

## Quality Enhancement Plan

### School of English

	Panel Recommendation	School Response and Actions Planned <sup>1</sup>	Responsibility for Action <sup>2</sup>	Resource Implications <sup>3</sup>	Implementation Date <sup>4</sup>	Progress Achieved
	<b><i>The Panel Recommends that the School:</i></b>					
1	<p>Develops a Strategic Plan for the School as a matter of priority, with a practicable long-term vision for the next ten years, while also making clear in specific detail the more immediate central priorities. This strategy must include the following:</p> <ul style="list-style-type: none"> <li>- Address the future location and strategy for both DAH and FSM, to be agreed with strategic input from the College and in consultation with the School of History and the</li> </ul>	<p><b>Strategic Plan and a Shared Vision</b></p> <p>The School understands that the development of a Strategic Plan is a matter of urgency and has a draft Plan in place. The University Strategic Plan will be a key guide in this respect and we look forward to contributing to the development of a CACSSS Strategic Plan. Without decisions at College level regarding the location of Film and Screen Media and Digital Arts and Humanities within the College, further agreement regarding the identity of the School remains uncertain. This is a situation that has now lasted some years and is a source of considerable</p>	Head of School	Staffing (see below)	October 2019 (completion of Strategic Plan)	A shared Strategic Plan for the newly reconfigured School of English and Digital Humanities has been discussed and developed and will be completed by the end of October 2020. The Strategic Plan includes a long-term vision for the next ten years, with reference to staffing; space and resources; research;

<sup>1</sup> This column includes the response received to the recommendations. Please feel free to update or add to this section if required.

<sup>2</sup> E.g. Head of School, School Manager, all staff, specific committees etc

<sup>3</sup> Resources – the financial or human resources required to implement the recommendation

