Minor changes may be necessary to pass the Canadian Engineering Accreditation Board.	The issue has to do with the definition of <i>Design</i> , a required element in the engineering curriculum. The debate is over which courses satisfy the requirements of the Design component.
D	A compulsory materials selection course should be offered.	Mechanical and Materials Engineering 412a/b <i>Materials Selection</i> was first given in 1998 and currently has an enrolment of 31. If it were made compulsory, the enrolment would exceed 80, and there are insufficient resources to do this at this time, though the issue is under consideration.
E	The department has insufficient technical support staff and office staff. One more of each is required. The office space is inadequate.	It is recognized by the Provost that Engineering is short of space and infrastructure support, and these issues have been raised in the context of the planning process. The University's success in SuperBuild (the ATC) should help in this regard.

F	A major role of the new chair is to nurture the new Faculty to ensure the success of their efforts to establish strong research programs.	Active mentoring of new faculty is a priority in the Faculty of Engineering Science and was emphasized in the Faculty's recent decanal review.
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Reflection on the Review Process

The review was carried out by two distinguished members of the Engineering profession, who did a thorough analysis of the issues facing the department, and wrote a report that was designed to provide support for their needs over the next few years. The Faculty of Engineering Science is constantly preparing for the next accreditation review, which ensures that its programs meet the standards of the Canadian Engineering Accreditation Board. This review did not contain a self-reflection component on the undergraduate program, since this was not a requirement at the time of the review, which preceded the formation of the Provost's Undergraduate Program Review Committee (PRC).

(PRC Reviewer: Professor Patrick Whippey, Department of Physics and Astronomy)

Department of Music Education

The foundation for this report is three-fold: The documentation prepared by the Department, the joint report of the two consultants, Dr. Richard Colwell, New England conservatory, and Dr. Betty Hanley, University of Victoria, and a follow-up interview on June 1 with Dr. R. Wood, Chair, Department of Music Education.

Summary of Review and Recommendations

The consultants noted that the Faculty of Music has a strong reputation for excellence in the preparation of music educators and that students and alumni were generally very pleased with the quality of their programs. Further, in the delivery of all programs among the four Departments within the Faculty of Music, close interaction appears to be required. However, due to the loss in faculty positions, the quality of the Music Education program is in some jeopardy. The consultants also remarked that there is a "compelling connection with the Faculty of Education due to the location and number of students interested in teacher education".

A second major section of the consultants' report was specific to the undergraduate program: that student enrolment in the undergraduate program has been declining; that the emphasis on the development of "musicianship" in the Honours Bachelor of Music Education is a definite strength of the instructors particularly in the instrumental program; that programs that might be considered for strengthening, assuming staffing and finances permit, include elementary education, world music, technology and music education for adults/seniors; and that there may be some value in rethinking the relationship between the Department and the Faculty of Education given the need for national and provincial leadership in music education, as well as the interests of the Department for more contact with local schools.

The primary recommendations of the consultants include that the Department should continue to maintain its high entry and completion standards; and that there is a need for the Department to articulate its role in the preparation of music educators, including clarifying Department goals and abilities, establishing priorities, and developing long range plans that involve the hiring of faculty who support departmental objectives. The consultants indicated that "...matters have come to a critical state in the Department" and that "...unless financial relief is provided by central administration, the Department [should] establish priorities and make crucial decisions about down-sizing".

A brief comment was made by the consultants relating to 'scholarship'. They noted that Department members are productive in scholarship activities, particularly in the area of performance. They suggested, however, that some research and conference initiatives might focus on the needs of music education in Ontario.

Departmental Response and Subsequent Actions

Regarding the apparent decline of approximately 10% in student enrolment, Dr. Wood indicated that the Department of Music Education has discontinued an entire program, the Bachelor of Musical Arts (Music Education). The numbers reported to the external consultants reflect the decrease in number of applicants to this program. No students were admitted to this program in 1997-98. Further, prior to 1996, students entering the 4-year Honours program did so at the end of year one. From 1996 onward students were permitted delayed entry, after their second year thus appearing to affect enrolment numbers in the Department. The number of actual Music Education majors remains approximately the same.

With respect to the relationship with the Faculty of Education, whereas it might be helpful for the Department of Music Education and the Faculty of Education to prepare position papers clarifying their respective roles with respect to music education, Dr. Wood stressed that the history of interaction between the two units has been excellent. The focus in the Honours Bachelor of Music in Music Education program is on developing musicianship whereas that of the Faculty of Education is on pedagogy. There is frequent dialogue among faculty members, course outlines are shared resulting in a reasonable continuum of music and pedagogy content, and faculty members often work together on collaborative projects or advising graduate students. Continuing with joint collaborative programs, such as the MIDI technology resource lab, is most appropriate. Dr. Wood emphasized, as suggested by the external consultants, that the possibility of having guaranteed placements for Music Education graduates in the Faculty of Education programs would be a most welcome initiative.

Since 1990, the actual number of faculty members has declined from 9 to 6. As a result the faculty is able to support only the teaching of the basic components of the program. Students are offered only two half-course electives in their entire program. Other than required courses, other courses must be offered by faculty members on an overload basis. Additional electives, and options as suggested by the external consultants, are not possible at the present time.

The apparent large number of part-time faculty members is somewhat deceiving in that part-time faculty members are involved primarily in teaching only two courses, both secondary instrumental courses. The Department cannot lose the diverse expertise of these faculty members. The issue of reasonable remuneration for these faculty members, however, is important and does need to be addressed.

