Comparative Literature

Final Assessment Report & Implementation Plan
March 2022

Faculty / Affiliated University College	Arts and Humanities	
Degrees Offered	MA, PhD	
Date of Last Review	2012-2013	
Approved Fields	None	
External Reviewers	Professor Eva-Lynn Jagoe Comparative Literature University of Toronto	Professor Salah D. Hassan Global Studies in the Arts and Humanities Michigan State University
Internal Reviewers	Professor Grant Campbell, Associate Dean – Information & Media Studies, Member of SUPR-G	Christina Ziebart, MPT/PhD student Faculty of Health Sciences
Date of Site Visit	June 7-8, 2021	
Date Review Report Received	July 17, 2021	
Date Program/Faculty Response Received	Program response received Dec 8, 2021 Faculty response received Feb 7, 2022	
Evaluation	**Good Quality with Report in May 2023**	
Approval Dates	SUPR-G: May 16, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022	
Year of Next Review	Year of next cyclical review 2028-2029	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Comparative Literature Graduate Program delivered by the Faculty of Arts and Humanities.

This Final Assessment Report (FAR)report considers the following documents:

- the program's self-study,
- the external consultants' report,
- the response from the Graduate Program, and
- the response from the Dean, Faculty of Arts and Humanities.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

The Implementation Plan details the recommendations from the Final Assessment Report 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 Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. It is publicly accessible on Western's IQAP website.

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western's Faculty of Arts and Humanities, the Comparative Literature Graduate Program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

The MA and PhD in Comparative Literature are interdisciplinary programs housed in the Department of Languages and Cultures that study literature and other cultural expressions across linguistic, medial, ethnic, or cultural boundaries. The one-year MA program has been offered since 2019. It culminates in the writing of a major research paper, roughly 40 pages in length. Previously, the MA program took a minimum of two years to complete and required the writing of a Master's thesis, typically 100 pages in length. It was first offered in 1995. The PhD program has been offered since 2002. It takes a minimum of four years to complete and requires the writing of a doctoral thesis, which typically runs to around 200 pages.

To inform the self-study for this program review, input was collected from current graduate students via two consultation lunches to discuss program objectives, along with an online survey (achieving a 93% response rate). Similarly, a suite of online consultations took place with program faculty – a dedicated faculty survey achieved a 81% response rate.

The external reviewers shared a positive assessment of the Comparative Literature Graduate Programs, recognizing the work and change that has gone into the programs over the last 5 years. They offer a suite of constructive considerations and recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The only doctoral program in Comparative Literature in southwestern Ontario.
- Several faculty members in Comparative Literature are closely associated with innovative interdisciplinary initiatives at Western.
- Travel grants from the Graduate Chair's budget permit students at both levels of the program to pursue research in distant parts of the globe.
- Doctoral students are now required to design a new course for upper-level undergraduates and to presented it at the Graduate Research Forum.
- Students consistently share that supervisors are accessible and generous in providing feedback on their theses.
- The annual Graduate Student Conference engages students from Comparative Literature, Hispanic Studies, and Theory and Criticism in the organization of panels, the presentation of papers, and the publication of proceedings in the student-run periodical The Scattered Pelican.

Concerns and Areas of Improvement Identified by the Program

- Students mention dissatisfaction with a decreasing variety of course subjects.
- The range of research areas (major fields) for the first milestone examination in the doctoral program is too broad.
- Outdated reading lists for the major fields in the doctoral program.
- Group cohesion lacking at the doctoral level.
- Reduced time for exploration/preparation at MA level.
- Persistent shrinkage of faculty complement.
- Mismatch of faculty expertise and student interests.
- Decline in domestic applicants at both levels.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student, were provided with Volume I and II in advance of the scheduled review and then met over two days with the:

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Dean of the Faculty of Arts & Humanities
- Associate Dean, Research, Faculty of Arts & Humanities
- Chair, Department of Languages & Cultures
- Graduate Program Chair
- Comparative Literature Graduate Committee
- Graduate Affairs Assistant
- Program faculty members
- Graduate students
- Associate Chief Librarian

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of the Comparative Literature Graduate Program, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

The program community was characterized by the external reviewers as a "*vibrant and engaged group of faculty and students, all of whom are committed to the Comparative Literature program and who are invested in its future continuance*". They equally shared that overall, "*the Comparative Literature graduate program at Western has been moving in a very positive direction over the last several years*".