<sup>4</sup> Interim milestone dates can be included here

	<p>School of Languages, Literatures and Cultures;</p> <ul style="list-style-type: none"> <li>- Identify a shared vision across all the disciplines of the School;</li> <li>- Identify and secure senior appointments, on the basis of an informed assessment as to where the greatest needs lie;</li> <li>- Lessen the administrative and teaching loads to facilitate time for research.</li> </ul>	<p>frustration to all members of the School and its constituent disciplines. The uncertainty has affected the entire process of Quality Review of the School, from its inception through to our response to the Peer Review Panel Report.</p> <p>Within the Report itself there is a more particular issue to do with conflation of the discrete disciplinary issues, particularly in relation to Digital Humanities and its understaffing predicament (see 5, 10 below).</p> <p>The School keenly looks forward to identifying a shared vision once the identity of the School is agreed at College level.</p> <p>Digital Humanities seeks a written agreement where the discipline is constituted as a Department within the School with appropriate access to College-level decision making.</p> <p><b>Administrative and teaching loads</b></p> <p>A central recommendation is to lessen the number of lecture hours that colleagues teach. While we welcome the ways in which the Report acknowledges the current excessive teaching burdens and their negative impact on research, we also point out that this is a matter which is not</p>	<p>Head of School, with Teaching and Learning Officer</p>	<p>The School was given a 3-year temporary post in lieu of 2 permanent Film colleagues</p>	<p>October 2018 (Film and Screen Media); September 2019 (Digital Humanities)</p>	<p>development of collaborations between English and Digital Humanities in curriculum development. The latter is underway, with a shared English and Digital Humanities module piloting in the BA in English (CK109) in 2020-21</p> <p>In response to the Panel's specific recommendations:</p> <p>The location of Film and Screen Media and Digital Humanities has now been addressed, in consultation with the Head of College and School of History. Film and Screen Media has relocated to the School of Music and Theatre, and Digital Humanities to the School of English and Digital</p>
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		<p>currently in our control but rather a matter of institutional and national policy. There are also a number of new requirements in this report which will themselves increase the burden on colleagues. Our ability to engage in proper Strategic Planning will be vital in this regard and we look forward to the earliest resolution possible of the issue of School identity.</p> <p>Additionally, the School would like to mention here the high value that we place upon the School of English and disciplinary administrative offices, where there is also a considerable and disproportionate burden on professional services colleagues.</p>		<p>who moved to another School. The lessening of teaching and administrative loads isn't feasible unless this temporary post becomes permanent. We have instigated changes to our curriculum allowing for the rotation in and out of core modules by teaching staff, to offset heavy teaching loads. The loss of Film modules has meant the introduction of new modules to maintain student choice (co-ordinated and co-taught by the new 3-</p>	<p><b>January 2019-</b></p>	<p>Humanities. Digital Humanities' transition from discipline to constituent department in the School is in process and will be completed in September 2019 if endorsed by Governing Body</p> <p>English and Digital Humanities have identified a shared vision for the School across the range of our activities (structures and staffing; teaching and learning; research and grant capture) over a number of joint meetings. That vision is articulated in our shared Strategic Plan, and will be implemented by our joint Executive Committee</p>
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				year appointment)		<p>A senior appointment in Digital Humanities was secured in March 2019, enabling Digital Humanities' transition from discipline to department. This is a temporary (3-year) post, and so the School's priority is to secure the post on a permanent basis. English continues to lobby for the restitution of the Chair in Old, Middle and Renaissance English, which has been vacant since 2012. We have secured, through philanthropic donation, a Chair in Creative Writing for 2019-20, with the potential for the funding to be extended.</p> <p>The lessening of teaching and</p>
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						<p>administrative loads to facilitate time for research will be addressed in our workload model (see below), although the relocation of two full time permanent staff members to the School of Music and Theatre has increased the teaching load for English staff</p> <p>Curriculum review has been completed; two Film modules have been replaced with a new Second Year module on</p>
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					Completed March 2019; to be implemented September 2019	Adaptation (EN2079); core First Year Theories module (EN1004) has been redesigned without a Film component
2	Adopts a transparent workload model for the rationalisation of staff workload, taking account of equitable distribution of administrative and teaching workloads, and the School should investigate different practices in comparable departments both nationally and internationally to achieve this.	<p>The School follows the University workload model. We have established a School Working Group looking at the development of a unit-level workload model and are in the process of consulting cognate units in other Irish HEIs on this matter as recommended.</p> <p>Digital Humanities in particular would welcome a transparent workload model as staff are urgently concerned about professional quality and sustainability issues at present.</p> <p>Curriculum review (see 5, below) will assist in a more equitable division of teaching, allowing for greater flexibility around sabbatical leave.</p> <p>Like many schools within CACSSS, the School has a high proportion of colleagues at College Lecturer level, with only one Senior Lecturer, and cannot make genuine progress with the rationalisation of staff workload until a promotion scheme to</p>	Head of School	none	By December 2019	Working group is developing a workload model; consultation and comparison with models in cognate Schools elsewhere has been completed.
			n/a	none	By December 2019	Digital Humanities will develop its own workload model in September 2019
					July 2019 (outcome of promotional round)	Three applications for promotion to Senior Lecturer have been submitted by English staff; one member of Digital Humanities has been appointed to a 3-

		incentivise hard-working and high-performing colleagues is opened.			March 2019 (appointment of SL in DH)  June 2018 (appointment of CL in DH)	year Senior Lectureship (see above); a 3-year College Lectureship in Digital Humanities has been approved
3	Maintains and implements structures to support and mentor staff across all disciplines within the School as regards their career objectives, by providing better supports to facilitate research and sabbaticals, the management of which should be included as part of annual strategic planning.	<p>Research mentoring is already in place as recognised within the Report, following recommendations made in RQR. However, at institutional level, the current lack of availability of promotions is a major block to supporting staff.</p> <p>The School is participating in the piloted reintroduction of the Performance and Development Review, focused on individual professional development. This is particularly relevant for Digital Humanities, a discipline in which advances in technology necessitate upskilling on a regular basis to maintain international, professional standards.</p> <p>Sabbatical leave is key to strategic planning for research. We are aware of discussions at College level to amend the conditions and improve the</p>	Head of School	none	April 2018	PDR completed