In subsequent comments to the Committee, the current department Chair, Professor Victoria Meredith, indicated that prioritizing and program evaluation sessions have been instituted and that the department has streamlined some of its undergraduate course offerings and is evaluating the directions and content of graduate programs. She stressed the importance of addressing the issue of full-time faculty resources "if the tradition for excellence is to be maintained and developed," and added:

From my own perspective as the current chair, I find this evaluation to be positive and to accurately recognize many strengths and challenges of the Department of Music Education. The suggestions made by the appraisers are in the spirit of further enhancing Western's position as leaders in the field of music education in Canada.

Reflections on the Review Process

This review was conducted according to established university practice and involved two well-qualified scholars of music. The Department's response to the review was considered appropriate. The review process will be enhanced by the review guidelines established after the conduct of this review.

(PRC Reviewer: Professor Douglas Edge, Faculty of Education)

Department of French

Preamble

The Department of French offers two "single Honors" programs (French Language and Literature and French Linguistics and Literature) plus several ways of combining French with external disciplines. In addition, it offers two 3 year programs and three certificate programs.

This report was drawn from the Department's Five Year Plan (1998-2003) and other documentation prepared in anticipation of the review, the joint report of the consultants, Dr. Michel Pierssens and Dr. Pierre Hebert (October, 1998), and my follow-up interview with the acting Chair, Professor Randall on October 25, 1999.

Summary of Review and Recommendations

The consultants recognized the Department's well-established reputation in research and teaching. They appreciated the potential impact of multiple retirements on some of the traditionally strong areas, and praised the leadership shown by Professor Thomson in recruitment. They valued the intellectual contributions of the colloquia and commented on the productive relationships of the Department with The Centre of Research on the Holocaust and the Centre for the Study of Theory and Criticism. They acknowledged the challenges faced by the Department as it strives to maintain its traditional strengths and to play a leadership role in emerging important areas such as cultural studies and linguistics. The reviewers identified several areas of concern:

- **The Place of Linguistics:**

The reviewers noted the very high calibre of Linguistics research in the Department, but felt that it was important to more clearly define the relationships between Linguistics and other areas, both in graduate and undergraduate programs. French Linguistics and Literature is the less heavily subscribed of the two single Honors programs. Linguistics scholars within the Department are working to develop an MA in that discipline. This effort and focus could remain within the Department or could be based on collaborations with other Departments. The reviewers strongly recommended that it be based within the Department and reinforced within the existing undergraduate program.

- **Literary or Cultural Studies**

The reviewers recognized that there has been a tendency to have cultural studies experts teach literature. They strongly urged the Department to adhere to its traditional approach of emphasizing literary studies with both theory and humanistic aspects. They also felt that the Department should explore ways to create more links between teaching and research in this area.

- **Recruitment at the undergraduate level:**

Total enrollments appear to be up at the graduate level and down at the Honors level

	Enrollment		
	88-89	93-94	97-98
Honors programs (year 4)	41	58	33
MA (FT)	9	13	16
PhD (FT)	7	8	21

The reviewers emphasized the need for a better coordinated promotional strategy, and argued that this should be handled by an individual specifically hired for this purpose.

- **Quebec Studies**

The reviewers recommend hiring one additional Quebec studies specialist. They also recommended establishing more structured exchange programs with Quebec universities.

Departmental Response

- **The Place of Linguistics:**

In its five year plan the Department emphasized its intention to build a new graduate program in theoretical and applied linguistics. Since then they have hired one new Linguistics specialist, and they are actively working on the proposed new MA program in Linguistics. Several models of how to incorporate Linguistics into the undergraduate program are being considered. One would be to have a French Language and Linguistics stream.

- **Literary or Cultural Studies**

These issues are directly affected by faculty resources. The department's five year plan described the effects of recent and upcoming retirements on teaching and research efforts. They stressed the need to rebuild medieval, Renaissance, and 17th century literature, and are advertising for a specialist in pre-18th century literature. Despite the several retirements of specialists in pre-modern literature, the Department is still able to offer the necessary courses for their programs. Although several courses (363 F/G 16th Century Prose, 345 F/G (Medieval French Literature), and 356 F/G (Renaissance Studies) appeared not to have been given in W97. Professor Randall explained that some courses are offered in alternate terms or alternate years, so an appropriate selection is available for the students each year.

Since the time of the appraisal the Department has lost two more faculty members and are hopeful that they will be able to recruit replacements.

- **Recruitment at the undergraduate level:**

Professor Randall stated that declining enrollments in French were occurring at other universities, and that additional outreach efforts were being considered.

- **Quebec Studies**

Professor Randall felt that exchange programs with Quebec universities, although desirable, would not be as attractive to students as similar programs in France.

Summary and Reflection on the Review Process

In summary, the Department offers two major Honors streams and a large number of combination streams. Despite a decline in undergraduate enrollment, the course and instructor ratings and student satisfaction seem high. The problems identified by the reviewers, notably the role of Linguistics within the Department, Literary vs. Cultural Studies, the need to rebuild certain subject areas, and recruitment of students are the focus of ongoing internal discussion.

The review process was made slightly more difficult by the fact that more than a year has now elapsed since the Reviewer's Report was written. The Department's five year plan was extremely clear and the candid, informative comments of Professor Randall helped

illuminate the Linguistics issue. Professor Randall noted that many pursue graduate work in French. The placement statistics given for some of the MA students were informative, and similar statistics for those graduating from the various undergraduate programs would be useful for Departmental planning and student recruitment. This comment is applicable to most Departments: perhaps the Central Administration could assist Departments in designing and administering appropriate exit surveys.

(PRC Reviewer: Professor S.B. Galsworthy, Department of Microbiology & Immunology)