

Ongoing Improvement Progress Report

Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.



The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 21, 2024.
 - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G. Any follow-up questions or concerns will be communicated to the program and Dean's Office by the OAQE.
 - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the [reports page](#) of the OAQE website.

Ongoing Improvement Progress Report

English and Cultural Studies, BA / Huron University College

Program	English and Cultural Studies, BA	Faculty / Affiliated University College	Huron University College
Approval Dates of the Review	SUPR-U: June 9, 2021 SCAPA: September 8, 2021 Senate: September 17, 2021	Year of the Next Review	2028-2029
Link to the Programs Final Assessment Report (FAR)	https://www.uwo.ca/pvp/vpacademic/igap/academic_programs/igap_reports/huronundergrad1/2020%20Huron%20English%20and%20Cultural%20Studies%20Program%20Review.pdf <i>*The dates for the next cyclical review stated on this Senate approved FAR is 2027-2028; this is incorrect, the next review for this program will take place in 2028-2029 as indicated in Western's program review schedule.</i>		
If applicable, submission of follow-up report(s)			

	Name	Signature	Date
Program Chair/Director	Scott Schofield		June 11, 2024
Dean (or designate)	Geoff Read		June 11, 2024

Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
The commitment to cultural studies since the last program review be refined.	Develop themes and content around cultural studies more explicitly.	Chair and Faculty	2022-2024
<p>Recommendation Implemented</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Progress</p> <p>In the 2022-23 academic year, ECS offered a significant amount of Indigenous literature and theory in many of its courses. This dedication to Indigenization reflects not only our conception of what “cultural studies” means to us, but also to the larger dedication of the College to Truth and Reconciliation. One such example was ENG3265F: Advanced Theory, which focused exclusively on Indigenous literary and cultural theory. See below for further details on the experiential learning undertaken in this course. A number of courses from 2022-2024 have also utilized the Maatookiying gaa-miinigoowiziying (Sharing Our Gifts) Indigenous Learning Bundles developed at Western by Candace Brunette-Debassige in order to virtually incorporate Indigenous guest speakers and perspectives into the course curriculum, including ENG2354E, ENG3265F, and ENG2265F.</p>			

In the 2023-24 academic year, we added 6 new courses to our academic course calendar that reflect the Department's core faculty members' collective commitment to developing courses and course themes more explicitly in relation to the multidisciplinary field of cultural studies.

4 of these 6 new courses are new (English 2011A/B, English 2012A/B, English 3215F/G, English 3250F/G) and 2 are new to Huron specifically (English 3478F/G, English 3573F/G).

The 6 courses are:

- English 2011A/B Oral Persuasion: Making Public Performance – This course examines the art of oral persuasion. Emphasis is on the construction of arguments using effective rhetorical strategies for delivery in person and via digital platforms. Case studies (artists and activists) will inform practice; this course includes opportunities for experiential learning.
- English 2012A/B Oral Persuasion: Making Public Policy – This course examines the art of oral persuasion. Emphasis is on the construction of arguments using effective rhetorical strategies for delivery in person and via digital platforms. Case studies (government, business, non-profit) will inform practice; this course includes opportunities for experiential learning.
- English 3215F/G Queer Literature – An introduction to historic and contemporary literature and cultural productions (novels, poetry, drama, film, graphic novels, etc.) by lesbian, gay, bisexual, transgender and/or gender expansive, queer and/or questioning, intersex, asexual and two-spirit Indigenous storytellers. This course will also familiarize students with relevant feminist, queer, trans-, crip/disability, racialized, and Indigenous theorists.
- English 3250F/G Madness and Literature – This course examines a wide range of mental illness, mental health, consumer/survivor/ex-patient (C/S/X), and/or Mad literature, film, and other cultural productions. It utilizes a Mad Studies critical framework to examine how literary and creative accounts of mental illness/disability/difference and/or Madness based on lived experience support, critique, and/or engage with psychiatry. This course also aligns with our goal of offering more specialized 3000-level courses.
- English 3478F/G: Topics in African American Literature – This course focuses on a period, theme, or collection of authors in African American literature (e.g., Harlem Renaissance, Afrofuturism, Black Modernisms, Black Women Writers, Hip-Hop and Literature). Specific content will vary from year to year depending on the instructor. Consult the department for current offerings.