		<p>functioning of sabbatical level and are keen to progress these discussions.</p> <p>Digital Humanities staff have never had any form of sabbatical or research leave. This has an impact on both staff research impact and staff's professional wellbeing. We would welcome a plan to facilitate regular research leaves on a rotating basis in the coming years.</p> <p>In Film and Screen Media, all staff are offered mentoring by the co-heads. A rota for sabbatical is to be implemented from 2019, although this is complicated by lack of clarity as to staffing (assignment to discipline; position of temporary staff on short contracts).</p>	Head of School/Head of Department, Digital Humanities	The appointment of staff, including a 3-year College Lectureship to replace internal appointment of a 3-year Senior Lecturer, now makes sabbatical leave feasible for Digital Humanities staff. A sabbatical leave rota has consequently been developed	<p>March 2019</p> <p>June 2019</p>	<p>Senior Lectureship appointment made</p> <p>College Lectureship approved</p>
4	Considers how best to frame the vacant Chair in OMR, in order to preserve interdisciplinarity within and beyond the School.	The School is keenly aware for the need for research leadership in the School in the area of Old, Medieval and Renaissance English and welcomes the Report's endorsement of our historic strengths and current potential in this area. We are keen to make a senior strategic appointment that takes full cognizance of our multi-	Head of School	Approval of/funding for Chair	n/a	We continue to lobby for the restitution of this Chair and to stress the need for academic leadership in this area





		<p>offered core and no optional modules at undergraduate level: Digital Humanities is in the process of developing a GAMES stream in the MA, hence the introduction, in this academic year, year, of 3 extra electives.</p>			<p>Digital Humanities curriculum has been reviewed after the first cycle of BA graduation. Detailed review with colleagues in Computer Science is underway for year two in particular. Digital Humanities completes transition from discipline to department in September 2019; review to be completed by November 2019, to be implemented September 2020</p>	<p>n/a</p>
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6	<p>Institutes a single MA programme with core research modules and the possibility of a range of defined pathways.</p>	<p>This recommendation within the report does not mention the MA in Film and Screen Media nor the MA in Creative Writing and we take it to chiefly refer to the MA in English.</p> <p>In relation to that MA allow us to give some context. The MA in English has three pathways - Modernities, Irish Writing &amp; Film, Medieval and Renaissance. In 2012-13, in context of College discussions about falling recruitment to MAs as well as staffing difficulties created by needs in Film and Screen Media, we merged two pathways. We also created movement between the pathways, increasing student flexibility and choice. The changes have been popular (particularly the increased choice). The MA programmes we presently offer have shared core modules: the dissertation module and a research skills module. We have had successful and continuing collaboration with Fulbright on the MA in Creative Writing and the MA English - Irish Writing &amp; Film and the Head of School is currently developing this relationship with a view to further growth in non-EU MA numbers. Our strategy is to strengthen the existing pathways and not to make any further</p>	<p>Head of School/MA co-ordinators</p>	<p>none</p>	<p>n/a</p>	<p>MA programmes continue to recruit well in English and Digital Humanities, and we do not intend to conflate these; however, we have introduced shared modules, integrating the programmes and reducing workload for teaching staff</p>
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		<p>cuts or mergers. Based on student numbers and feedback, we believe that this is the most effective means of maintaining our MA numbers and progression of students from MA to PhD.</p> <p>Film has not been identified in the report as a specialized MA. Film and Screen Media would not support the integration of this MA into a single programme with strands.</p>				<p>MA in Film and Screen Media is now located in the School of Music and Theatre</p>
7	<p>Tracks the destination of their graduates and engages with external stakeholders for guest lecturing, mentorship of students and identification of career paths, potentially leading to the establishment of an Advisory Group of external stakeholders.</p>	<p>The School will continue to engage with the Careers Service via its First Destinations Report and track the destination of their graduates via that data. It remains difficult however to track the destination of arts graduates, particularly given the time it can take for careers to take shape and the many and varied destinations of our graduates. The School will also engage with alumni in its own right.</p> <p>We welcome the suggestion that the School establish an Advisory Group of external stakeholders. This recommendation will be acted upon once the identity of the School is made clear.</p> <p>Digital Humanities currently maintains engagement with graduates, providing for internship opportunities and</p>	<p>Head of School/Co-ordinator of CK109 BA in English</p>	<p>none</p>	<p>2018 (tracking graduate pathways) June 2019 (employability statement) September 2019 (instantiation of advisory board)</p>	<p>Tracking graduate pathways has commenced; staff have attended employability workshops and employability statements have been completed for English and Digital Humanities; the formation of an advisory board of stakeholders in the creative industries, publishing, teaching, and digital technologies is in the final stages of completion</p>

