



## Quality Assurance Cyclical Undergraduate Program Review – Executive Summary and Implementation Plan

Department of English

Faculty of Social Sciences and Humanities

April 9, 2025

### Programs Reviewed

Honours Bachelor of Arts and Sciences (English) O  
4-year Honours Bachelor of Arts and Sciences (English) O  
Bachelor of Arts (English)TB  
Honours Bachelor of Arts (English)TB  
4-year Bachelor of Arts (English) TB  
Minor in English TBO  
Minor in Writing TBO  
Certificate in Writing TB  
Specialization in Writing TB  
Bachelor of Arts (English)/Bachelor of Education P/J TBO  
Bachelor of Arts (English)/Bachelor of Education I/S TB  
Honours Bachelor of Arts (English)/Bachelor of Education P/J TBO  
Honours Bachelor of Arts (English)/Bachelor of Education I/S TB  
Honours Bachelor of Arts and Sciences (English)/Bachelor of Education P/J O  
Joint Honours Bachelor of Arts (English) with  
French, History, Philosophy or Women's Studies TB  
Joint 4-year Bachelor of Arts (English) with  
French, History, Philosophy or Women's Studies TB  
Master of Arts (English)  
Master of Arts (English) with Specialization in Women's Studies

### Executive Summary

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), the Department of English submitted a self-study (September 2019). Volume I presented the undergraduate program descriptions and outcomes, an analytical assessment of the programs, and program information along with institutional information and statistical data. Volume II provided course syllabi. Volume III provided the CVs the core faculty members and contract lecturers.

Executive Summary and Implementation Plan:  
Department of English

The Review Team for this cyclical program review included two external reviewers and one internal reviewer selected by the Senate Academic Quality Assurance Sub-Committee (SAC-QA) from a set of proposed reviewers. The reviewers examined materials and completed a two-day site visit on October 23-24, 2019. The site visit included meetings with the Provost and Vice-President (Academic); Deputy Provost and Vice-Provost (Teaching and Learning); Dean of the Faculty of Social Sciences and Humanities; Chair of the program; Dean of the Faculty of Graduate Studies; Manager, Graduate Studies Office; Director, Research Services; one joint session of faculty members (Orillia attended virtually); one joint session of contract lecturers (Orillia attended virtually); two groups of undergraduate students (Thunder Bay and Orillia campuses separately); a group of graduate students; University Librarian and Liaison Librarian. The Review Team was provided with a video tour of the Thunder Bay campus including specific spaces related to both the undergraduate and graduate programs, such as classrooms and research facilities.

In their report (December 2019), the Review Team provided feedback that describes how the programs delivered by the Department of English meet the Quality Assurance Framework evaluation criteria and align with the University mission, strategic plan and academic plan. The Review Team noted that the programs are of high quality and offer students a regionally connected and learner-centred experience supported by the full-time faculty members.

At the undergraduate level, students must meet the standard University admission policies which are appropriate for the Program Learning Outcomes. Curriculum structure and delivery, and teaching and assessment methods are appropriate, are aligned with comparable programs across Canada at the undergraduate and graduate level, reflect the current state of the discipline, and are effective in preparing graduates to meet defined program outcomes and the University's Undergraduate and Graduate Degree Level Expectations.

The Review Team noted several strengths of the Department of English programs and summarized them as follows:

- the meticulous attention to pedagogical innovation and careful student mentoring afforded by the department;
- the flexibility of the faculty members in terms of the range of fields each is able to cover in program delivery;
- the modes of course delivery and crafting of assignments (the typical critical essay, creative assignments and rhetoric and composition style assignments).

- the new curriculum [rolled out in 2015] reflects the most recent developments within the discipline; it carefully balances coverage of historical periods with attention to theory, cultural studies, postcolonial studies; [and] it pays sustained attention to indigenous content and to decolonizing curriculum, epistemology and institutional culture (in keeping with the recommendations of the TRC Report and the University's Vision, Mission and Belief).
- The English Department succeeds in delivering “a transformative university experience that is far from ordinary” (Vision); education that is about “how to think, not what to think” (Mission); and it does so through a sustained focus on the capacitation of students by affording them the “academic freedom to pursue the unconventional” and a resolute commitment to community focus (Belief).
- library staff have been resourceful and innovative in supporting student and faculty research in spite of a range of constraining factors, both financial and geographic.

Responses to the Review Team were received from the Chair of the Department of English (June 2020), and the Dean of the Faculty of Social Sciences and humanities (May 2021).

A Final Assessment Report (FAR) has been prepared to provide a synthesis of the external evaluation and internal response to the recommendations. This report identifies the significant strengths of the program, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

### **Implementation Plan**

The Implementation Plan included below identifies the academic unit's plans to action the recommendations, those responsible for ensuring their implementation and the timelines.

## Implementation Plan (Part A): Program Responsibilities

Implementation of the Recommendations	Proposed Follow-up	Responsibility*	Timeline
Maintain commitment to enhancing Departmental personnel (teaching and support), as appropriate, on both campuses (Rec'd 1, 2, 3, 6, 10)	As part of ongoing discussion, consider opportunities to strengthen and enhance Orillia Departmental personnel and overall teaching resources. Prepare a plan with goals and time-based milestones.	Chair; Department members; Dean FSSH	June 2022
Ensure, as appropriate, access to infrastructure and facilities (e.g. printing, photocopying, secure document storage) for contract lecturers (Rec'd 4)	Department to review current facilities and develop a plan with goals and time-based milestones	Chair; Department members; Dean FSSH	Sept 2022
Work with Scheduling Office to ensure that courses are scheduled as per University policy and practise taking, whenever possible, Departmental requests into consideration (Rec'd 5)	Continue dialogue with Scheduling Office to ensure that information flow is complete and timely	Chair; Department members; Office of the Registrar – Scheduling Office	Annually
Maintain commitment to building community with colleagues and students on both campuses (Rec'd 11, 12, 15)	As part of ongoing discussion, consider additional mechanisms to strengthen and enhance community with personnel (faculty, students and staff) on both campuses. Prepare a plan with goals and time-based milestones.	Chair; Department members; Dean FSSH	June 2022

**Commented [DI1]:** Obviously the timeline doesn't reflect the fact that it is now March 2022 – should it be adjusted accordingly?

Work with Faculty of Graduate Studies to recruit and retain graduate students (Rec'd 13).	Continue collaboration and discussions with FGS (Dean and staff) to optimize recruitment and retention of graduate students.	Chair; Department members; Dean FGS	Sept 2022
Consider new graduate offerings (e.g. Certificate in Writing, low-residency Masters) (Rec'd 14)	After consultation and consensus, implement change as per University requirements	Chair, Department Members, Dean FSSH, Dean FGS	June 2022
<b>Note – as all Academic Units will be developing their response to the Academic Plan (2019-2024), some of these items may be addressed as part of this process.</b>			

#### Implementation Plan (Part B): Decanal & Administration Responsibilities

Implementation of the Recommendations	Proposed Follow-up	Responsibility*	Timeline
Meet regularly with Department of English to monitor progress on the Implementation Plan	Report to the Provost and Vice-President (Academic) as part of the Annual Review process	Dean FSSH	Annually
Maintain funding and support for Library Acquisitions and the Teaching Commons	Discuss with the Provost and Vice-President (Academic) as part of the Annual Review and budgeting process	University Librarian	Annually

\*indicates individual or office with responsibility