Strengths of the Program

- The impressive record of scholarship and the valuable graduate teaching of the Comparative Literature faculty.
    - Scholarly achievements are testimony to the national recognition of the Comparative Literature faculty, who have significantly advanced the production of knowledge in the arts and humanities.
- Comparative Literature core faculty morale is generally quite high.
- Large number of exceptional international graduate students from a wide range of countries.
- Students are particularly content with the supervision, committee membership, and the support that they were receiving from their professors.
- The fact that so many students complete a thesis in a timely fashion is evidence of a high degree of checking in and support given by the faculty and staff.
- General flexibility of the curriculum.
- Creative third Milestone in the doctoral program – New Course Design that is presented in a public research forum to peer students and faculty.
- The students are prolific. Even though there is not a requirement that they publish before completion, many of them do, in a multitude of languages and disciplines, both creatively and academically. These publications contribute to the stature of the program worldwide.
- Energy, optimism, commitment of the current Graduate Chair.
- Strong potential in expanding upon the interdisciplinary nature of the program, in order to make it a hallmark interdisciplinary program in the Faculty of Arts and Humanities.

Areas of Concern or Prospective Improvement

- The research and teaching areas of the core comparative literature faculty do not match the areas of interest of most of the current graduate students.
- The program does not have adequate financial support to release additional faculty to teach courses.
- Many of the core faculty are approaching retirement, and there are few assistant professors among the core faculty.
- Heavier workload tends to fall upon female-identified faculty and minority groups who are in positions of administration as well as being particularly popular amongst graduate students because of their areas of research and attentive support.
- The language requirements for admission and completion of the degree are increasingly difficult to meet for domestic students and for some international students, who are required to have proficiency in a third language.
- The number of course requirements seems inadequate to cultivate a sense of scholarly culture, to achieve expertise in the general field of comparative literary studies, and to gain mastery over a specific research area.
- The comprehensive exam is in need of an overhaul.

- The reduced financial support for international MA students is a great loss to the PhD program which had previously considered the Masters program as the gateway to the PhD, and for a university that seeks to highlight its internationalization and international student body.
- Many students are unaware of active collaborations with the programs in Migration and Ethnic Relations (MER) and Environmentalism and Sustainability (EnvrSust) that offer an attractive opportunity to gain training in vital and timely research questions that will give them enhanced hireability.

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 Recommendations requiring implementation have been marked with an asterisk (*).	**Program/Faculty Response**
1. Hold faculty meetings every semester to provide more effective channels for consultation, participation, and decision-making for faculty who are not members of the Graduate Committee.*	**Program:** While in agreement, the graduate program chair recommends that the series of solidarity-building faculty meetings be launched next term on Zoom. At the first meeting, the Graduate Chair shall recommend that the proposed meetings not take place "every semester," as the External Consultants suggest, but biannually, once in the Fall term and once in the Winter term. Open discussion will be encouraged, of course, but each meeting in the series will be focused on a specific project or issue of concern to all the CL faculty members. The first meeting, for instance, could address the urgent need to update and reorganize the reading lists for the Major Field Examination. The second meeting could be devoted to a serious discussion of the feasibility of a new Collaborative Specialization in Comparative Canadian Cultural Studies.
2. Organize an annual or bi-annual faculty and student retreat to discuss major curricular changes, program vision, public events, and future steps.*	**Program:** The Graduate Chair is strongly in favour, however, feels that the forum that works best for both students and faculty in Comparative Literature is a lunch-time symposium. The Graduate Chair recommends biannual scheduling of lunch-time symposia. The next one could focus on the reform of the Major Field examination: a topic of pressing concern to both students and faculty. A future symposium, could perhaps discuss a more visionary issue such as the postcolonial future of Comparative Literature in Canada.
3. Establish an Associate Graduate Chair position: expand the administrative team and provide a pathway to leadership in the program. The Associate Graduate Chair could serve as Chair of the Graduate Committee and provide support to the Graduate Chair and the Graduate Administrative Assistant in advising students on	**Program:** The Graduate Chair strongly welcomes such an expansion of the CL administrative team. The new position would immediately put someone in place to serve as (a) Acting Graduate Chair whenever the Graduate Chair went on leave; and (b) Private Graduate Chair if a serious administrative conflict should arise between a contentious student and the Graduate Chair. The Associate Graduate Chair could be appointed with the clear understanding that he or she would be the first in line to succeed the Graduate Chair. The period spent as the Associate Graduate Chair could be regarded as an apprenticeship for the lead position on the administrative team. The Graduate Chair would have at least a year or two to train the Associate Graduate Chair in all the duties and responsibilities of the leader so that succession could be smooth and efficient. The Associate Graduate Chair could be placed in charge of the Graduate Research Forum to oversee the assessment teams for the New Course Design presentations (Milestone #3). Also, that the Associate Graduate Chair assist the Graduate Chair with the organization of examination committees for the Major Field Exam (Milestone #1) and the Thesis Prospectus Defense (Milestone #2). The organization of Thesis Defense Committees, however, should remain the primary responsibility of the Graduate Chair.