- English 3573F/G: Black Writing in Canada – This course offers advanced study of writing by authors of the Black Diaspora in Canada. Course offerings may vary by genre, region, or period. Attentive to historical, literary historical, and other contexts, the course celebrates the aesthetics and artistry of Black writing in Canada and the knowledges it produces.

Next Steps (if applicable)

We are committed to implementing 3 of our new course offerings in the 2024-25 academic year:

- English 2011A/B: Oral Persuasion: Making Public Performance,
- English 3250F/G: Madness and Literature,
- and English 3573F/G: Black Writing in Canada

Regular course offerings next year in F/W 2024-25 will also reflect our commitment to cultural studies.

One example of this is in our 0.5 first-year course offerings, two sections each of English 1027 and 1028. These courses are organized thematically rather than chronologically or geographically. They are interdisciplinary in their approach to their themes, providing first year students with foundational introductions to the multidisciplinary field of cultural studies. In the 2024-25 academic year, the themes of our first-year 0.5 courses are:

- English 1027F (550): Love and Romance
- English 1027F (551): Tragedy and Loss
- English 1028 (550): Politics and Persuasion
- English 1028 (551): Ecology and Catastrophe

We will offer two courses in the 2024-25 academic year on the cultural study of popular music.

- English 2551F/G: Topics in English and Cultural Studies. The topic this year will be “Taylor Swift and Other Tortured Poets,” which will place Swift’s songwriting and pop culture impact in the traditions of other poets and songwriters with a focus on women’s writing.

- English 4851G: Music and (Popular) Culture: centering around the influence of American Black popular music from the 1920s to the present. Includes studying contemporary popular musical forms (blues, jazz, rock, folk, punk, and hip-hop) and the subcultures that attend them (for example, Afrofuturism). Readings in the sociology of music and other theoretical or historical texts; literature, graphic novels, biographies and biopics inspired by popular music or by famous musicians from the early twentieth century to the present.

Future developments in our delivery of courses with a strong cultural studies component include the following:

- Future reiteration of a course on humour and comedy in contemporary mass culture. In previous iterations of the course, students have had the opportunity not only to study but also perform stand-up (in public, off campus, at an open mic), and to write, act, direct and produce their own silent cellphone comedies (parodying the conventions of the early silent film comedies they study).
- Development of a course on video games and video game cultures. Gaming is another area in contemporary cultural studies that our students have been asking to study. The course may eventually include a number of experiential opportunities for students, including visiting a local gaming studio and designing and implementing their own indie video games.

Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
That consideration be given to cross-listing ENG 2695E with the Global Great Books program.	Evaluate and implement cross-listings as appropriate.	Chair and Faculty	2022-2024

Recommendation Implemented

Yes No Partially

If no, or partially, is implementation on schedule with the timeline? Yes No

Progress			
None.			
Next Steps (if applicable)			
The Department will review the recommendation and discuss it further in the fall. See below for additional comments.			
Additional Comments			
<p>The course description for English 2695E: Backgrounds and Foundations considers a pan-European course; however, we've developed the course to feature texts – and the adaptations of those texts – not just from Europe, but also Asia, Oceania, North and South America, and Africa, informed by creators who have sought to develop an aesthetic, often beyond the understanding of their age. Studying forms, modes, and genres in a global context allows students to grasp more clearly the political and historical dimensions of aesthetic practices, and thus understand the implications of their usages in their own present cultural context. The aim is to develop a contemporary global – alongside a historical – understanding of foundational texts. Now that we are coming into this understanding of this course, we are able to consider cross-listing with Global Great Books.</p> <p>We will put through a SOC proposal to cross-list 2695E with GGB in 2024-25 and will, moreover, consider other opportunities to cross-list courses with this innovative program.</p>			
Recommendation #3	Proposed Action and Follow-up	Responsibility	Timeline
Enhance and increase Experiential Learning opportunities.	Huron's guaranteed paid internship be more visible and accessible for ECS students	Chair and Faculty	2024

Recommendation Implemented

Yes No Partially

If no, or partially, is implementation on schedule with the timeline? Yes No

Progress

In the 2022-23 academic year there were major experiential events in a variety of courses. Examples include:

