

<p>C. Addressing the Needs of Generation 1.5 Students</p> <ul style="list-style-type: none"> • Consult with our colleagues in ELLA, ENGU (English Upgrading) and CMNS (Communications) to consider collaborating on curriculum that will help meet the particular needs of Generation 1.5 students; this may include the creation of adjunct courses. • Request or develop PD sessions focused on strategies for how best to support and teach these students. 	Fall 2023		
<p>D. Ensuring Student Success</p> <ul style="list-style-type: none"> • Monitor the success rates of students coming in under the new K-12 curriculum. • Monitor the success rates of International students entering our classes with the new ELLA curriculum and/or IELTS scores. • Design an online self-assessment tool for students, to help them identify whether they are ready for UT English courses or need to do some upgrading. • Put into place an advisory resource for students who are unclear about where they would best be placed (for example, volunteer English faculty could be available for in-person consultation prior to the Registration period), or to work more carefully with academic advising in this regard. 	Fall 2022 Fall 2021	x	
<p>E. Indigenization and Decolonization</p> <ul style="list-style-type: none"> • Consider how best to address the TRC mandate—either as part of the CG review or by developing an Indigenous literature course (note: this would require PD for faculty and/or the hiring of someone with expertise in this area). 	Fall 2025	x	
<p>F. Workload and Pedagogical Issues</p> <ul style="list-style-type: none"> • Agree upon, as a department, our standards regarding English language errors so as to ensure greater consistency and thus equity in our marking. • Keep track of the workload and pedagogical issues associated with meeting the needs of under-prepared students (for example, to keep tally of essays impacted by significant English-language issues). 	Fall 2021 Fall 2023		
<p>G. Resolve Departmental Dysfunction</p> <ul style="list-style-type: none"> • As recommended in Malcolm Weinstein’s report, form two faculty groups tasked with creating: <ul style="list-style-type: none"> o A vision for the English Department o A departmental ‘Code of Conduct’ 	Ongoing	x	

Excerpts from the Douglas College English Department External Review
Dr. Janice Stewart
Professor of Teaching & Associate Dean Equity, Innovation and Strategy, UBC
March 2, 2021

GENERAL CONCLUSIONS

The Department will benefit from the ongoing support provided by the Dean of the Faculty of Language, Literature and Performing Arts and College leadership. The Department should be encouraged to work with and learn from other units grappling with undergraduate enrolment, governance protocols, and diversity initiatives. Ultimately, all members of the Department will need to make a renewed commitment to address a variety of fundamental issues around revitalizing and renewing curriculum, and governance in the months and years to come. That shared commitment must be the first step in the work of rebuilding a sense of community in the Department. The exercise of creating a common vision of where the department is going over the next five years would be really helpful for all faculty to start making a common goal. Some committees need to be established to share the burden of work that would be helpful to the program: curriculum renewal committee, a dedicated group working around transfer credits to ensure that students are best being served, committee dedicated to making connections to other units, peer review of teaching committee, to name a few. A clear expectation of universal participation in service on the part of all faculty members is essential to departmental morale and workload equity. Overall, the English department faculty is a dynamic and enthusiastic group of people who are working at a very high level. The unit is to be commended for its success in a complex mission.

SPECIFIC RECOMMENDATIONS

Recommendations – Undergraduate Instruction and Learning

1. One way for the English Department to expand the curriculum is to foster closer relationships with the other units that English serves. Creating courses that echo the other unit could be a way to ensure participation of students in upper-level courses. Working across units will give the students options for upper-level electives and offer the faculty a way to bring their disciplines into courses in a more connected way. i.e., creating courses that speak more directly to other areas. Criminology might see a course on mystery novels, or Victorian Jack the Ripper (novels, movies, stories) cases as relevant and give the faculty more options to teach their specialities.
2. Space and relatedly, infrastructure poses major constraints and challenges on any urban campus. It may be a benefit for Douglas to invest in building a gathering place for students/faculty that is dedicated English space.
3. Douglas College has a robust record of International enrollment. Developing curriculum that stays current with a diverse student body is very important. Recognizing current social issues of gender, Indigeneity, disability, race, location, place and power are important to students. PD funds should be spent upgrading curriculum around these evolving discussions.

4. Course outline renewal should happen every 4-5 years with oversight from a faculty-led curriculum committee to ensure that students are benefiting from current trends in the field.