academic and personal issues.*	
4. Add a graduate student position to the Graduate Committee.	**Program:** The CL Graduate Committee already has two positions for graduate students: one for the Master's stream and the other for the doctoral stream.
5. Create at least two Graduate Assistantships to support program development, especially in terms of student services, webpage development, social media, with the goal of aligning the skills /interests of some of the students with professional development and with program needs.*	**Program:** The Graduate Chair is not opposed to this recommendation. In September 2021, the Graduate Chair approved an assistantship for a doctoral student to assist with the organization of the speaker series for the Graduate Research Forum and to create an online archival inventory of documents relating to the history of the CL program from 1992 to the present. The Graduate Chair could easily approve a second assistantship (now and then) to help the Graduate Assistant with webpage updates, social media posting, and journal editing if there happens to be a fundable student for whom no GTA or WGRS is available.
6. Establish a transparent process for course assignments and explore opportunities to assign a maximum number of different faculty to teach the CL courses. Only exceptionally, in an emergency situation, should a faculty member be assigned to teach 2 graduate courses in the same year, and it is not recommended under any circumstances that a faculty member be assigned to teach 3 graduate courses in the same year. Faculty should not be expected to teach graduate courses as an overload without compensation.*	**Program:** The Graduate Chair is more than willing to explore opportunities to limit the number of courses assigned to CL faculty members. It should be noted that the Graduate Chair does not make the actual course assignments – the Department Chair does. The Department Chair likely cannot commit faculty to the CL graduate program until all the undergraduate courses in Languages and Cultures have been supplied with teaching staff.
7. Explore opportunities to assign faculty that can teach courses that align with graduate student research interests.*	**Program:** To make significant progress towards the goal of matching course topics with student research interests will be difficult during the current hiring freeze. Most of the active teaching faculty remain linguistically oriented towards the literatures of Western Europe, Latin America, the United States, and Canada. Most of the students recently admitted to the program are from the Middle East, South Asia, and China. Though the program website makes it clear to all prospective applicants that research projects requiring linguistic proficiency in Arabic or Farsi or Hindi or Mandarin regrettably cannot be supported by the expertise of the current faculty, many of our international students nevertheless hope to take courses in the exceedingly polyglot field of Postcolonial Studies and to find supervisors qualified to direct research on emergent literatures remote from the traditional stomping grounds of Eurocentric comparatists.