ENG2354E: Canadian Literature in English since 1914. Students visited the Black Mecca Museum in Chatham, ON, which included a walking tour of the city and presentations by scholars in the field on Black American-Canadian abolitionist Mary Ann Shadd Cary—the first woman publisher in Canada. Students also went to see a live performance at the Grand Theatre in London, ON of Andrea Scott's play *Controlled Damage* (2022), which depicts the life of Viola Desmond, a Canadian civil rights activist. Finally, the students also had two guest lectures from prominent Indigenous authors and scholars—Smokii Sumac (Ktunaxa) and January (Janet) Rogers (Mohawk/Tuscarora).

ENG3265F: Advanced Theory. This iteration of the course focused on Indigenous literary and cultural theory. Students visited Biigajiisakaan: Indigenous Pathways to Mental Wellness at St. Joseph's Hospital in London, ON. This is a unique Indigenous-led wellness program utilizing a two-eyed seer approach to healthcare that allowed the students to be introduced to Indigenous epistemologies and methodologies of health and healing related to course texts, such as Leslie Marmon Silko's *Ceremony*. A number of courses from 2022-2024 have also utilized the Maatookiying gaa-miinigoowiziying (Sharing Our Gifts) Indigenous Learning Bundles developed at Western by Candace Brunette-Debassige in order to virtually incorporate Indigenous guest speakers and perspectives into the course curriculum, including ENG2354E, ENG3265F, and ENG2265F.

In the 2023-24 academic year there were again major experiential events in a variety of courses. Examples include:

English 2400E: Dramatic Forms and Genres – a pilot collaboration between ECS and the Huron Underground Dramatic Society (HUDS) which ran for the first time in 2023-24. The course was the first in a series to develop the relationship between performance theory and practice at Huron, the success of which will potentially prompt a new Performance Module offered through ECS. The new Tenure

Track hire in ECS took on the role of Faculty Advisor for HUDS, which fosters student development in the following areas as club and class members were tasked with staging two dramatic productions from ideation to closing night:

- Production
- Direction
- Assistant Direction
- Musical Direction
- Choreography
- Set Design
- Costume Design
- Lighting Design/Management
- Sound Design/Management
- Stage Management
- Stage Crew
- Property Master
- House Management and Ushering
- Publicity Coordination and Marketing
- Program Coordination

Having this work formalized by way of a course with specified learning outcomes and assessments is a way to acknowledge student learning in this experiential environment. By its very nature, this course speaks to interdisciplinarity, allowing students across other departments and programs to collaborate with each other in productive and creative ways.

English 3333E: Experiential Engagement with Literature and Culture: “Forms of Adaptation: A Critical Making Course” – a recurring team-taught experimental course required for certain modules ran again for the fifth time in 2023-24. In this iteration of the course, students worked together on a year-long group project to create a digital archive on the modernist poetry of T.S. Eliot and its transatlantic cultural contexts. The course material itself had a strong cultural studies component: relating Eliot’s poetry to early twentieth-century queer women’s writing, as well as to key writers of the Harlem Renaissance such as Langston Hughes, Zora Neale Hurston and Jean Toomer. The unconventional structure of the course allowed for a number of experiential opportunities.

- To understand archival work better, and to gather and curate content for their own project, students visited four different archives: the rare book archive across the road from Huron at Western University, and three archives at the University of Toronto: the E.J. Pratt Library Special Collections and Rare Books at Victoria College, the Robertson Davies Library at Massey College, and the Thomas Fisher Rare Book Library.

- Students worked together in a group to adapt part of Eliot’s famous poem “The Waste Land” into a creative video production. This involved intense collaboration at every stage of the production process, and a great deal of work outside the classroom to shoot scenes.
- Classes in the Winter term turn from a conventional lecture/discussion format to a workshop format where the group performs self-directed work on various tasks--brainstorming, researching, writing, and editing—with the professor serving as a consultant as needed.
- The course concludes with the students giving a formal public presentation of the completed digital archive, with the creative video production included.