Recommendations – Research, Scholarly, and Professional Activity

1. Future hires might include people who have direct connections to other units, i.e., health/literature. Or others that have worked in other adjacent fields.
2. COVID-19 has afforded everyone the opportunity to experiment with online teaching. Consideration should be given to offering a select part of the program online and to formalize that in the curriculum.
3. Professional Development should include some specific workshops/speakers who are connected more directly to English, Academic Writing, and efforts to continue to offer up to date curriculum with consideration to EDI.
4. Pedagogy is key to this department. Informal peer review of faculty can be really helpful in structuring ongoing development. Regular review of course outlines to make sure they are in line with the department vision and expectations as well as supporting the diverse student body.

Recommendations – Service

1. Creating individual service agreements for the academic year for each faculty member would provide one mechanism for transparency and may assist the distribution of service more evenly. It also would help many of the faculty who are proactive in the department to not suffer burn out. A) Having everyone sign up for a committee or two would distribute the service load better B) An agreement about the Terms of Reference for major committees as decision makers who then bring the information back to the department for constructive feedback only. It is important in this department that committees have some autonomy and can make decisions and bring work to fruition. It is also important that committees have clear mandates and visions for the work to be done. Rotation on committees is key to having clear diversity of view point.
2. Proactive engagement with other units is also important to this department. Specializations of faculty need to be framed through the contribution that they make to the college as a whole. For continuity, it would be beneficial for faculty to sign up for a 2-year commitment to foster connections across other departments. It would give faculty a reasonable period of time to make connections and to discuss how to work across the institution.

Recommendations – People and Work Environment

1. Establish some ground rules for Department meetings to keep them professional and respectful. Consider keeping department meetings in Zoom post-pandemic would help to establish a new way of relating to each other in a respectful manner.
2. The Department should reiterate the need for all members to attend and participate in meetings.

3. Establish a committee to develop the Department's long-term vision and plan, addressing intellectual trends, upcoming retirements, and hiring priorities in the context of wider conversations in the Faculty. In its deliberations, the committee should interview every member of the Department. The committee would benefit from being made up of a diverse group at various stages of careers.
4. Acknowledgement of your student body, robust international student enrollment, second career learners, etc. should be at the core of how the department moves forward in terms of equity, discussion on standards, curriculum development and renewal. Some course outlines have not changed in many years. It is important to update and to make relevant material to the student bodies served.
5. There has been a lot of growth of faculty in a short period of time. Some of what I heard seems to me to be about "growing pains". It would be important for the department to work on some specific tasks together to create and foster more collegiality. Creating the vision statement for the department, advancing changes in curriculum, working with other departments to see how to work together on curriculum, bringing in speakers for PD as well as some socially pleasant events can help work through these growing pains.
6. Creating a clear document within the department on what the expectations around professional engagement will look like, supported by the Dean's office, would help give some clear guidelines for engagement.

Recommendations – Leadership

1. Chair would benefit from some direct staff support.
2. Chair should be awarded 4 course teaching release so as to proactively focus on governance and leadership. It is also important to note that this is one of the largest departments which brings its own challenges. The Chair needs more support for this work to ensure proper turn over happens and that the Chair has time to be effective.
3. The governance of the Chair needs to be formalized. Formalized leadership would help give the Chair more direct control over the vision of the department and would help create a clear voice to deal with challenges as they arise. With help and support from the Dean's office, the Chair would benefit from more direct control over the department. This would give the Chair latitude to work thorough departmental issues, "in house".
4. Service agreements with faculty would help distribute the labour of department.

Recommendations – Infrastructure

1. Faculty should have a fairly stable office space for committed amount of time.
2. Development of a lounge or dedicated English space for informal meetings would help with collegiality and connection.

3. Some faculty are concerned about the safety problems linked with teaching at night. All of the services of the university are closed. This is something that should be taken on by the department in consultation with the Dean if there are any possibilities for some services being kept open. Courses could be scheduled in clusters at the same time in the evening, so faculty do not feel alone in the buildings.