		invited lectures from alumni, and, as we engage further with stakeholders, participatory curriculum development. Film and Screen Media tracks its graduates, invites graduates to talk to current students, and has developed and continues to develop links with external stakeholders to offer students work placement opportunities.				
8	Develops structures to support and advise students on work placement (especially within CK109), career and employment opportunities.	<p>The College Work Placement module has recently been reintroduced and we look forward to engaging with this process. The School was actively engaged with this module in its previous iteration and will continue to participate. The appointment at College level of a designated specialist who would provide expert co-ordination and administration of placements—as is best practice in many HEIs—would be welcome.</p> <p>Digital Humanities currently employs a staff member to mentor, administer, identify and facilitate work placement as part of the BA DHIT, and recently also in the MA DAH to give career advice, workshops on interviews and CV creation. We are developing a portfolio of feedback from employers.</p>	CK109 BA in English co-ordinator/Director of Creative Writing	none	ongoing	A structure has been developed to support ongoing MA in Creative Writing placements; BA in English placements take the form of the CACSSS placement module

9	Ensures that established systems which provide oversight of marking are applied across all modules and programmes, and that PhD students engaged as tutors have uniformly structured preparation for teaching and learning.	The School has followed a number of recommendations made by external examiners for oversight of marking and will continue to engage with such processes. Our tutors take a University level Teaching and Learning module, PG6003, but have expressed some dissatisfaction with this. New initiatives have been devised and are underway at School level for the training and mentoring of postgraduate tutors.	Head of School	none	ongoing	We continue to monitor marking across all programmes; new training structures have been put in place for postgraduate tutors from 2018
10	Implements the University's policy in relation to second supervision of PhD students and the numbers of PhD students that any one academic staff member can supervise.	The School currently implements the University's policy in relation to second supervision of PhD students. The second supervisor is sometimes a co-supervisor and sometimes an advisor. We have a very small number of students with a single supervisor, all enrolled under the old regulations.  The question of the number of PhD students that any one academic staff member can supervise relates specifically to the unsustainable staffing situation in Digital Humanities. That discipline requires a senior staff member to address the demand for DAH PhD places.	Head of School/ Chair of School Graduate Studies Committee	none	ongoing	We are in full compliance with UCC policy
11	Enhances its communication, information and supports for	Communication with first years is a recurring issue across the Arts degree.	Head of School	none	ongoing	Our communication mechanisms

	<p>first year students, and in addition ensures consistency of formative feedback to support student learning across all programmes and years.</p>	<p>The School has robust mechanisms in place for communication, information and supports for first years, supplemented by the School's active participation in the College first year mentoring system.</p>				<p>continue to work well and are regularly monitored and reviewed by year committee chairs</p>
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