English 3999G: Creative Writing at the end of this past term’s course, students produced a bound book of poetry in collaboration with the Huron Letter Press Studio. The course also had a great deal of workshoping, which gave students the experience of reading and collaborating with their peers to improve their works. The appeal of this class has secured its being taught in the coming 2024-25 school year. The department is committed to teaching Creative Writing every year.

*

In the 2023-24 year, ECS had a number speaker events, often related to specific courses but open to all faculty and students. Examples include:

- In late February 2024, Western writer-in-residence Tea Mutonji gave a guest talk and creative writing workshop in the Huron Library Commons. There was a large audience of students, staff and faculty, and the discussion was successfully moderated by an upper-year ECS student.
- Ursula K. LeGuin Award-winning writer and scholar Dr. Rebecca Campbell visited the class of English 3771E to discuss climate change fiction, women’s writing and sustainable publishing.
- Students in different courses (e.g. English 2400E, English 3711E) also enjoyed trips to Stratford and the Grand Theatre in London for live theatrical performances (*The Invisible*; *Kim’s Convenience*).

Next Steps (if applicable)

The department is actively developing next steps.

- To offer different sections of creative writing: focusing on drama, poetry, fiction and perhaps in the future expanding to other formats
- To maintain ongoing course offerings with experiential components
- To develop new course offerings with experiential components
- To continue organizing exciting speaker events
- To develop a possible internship for ECS students at a local theatre

Additional Comments

If applicable

Recommendation #4	Proposed Action and Follow-up	Responsibility	Timeline
Replace retirement positions and another fulltime appointment	Assess and hire replacement faculty strategically and consider cross appointments.	Dean	2024
Recommendation Implemented			

Yes No Partially

If no, or partially, is implementation on schedule with the timeline? Yes No

Progress

We have replaced the two retirement positions with two new full-time, tenure-track hires specializing in fields as recommended by the IQAP review board:

- 1 hire in Canadian/Indigenous/World Literature (Dr. Sarah Blanchette)
- 1 hire in Drama and Performance, Theory and Practice. (Dr. Amanda DiPonio)

We have also secured a 3-year Program Sessional faculty hire (2023-26). (Dr. Alicia Robinet)

Next Steps (if applicable)

Ideally, we will hire a fifth permanent full-time member for our department.

Additional Comments

If applicable

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement

Program Enhancement for the Short Term

- First-year courses: we have consciously made changes to our first-year courses, newly branding them as having their own distinct thematic focus aligning with English and Cultural Studies content.
- Developing courses of interest: through anonymous polling, a tool we will continue to use to inform us of the courses students would like to take, we have thus far developed two new courses for the 2023-24 school year 1) English 2092F/G: Science Fiction, which will likely be developed into a full-year course due to student demand, and which will be complemented by another course in progress on gaming, and 2) English 3999G: Creative Writing, which we anticipate offering every year, but will take a different focus, such as drama, poetry, fiction, depending on the year it is taken.
- We are committed to expanding new course offerings, 3 of which will be on offer in F/W 2024-25: English 2011A/B: Oral Persuasion: Making Public Performance, English 3250F/G: Madness and Literature, and English 3573F/G: Black Writing in Canada will be taught in the 2024-25 school year.
- Expansion of archival work: with the new joint History/ECS Minor in Book History, the goal is to expand archival work and projects into other courses, such as English 2228F/G, and other genres, such as Science Fiction and gaming courses.
- Shift the entry requirements for entry into our programs: at present, students who wish to enroll in any of our 6 programs (Honours Specialization in English and Cultural Studies (ECS), Specialization in ECS, Major in ECS, Minor in ECS, Minor in Contemporary Literature, Minor in English for Teachers) need 1.0 course in English. We plan to amend the 1.0 in English to 0.5 to allow for ease of entry into the program, especially for those students who decide to enroll in ECS in term 2 of their first year.
- Update requirements for the Specialization and Major: at present, students enrolled in the Specialization in ECS and the Major in ECS must seek special permission to enroll in 4000-level courses. We plan to make changes which will allow students in either program to select these fourth-year seminar courses without having to seek permission first. We plan to update the requirements to include 1.0 course at the 3000-level to encourage enrollment in these more specialized courses.

- Marketing: we plan to further collaborate with communications to reach a broader audience to generate interest and enrolment in our courses; to update our website; and to develop a social media strategy.