**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: *Program Review* requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	<i>Language, Literature and Performing Arts</i>	
Department / Program	English	
Date Submitted	March 2021	
External Review Panel (ERP) [List all]	Dr. Janice Stewart	Professor of Teaching & Associate Dean Equity, Innovation and Strategy, UBC
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (<i>specify below</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (<i>specify</i>) 	
Date of last Comprehensive Review	1992	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE	<p>The VPA notes that, prior to this review, the English Department had not undertaken a comprehensive program review in more than 20 years. The current review took 5 years to complete.</p> <p>The external reviewer highlighted a number of concerns and made 20+ recommendations in areas of teaching, scholarship and professional development, workplace environment, leadership and infrastructure.</p> <p>The external reviewer noted that instructors in the English Department have a diversity of talents -- they are capable, dedicated and generally successful teachers. They have all the skills necessary to meet the looming external challenges currently facing the Department.</p>	

	<p>However, during the past 7 years the Department has become paralyzed by an increasingly serious internal discord and faculty have been unable to find a pathway forward.</p> <p>Therefore, the College, recognizing its responsibility to ensure a safe, civil and productive workplace, is mandating certain ‘academic’ and ‘interpersonal’ directions for the Department, which are informed by the Department’s self-study and the external reviewer’s analysis and recommendations.</p>
<p>All Self-Study recommendations accepted?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No The large number of PR (and ER) recommendations have been organized thematically and condensed to three key “Academic Directions.”The VPA does not support all self-study recommendations. For example, efforts to “Increase recruitment strategy for our second year courses” is not supported at this time.</p>
<p>All External Report recommendations accepted?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No No, the ER made recommendations regarding the provision of study and meeting places that the College is not able to accommodate due to space constraints.</p>
<p>VPA’s RECOMMENDATIONS</p> <p>In particular, <i>English</i> should focus on the following:</p>	<p>Academic Direction #1: The English Department must reorient towards the disciplines of Academic Writing and Research. It is no longer feasible for the English Department to divide instructor teaching loads equally between academic writing and literature. Credit expectations among the College’s most important receiving institutions have changed and the demand for literature has diminished significantly.</p> <p>Academic Direction #2: The English Department must reorient towards service – recognize and support the needs of other disciplines/departments in the College community. Criminology, Biology, Psychology, Sport Science and Business Management have all sought the support of the English Department for discipline-focused Academic Writing courses. To date, the English Department has not developed or piloted any tailored</p>

sections in support of these initiatives.

Academic Direction #3: The English Department needs to undertake a detailed and comprehensive examination of Course Outlines and Curriculum Guidelines (consistent with directions #1 and #2). In part, this review will determine what is the appropriate standard or baseline to ensure consistency across all courses, and across all sections of the same course. The review will also determine the appropriate frequency of course outline and guideline reviews going forward, which in the case of CGs may be no less than the five-year maximum stipulated in the *Curriculum Development and Approval Policy*.

The Department will establish three committees to facilitate the new directions mandated by the College:

1) The Academic Writing Committee

- will analyze the sector and changes to transfer pathways and articulation requirements;
- will work with Institutional Effectiveness to understand the market for English courses;
- will reengage with other academic units in the College to find ways of supporting academic writing within the relevant disciplines;
- will look at how academic writing might support indigenization, decolonization, and EDI principles; and
- will – lastly – examine the diminished place of literature in the Department.

2) The Course Outline and Curriculum Guideline Renewal Committee

- will undertake a review of all course offerings in English;
- will review individual instructor course outlines for each course/instructor covering the past 5 years;
- will establish a consistent standard for course outlines;
- will recommend appropriate changes to Curriculum Guidelines; and
- will identify potential needs for departmental PD.

3) The Student Success Committee

- will review and analyze data about student success in ENGL courses during the last 5 years;

	<p>- will provide data-driven advice to the Department regarding the impact of recent changes to the K-12 curriculum;</p> <p>- will continue the development of a self-assessment tool to better advise students – while working with ELLA and ENGU to articulate effective pathways to success in ENGL.</p> <p>In addition to the establishment of three new committees, the College directs the Department Professional Development Committee to seek ways to make stronger connections between the PD activities of individual faculty members and reading, teaching, pedagogy and academic/scholarly writing. The PD committee will liaise with the other Department committees to establish appropriate faculty needs.</p> <p>Committee process</p> <p>Faculty members will provide the Dean with expressions of interest for working on one of the new committees. No committee will have more than 6 people. Committees will be comprised of people who are able to work together and are representative of the different ‘generations’ of faculty.</p> <p>The VP Academic and Provost gave further direction to the English Department regarding interpersonal and respectful communication.</p> <p>As per the College’s routine follow-up to comprehensive program reviews, the Department is to submit its Implementation and Action Plan (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p> <p>The VPA&P will also undertake a biannual assessment of goals and, accordingly, make adjustments to the direction.</p>
Next scheduled PR (5 – 7 years):	2026



Vice-President, Academic and Provost

October 8, 2021

Date