	There are perhaps two ways to expand the pool of professorial expertise. The first is to recruit new CL faculty members from other graduate programs. Something that has been actively explored by the program since 2016. The second way to address the problem would be for the Graduate Chair to persuade the existing faculty to come up with course topics closer to what the new students might consider relevant to their future theses or research papers. **Faculty:** The Faculty recognizes the challenge that the research and teaching interests of current faculty are not fully aligned with the research of most students and the Dean will work to address this issue in consultation with the Department Chair and through the University's (and Faculty's) planning process.
8. Revisit degree requirements and learning outcomes as a consequence of institutional changes, reflected in the limited opportunities for faculty to teach graduate courses and shifts in student interests linked to the growing dependency of the program on an international student applicant pool.	**Program:** Over the last five years the Graduate Committee has worked at the project of reconceptualizing Comparative Literature at Western. As such, the program has visited and revisited the degree requirements (with concomitant assessments and reassessments of their learning outcomes) for both streams of the graduate program. Recommendation #8 is interpreted as encouragement to continue the hard work of reshaping degree requirements and revising learning outcomes to keep up with the current realities of the field. This includes modification of three degree requirements: (1) courses; (2) major field examination; and (3) third language proficiency. The first of these pertains to both streams of the program; the latter two only to the doctoral stream. Overall, a thorough curricular reorientation of the CL program towards Postcolonial Literature and Theory would take at least five years. It would entail a gradual de-emphasis (rather than an abrupt phasing-out) of Literary Theory in course offerings, field exam reading lists, and thesis topic approvals. From the founding of the CL program in the early 1990s to the tumultuous start of the pandemic in 2020, Theory and Criticism has been viewed as a close ally of Comparative Literature. The long-standing ties between the two programs would not be severed after 2022, of course, but they would have to be decisively adjusted for the postcolonial reorientation to succeed both academically and administratively.
9. Eliminate the Major Field Exam lists and replace them with student prepared lists that correspond with their areas of interests.*	**Program:** Over the last 5 years the Major Fields – a set of 15 (or so) bibliographies -- have been loosening up and evolving in the very direction recommended by the External Consultants. The contents of a selected reading list are routinely negotiated during a series of lively conversations or email exchanges between the student and the Graduate Chair, sometimes with input from the student's prospective supervisor, before the list is finalized and approved. Students who select Literary Theory as their major field, for instance, have the option of constructing one of their four modules on a specialized topic pertinent to their interests. New modules for Queer Theory and Intermediality have recently been added to the range of choices. With an approval for a modification of the Major Field lists along the lines proposed in the Self-Study, it would be quite easy to incorporate the External Consultants' recommendation about individualized lists into the modular structure of the four newly defined Major Fields.

10. Revise the third-language "exit" requirement to make it more flexible, less restrictive, and more useful for students. The third language could be an additional technical or theoretical area of expertise (such as sustainability studies, human rights law, migration studies, indigenous studies, area studies, futures studies, digital humanities, popular culture studies, global studies, etc) that has immediate value for research purposes and is a potential asset for future employment.	**Program:** The Graduate Chair agrees that the attainment of near-native fluency through "an immersive experience" in a new third language would take up too much time in a four-year program and would regrettably distract students from their primary activity of thesis research and writing. However, it should be pointed out that the External Consultants may have misunderstood that such a high degree of proficiency is not the expected learning outcome of this exit requirement. Students are already encouraged to choose a (new) third language relevant to the research angles and bibliographical materials for their prospective thesis topic. They are formally instructed to justify their choice of a third language in a section of their thesis prospectus in the Milestone #2 phase of the program. To satisfy the exit requirement, they only have to demonstrate an intermediate-level reading knowledge of their third language by translating an excerpt from a scholarly article with the aid of a dictionary. The Graduate Chair indicates that "that's not too much to ask of them after four (or more) years of doctoral study. They are comparatists, after all. They're supposed to love languages. They're supposed to uphold the principle of polyglotism". The specialized discourse of a "theoretical area of expertise" such as environmentalism or human rights law is a lingo – not a language. Familiarity with the technical terminologies and epistemic typologies of a field adjacent to Comparative Literature is an expected outcome of the interdisciplinary methodology of comparatist doctoral research. Fluency in the lexis of ecology or immigration policy or transitional justice can certainly be fostered within the CL program, but is an exit requirement the best stimulus for encouraging critical or professional competence in a discourse?
11. Provide curricular support for the New Course Design Presentation requirement in the form of a series of required workshops on teaching methods, possibly in parallel with the new methods course, Propaedeutics for Comparatists (Comparative Literature 9503).	**Program:** Given that the CTL already offers a variety of workshops on teaching methods (including the "Future Prof Series" listed on the "Engaging Learning Experiences" section of the SGPS website), there is little need to duplicate the professionalization programs already offered to CL graduate students or to make teaching workshops "required" in a formal curricular sense. CL students are well informed about these workshops and also strongly encouraged to take advantage of the opportunities available to them for enhancing their pedagogical skills. With respect to CL 9503 ("Propaedeutics for Comparatists") a workshop on the New Course Design Presentation can be incorporated into the existing curriculum for this course. This modification can be made now so that it is included in the Propaedeutics syllabus for Winter 2022. Doctoral students who are working on their Milestone #3 presentations but are not already enrolled as auditors in Propaedeutics will be invited to attend this particular session of the methods course. Also invited to the session will be a senior doctoral student who has recently passed the Milestone #3 requirement and has modified the original draft of the new course syllabus in accordance with the constructive feedback provided by the assessment team after the presentation. The successful experience of the senior doctoral student will provide a case study for the MA students contemplating admission to the doctoral program as well as for the doctoral students aiming to present their new course designs to the Graduate Research Forum in 2022-2023.

