

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**

**Cyclical Review of the Undergraduate and Graduate Programs
in the Department of English Language and Literature**

Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Undergraduate and Graduate Programs (BA, MA and PhD) in the Department of English Language and Literature are provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and articles 5.1.9.23-24 and 5.1.9.26-27) of Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate Programs in English are administered by Carleton University's Department of English Language and Literature, an academic unit of the Faculty of Arts and Social Sciences. As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 5.1.9.12).

The external reviewers' report, submitted to the Department on May 15th, 2015, offered a very positive assessment of the programs. The reviewers enthusiastically stated that "it was a pleasure to spend two days in the midst of such a dynamic and engaging group as Carleton's Department of English. The strong sense of community among faculty, students, and administrative staff is truly impressive." "Mentoring and support" added the reviewers, "are clearly one of the Department's greatest strengths. Students speak in glowing terms of the extraordinary help they have been given by their professors."

In terms of the general curricular profile of the programs, the report observes that "the Department's commitment to the core of traditional English training is well balanced with attention to developing areas that are transforming the discipline. Most notable are the Department's growing strengths in Creative Writing, Digital Humanities, and Book History/ the Production of Literature."

Within the context of this positive assessment, the report nonetheless made a number of recommendations intended to foster the continuing enhancement of the programs. Most of the recommendations were accepted by the Department, the Dean of the Faculty of Graduate and Postdoctoral Affairs and the Dean of the Faculty of Arts and Social Sciences in a response to the report of the external reviewers that was received by CUCQA on October 28th, 2015.

On February 10th, 2016, CUCQA received and approved an Action Plan describing how and when these recommendations will be addressed. The recommendations and the actions to be taken are detailed in the Action Plan.

Departmental Action Plan

Review of the Undergraduate and Graduate Degree Programs in the Department of English Language and Literature

Undergraduate Program

1. Carleton's Co-op program needs to be promoted to students:
 - a. We will advertise it on our webpage.
 - b. We will promote it at the first-year orientation.
2. Consider developing initiatives to appeal to Undeclared Students:
 - a. We have created two new first-year courses for 2016-2017: Drama and Creative Writing. These two areas are currently the greatest draw to our program for high school students.
 - b. We will ask instructors to advertise courses, particularly those with interdisciplinary crossover, in other departments, that is, on bulletin boards.
 - c. The department has instituted an annual course fair in which we invite all first-year students, hoping to appeal undeclared students.
3. For recruitment purposes, it might be useful to give students more information about the career paths of graduates:
 - a. We are looking into creating a page handout listing career paths.
4. Community outreach initiatives, such as the partnership with the Ottawa Writers Festival, should be allowed to grow:
 - a. We are actively developing our creative writing concentration as one of our urgent priorities in response to student demand. Creative writing is also the natural place for us to grow our community contacts. We are looking to fill Armand Ruffo's position.
5. The value of the department's year-long core courses should be better promoted:
 - a. These courses are valuable but their year-long format is currently under review
6. Regarding the requirement for a 4th year oral presentation, some students suggested building stepped preparation into the program:
 - a. Our learning outcome and assessment committee will discuss this issue to see how it aligns with programmatic objectives.

Graduate Programs:

7. Given that some students expressed interest in a two-year thesis option, the Department might want to ascertain whether such an option would be attractive in practice and could be efficiently delivered:
 - a. In effect, there already is a two-year thesis option, but it is unfunded in the second year. Our Graduate Supervisor will raise this issue of more funding with our graduate committee, since FGPA is open to exploring the option of funding a two-year MA.

8. The Department should address the students' complaints regarding the fact that summer course offerings are posted late in the academic year (spring), which makes a coherent course selection difficult to achieve:
 - a. Students want to know all courses in advance—the graduate committee will look into this situation, since it sounds reasonable and we will come up with a solution.

Table of Actions

Action	Individuals	Date of Completion
1.a	Communication Committee	June 1, 2016
1.b	Communication Committee	March Break etc.
2.a	Instructors for New Courses	2016/2017
2.b	Instructors for poor performing courses	May-August
2.c	Andrew Wallace	February 25
3.a	Dana Dragunoiu	March 1
4.a	Grant Williams	May 1
5.a	Undergraduate Committee	April 30
6.a	Learning Outcomes and Assessment Committee	April 30
7.a	Graduate Committee	April 30
8.a	Graduate Committee	April 30