

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: English**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
 January 2020

**EXECUTIVE SUMMARY**

**Review Preparation**

In preparing this document, the Program Development Committee reviewed the following: English’s Self-Study (SS) (March 2017), the report of the external reviewers (ER) (April 2019), the response from the Department Head (HR) (June 2019), and the response from the Dean (DR) (July 2019) to the above material. The external reviewers were: Dr. Jeanette Lynes, University of Saskatchewan, Dr. Robin Waugh, Wilfrid Laurier University, and Dr. Kara Smith, Department of Education, University of Windsor.

**Undergraduate and Graduate Programs**

At the Undergraduate level, the Department offers a General English, Honours English, Honours English and Creative Writing. Students also have the option of Combining their Honours English or Honours English and Creative Writing with a major from another discipline. A Concurrent Bachelor of Arts (General)/Bachelor Education is also available.

The Department offers a Minor in English, as well as a Major and Minor Concentrations for the Bachelor of Interdisciplinary Arts and Science.

At the graduate level, the Department offers a Master of Arts in English with two fields: Literature and Language and, Literature and Creative Writing. For the latter, students focus on an independent creative writing project. For the Literature and Language field, students elect to pursue the thesis option or the course-based option.

**Enrolments**

**Undergraduate**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Full-Time</b>	228.55	207.06	200.39	189.77	
<b>Part-Time</b>	19	28	17	17	

**Graduate**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Full-Time</b>	19	21	14	20	
<b>Part-Time</b>	0	0	1	3	

**Human Resources**

**Faculty/Instructors –**

Tenure/tenure-track faculty	15 (including the Head)
Sessional Lecturers	2
Faculty members involved in graduate program delivery	14

**Full/Part-Time Staff**

Head Secretary	1
Undergraduate and Graduate Secretary	1

## FINAL ASSESSMENT REPORT (with Implementation Plan)

### Significant Strengths of the Programs

The External Reviewers commended the Department on its strong undergraduate and graduate curricula, on the focus on students and the “personal mentorship received by students” at both the graduate and undergraduate level, and on the participation of faculty members as organizers or participants in numerous community events. (ER, pp.2,4,6; SS, p.200) Faculty members use of innovative pedagogical techniques and assessment methods, as well as the availability of innovative experiential learning opportunities such as the practicum in editing and publishing where students participate in “hands-on editing of authors’ manuscripts, through to the publication, release and marketing of the books” strengthen the curriculum and the learning experience of students. (ER, p.2, 8). The reviewers also noted that the “longstanding and high profile ‘Writer-in-Residence’ program, with authors such as W.O. Mitchell, Alistair Macleod, and Joyce Carol Oates, allows the Department of English an “ivy league” status”. (ER, p.5)

The Department is comprised of highly dedicated faculty members with strong records of teaching, research, scholarship, and creative activity. The administrative support staff are “of a high caliber”, professional, efficient, and friendly. (ER, pp. 10-11)

### Opportunities for Program Improvement/Enhancements

While the External Reviewers noted that the Department’s recruitment activities were already very well developed and that retention rates were strong, they suggested additional recruitment initiatives such as including faculty members, students, and alumni in high school visits, offering a writing prize for high school students, and offering more courses via non-traditional delivery times or methods (eg., online for mature or working students). (ER, pp. 5, 13, 14; DR, p.2) Additional retention strategies could include assigning faculty or peer mentors to each student, instituting an “early warning” system for students-at-risk, introducing more “practical” courses such as digital writing, and pursuing initiatives to enhance the first-year experience such as “film nights that feature literary adaptations”. (ER, pp.5, 14, 15)

Building on the use of innovative pedagogical techniques and assessment methods, and in response to student feedback, faculty members might consider having assignments and “marks more evenly distributed over the term”, including having “a suite of shorter writing assignments versus one longer one.” (ER, p. 9)

These and other opportunities for program improvements are captured in the recommendations listed below.

## IMPLEMENTATION PLAN

### Recommendations (in priority order)

*(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the Department Head, and the Dean’s response.)*

**Recommendation 1:** That the Department develop a hiring plan that addresses the teaching needs of the Department, and which will position the Department to act quickly should the opportunity for hiring arise. The hiring plan may include as a priority the hiring of an expert in the area of World Literatures with a secondary expertise in editing and publishing. The latter would then permit the exploration of a minor, option, or certificate in Editing and Publishing.

**Agents:** Head

**Completion by:** Fall 2021

**Recommendation 2:** That the Department work with the Major Gifts Officer to ensure that the Writer-in-Residence position is supported and sustained through secure, dedicated, and stable external and/or university and/or donor funding.

**Agents:** Head, Dean

**Completion by:** Fall 2023

**Recommendation 3:** That the Department, working with the Major Gift Officer and the Associate Dean of Research and Graduate Studies, pursue secure, stable, ongoing funding for starting, operating, and maintaining a small press.

**Agents:** Head, Office of the Dean

**Completion by:** Fall 2023

**Recommendation 4:** That the Department consult widely and undertake a thorough review of the success of the new curriculum, and in particular, of its first-year experience, and that it report on the findings of the review.<sup>1</sup> As it considers ways to improve the first-year experience, that the Department look into participating in the FAHSS Mentorship Program. The findings of this review may provide an opportunity to enhance student recruitment.

**Agents:** Head, Department Council

**Completion by:** Fall 2023

**Recommendation 5:** That the Department work to maintain and increase, as possible, funding for graduate students in English.

**Agents:** Head, Department Council

**Completion by:** Fall 2021

**Recommendation 6:** That the Department submit learning outcomes and assessment methods for each of its graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

*[PDC notes that learning outcomes for each of its undergraduate and graduate programs and undergraduate course learning outcomes have been submitted.]*

**Agents:** Department Council, Head, CTL

**Completion by:** Fall 2021

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<sup>1</sup> The Department could hold, for instance, an all-day consultation with panels of presentations by high school students expressing their expectations, and panels of first- and second-year English students at University of Windsor explaining how their expectations were met (or not), how, and why. Other possible events: local high-school English teachers consulting about how to better prepare their students for university entrance, first-year university instructors outlining their expectations to prospective students and to high school teachers, and sessions for prospective students about the various student services at the university.