12. Convene students for regularly scheduled professional development workshops aimed at preparing advanced graduate students for academic or alternative academic careers.	**Program:** As noted in the response to Recommendation #11, the SGPS already offers a variety of teaching workshops and self-assessment tools (most notably "Own Your Future") to prepare graduate students to seek future employment along academic or para-academic career paths. Consequently, there is little need to duplicate the professionalization programs already offered to CL graduate students or to make teaching workshops "required" in a formal curricular sense. Students are strongly encouraged to take advantage of the opportunities available to them for launching their postgraduate careers. Moving ahead the Graduate Chair and the Graduate Assistant will continue to advertise the SGPS professionalization workshops to all CL students and to encourage voluntary participation in "Own Your Future."
13. Organize each semester a public presentation that focuses on the state of the profession, to supplement the faculty's efforts to provide guidance in current academic expectations.	**Program:** Due to the lack of funds and since the SGPS already runs a wide variety of professionalization workshops and presentations offered to graduate students at Western, the program is disinclined to act on Recommendation #13. Perhaps a speaker could be invited every so often at the Graduate Research Forum to speak about the academic horizons of Comparative Literature or the possibility of employment in related para-academic fields. In the summer of 2021, for instance, a CL doctoral student organized a successful Zoom webinar (in the form of an interview) with a Scottish publisher of English translations of Spanish novels. The Graduate Chair's budget was tapped to provide the speaker with a modest honorarium. The event drew an audience of about 18 students from across the Faculty of Arts and Humanities. As for broad academic issues concerning the interdisciplinary definition or future research horizons of Comparative Literature, these topics might best be reserved for discussion in the lunch-time symposium series outlined in the response to Recommendation #2. If an occasional CL-specific presentation on "the state of the profession" were to be organized by students in the program for their peers, the Graduate Chair could certainly support the initiative with funds from the annual CL budget. A trial run of one presentation per year is recommended for at least the next two years. If the online presentations for 2022-2023 are well attended and are deemed to be professionally useful to CL students (in particular), then the number of presentations per year could be increased thereafter to two or even three.
14. Update and improve the webpage and explore possible recruitment and outreach through social media.*	**Program:** The program strongly supports this recommendation and as of winter 2022 has hired a doctoral student to upgrade and improve the website as guided by the modifications suggested in the program self-study brief. Namely: (a) Add engaging contemporary visuals (not dull archival class portraits or static architectural shots) to enliven the scroll of dense text on the Comparative Literature web pages. (b) Have a program icon designed, or better yet encourage the students themselves to design one, to represent Comparative Literature at Western. It should be eye-catching, geometrically simple, immediately readable, and carefully designed not to clash with the Western crest repeated at the top of every page. (c) Upload the current version of the "Program Objectives" in the Self-Study as two PDFs, one linked to the MA page and the other to the PhD page, as recommended by the graduate students who participated in the

	consultation lunch on February 11, 2020. The students declared that the twelve objectives could be viewed as the "Constitution of the Comparative Literature Program." (d) Construct an online archive of the first three decades of the Comparative Literature program at Western. (e) Monitor the academic and social life of the program on various social media platforms. (f) Set up a "best practices" exchange with other programs, from which a report can generated with a set of guidelines for enhancing the presence of the program on various social media platforms. **Faculty:** In relation to a greater online presence, outreach and publicity for the program. The Dean's Office will continue its communication with the Department to enhance its publicity strategies.
15. Purchase a program laptop.	**Program:** An initial request for approval of the purchase of a laptop from the program account was denied in 2021. Stemming from this recommendation, the Graduate Chair and the Graduate Assistant will resubmit the original request to the Dean's office for consideration. If approved, the MacBook Pro would be ordered through Tech Services.
16. Prepare a 5-year plan that takes into account institutional changes, including reduction in students taking languages, retirements, Comparative Literature's place within the Dept of Languages and Cultures. Take these questions into account: What is the future of Comparative Literature Western? How can the program renew itself.	**Program:** The Graduate Chair questions the feasibility of a new 5-year plan for the program when the Graduate Chair has (a) no involvement in the decision-making processes effecting the "institutional changes" listed in Recommendation #16; (b) no supply of reliable information about potential new hires in the Faculty; and (c) no assurance that the funding of international doctoral students will continue from one year to the next. Working from the suite of reflections and ideas outlined in the self-study brief, the Graduate Chair suggests that the formal drafting of a 5-year plan ought to be drawn up to the next Graduate Chair, whose 3-year term would start in July 2023 with the possibility of continuing for another 3 years starting in July 2026. Should the next Graduate Chair draft a 5-year plan during year one, there would be a good five years after that to implement it. **Faculty:** The Faculty recognizes the challenge that the department faces the possibility of retirements, and the Dean will work to address this issue in consultation with the Department Chair and through the University's (and Faculty's) planning process. Also, regarding greater support from the Faculty for recruitment of and stable funding for MA international students. The Dean has been attentive to recruitment of MA international students and remains committed to funding them in the foreseeable future.

17. Provide institutional support and incentive for professors who apply for grants to fund graduate students. This is an added dimension to faculty workload and could be incentivized through a teaching release upon successful grant application.	**Program:** It was noted that the Graduate Chair has limited administrative powers regarding this recommendation. Nevertheless, the Graduate Chair will urge colleagues in the CL faculty to apply for grants with budgets large enough to fund graduate assistants--especially if the assistants are year-X students who are struggling to support themselves financially while facing the challenge of writing a thesis. Equally, the Department Chair could be advised to grant teaching releases for successful grant applicants, however, there is some reluctance to do so because it would further diminish the shrinking pool of pedagogically active CL faculty. **Faculty:** Regarding incentives for successful grant applicants through teaching release. The Dean has already put this into practice by offering a one-time half course release for the duration of the grant to successful applicants.
18. The imbalance of workload in terms of supervisory load and administration should be addressed at an institutional level. We see this as an Equity and Diversity issue.*	**Program:** The Graduate Chair was puzzled by the External Consultants' insistence that the workload imbalance is "an Equity and Diversity issue" in the program specifically. However, there is agreement that the workload imbalance "needs to be addressed at an institutional level," starting with a serious reckoning of the deleterious impact of the faculty-wide hiring freeze. At the program level, the Graduate Chair commits to continuing to do all that can be done to distribute supervisory and administrative labour fairly among the CL faculty. New faculty will continue to be recruited from adjacent graduate programs. New modifications will continue to be made to the structure of the program. And new amendments to the 2017 reform of the supervisory limits will be proposed and discussed for approval at an upcoming Graduate Committee meeting. **Faculty:** An unintended effect of the hiring freeze has been issues with equitable distribution of workload. As noted by Dr. Miller, the program's dependence on international students, whose interests are often in areas of non-western literary theories, literatures and cultures, and the paucity of Faculty working in these areas results in a heavier supervisory load on those whose scholarship falls in these areas of research. Despite the department's efforts towards equitable distribution of work, the outcome is an imbalance in the workload. Dr. Miller's agreement with the External Consultants' observation that the issue of Workload imbalance be located within the context of the hiring freeze and "addressed at the institutional level" is, therefore, valid. In view of the University's commitment to EDID and the concerns raised by the reviewers, the need for new hires in these areas is, indeed, urgent. The Dean is aware of the workload inconsistencies and will address the hiring needs of the program in consultation with the Department Chair and through the University's (and Faculty's) planning process.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Chair of the Graduate Program, in consultation with the SGPS and the Dean of the Faculty of Arts & Humanities is responsible for enacting and monitoring the actions noted in Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some have been deemed not to move ahead or are already being actioned, as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #4, 8, 10-13, & 15-17.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Hold faculty meetings every semester to provide more effective channels for consultation, participation, and decision-making for faculty who are not members of the Graduate Committee.	Setup regular meetings with program faculty members. At least one in the fall and one in the winter term.	Graduate Chair	By December 2022 and By April 2023
Recommendation #2: Organize an annual or bi-annual faculty and student retreat to discuss major curricular changes, program vision, public events, and future steps.	Schedule a lunch-time symposium for students and faculty. Consider the theme of reforms to the Major Field examination for the first event.	Graduate Chair Graduate Assistant	By December 2022
Recommendation #3: Review the workload of the Graduate Chair and develop a plan for succession of program leadership.	Set a meeting to discuss the Graduate Chair's workload and feasible approaches to supporting the sustainability of program leadership (e.g., the feasibility of establishing an Associate Graduate Chair position as a support and pathway to leadership).	Graduate Chair Department Chair Associate Dean	By December 2022

Recommendation #5: Examine additional funding opportunities for graduate students in the program, especially those affected by the reduced funding support packages.	Set a meeting to discuss additional Faculty funding support for students with the Department Chair and Dean's Office. Continue offering graduate assistantships to support program development work where possible.	Graduate Chair Department Chair Associate Dean	By December 2022
Recommendation #6: Establish a transparent process for course assignments and explore opportunities to assign a maximum number of different faculty to teach the CL courses.	Begin drafting a formal process for drawing up CL graduate courses and their assignments, to be piloted in the fall of 2022 for the 2023-2024 academic year.	Graduate Chair Department Chair	By December 2022
Recommendation #7: Explore opportunities to assign faculty that can teach courses that align with graduate student research interests.	Invite faculty with comparatist expertise in other programs to join the CL faculty. Discuss prospective opportunities to develop new courses that more closely align with student research interests at an upcoming program Faculty member meeting. Setup a meeting with the Department Chair and Dean's Office to discuss how this issue can be tampered via faculty planning mechanisms.	Graduate Chair Department Chair Associate Dean	By December 2022
Recommendation #9: Move away from the Major Field Exam lists and replace them with student prepared lists that correspond with their areas of interests.	Work with the SGPS to draft and submit this modification. Once approved, update and restructure the reading lists.	Graduate Chair Graduate Committee Student Reps	By June 2023

Recommendation #14: Update and improve the webpage and explore possible recruitment and outreach through social media.	Complete work already underway on the graduate program website (as listed in the program response) Setup a meeting with the Dean's Office to outline a plan regarding support with enhancing the program's online presence, outreach and publicity.	Graduate Chair Department Chair Associate Dean	By December 2022
Recommendation #18: Address the imbalance of workload in terms of supervisory load and administration.	1) New faculty to be recruited from adjacent graduate programs to reduce supervisory load. 2) Amendments to policies regarding supervisory limits will be proposed and discussed for approval at an upcoming Graduate Committee meeting. 3) The Dean will consult with the Department Chair to address the hiring needs of the program as part of the University's (and Faculty's) planning process.	1 & 2) Graduate Chair, Graduate Committee 3) Department Chair, Associate Dean, Dean	By December 2022

Other Opportunities for Program Improvement and Enhancement

- More opportunities for cross-listing topic courses should perhaps be explored as a way to meet student demand for a diversity in course content. It seems that cross-listing an upper 4th year class with a graduate seminar is not routinely done, but it is a successful model that has been implemented at other universities where there is need.
- Recruit student representatives to setup a program-wide presentation on "the state of the profession" with the support of the Graduate Office. Should a trial event be well attended, make provisions for this to become a regular event.