



**To:** Vice President Academic and Research  
**From:** Chair of English and History  
**Date:**  
**Re:** Report of the English and History Department on the status of the English Programme Implementation Plan  
**Due:** 15 July 2022 (due 18 months after the Senate approval of the Final Assessment Report; Final Assessment Report was approved by Senate on 15 January 2021)

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Article 3.6.11 IQAP (pp. 48-49):

“The Department prepares a report of the status of the Implementation Plan 18 months following Senate approval of the Final Assessment Report (FAR). The CAO monitors the completion of the status report. The Department submits the status report to the CAO who submits it to AppComm for review. In consultation with QualCom, AppCom may request additional information or action from the Department. When AppCom is satisfied with the 18-Month Status Report, AppCom forwards a recommendation to Senate for approval of the report. The Office of the CAO forwards the Senate-approved status report to the Board of Governors for information. The Office of the CAO posts the approved 18-month status report on the web and forwards it to the Quality Council.”

28 July 2022

Dear Dr. Piercey-Normore,

Please find below the English programme's 18-month status report of the Implementation Plan.

I am pleased to report that all items are significantly underway.

Yours sincerely,

Alice Ridout  
Chair, Department of English and History

<b>Progress on Implementation Plan</b> <i>Briefly describe the status of each recommendation. If the status is incomplete, provide a rationale. If there were any alterations to the original Implementation Plan, please provide the rationale.</i>	
Recommendation 1	Update the curriculum. Reorganize course groups and address the lack of a clear through-line in the curriculum (see recommendations 1 (page 3), 10 (page 10), 15 (pages 13-14) and 29 (pages 25-26) in the Report on Program Quality
Status:	<i>In progress</i>
Details:	<i>Revisions approved by Department of English and History on June 14, 2022 and by Humanities and Social Sciences Faculty on July 8, 2022 to ENGL 3116 and ENGL 3137 that make the chronological through-line in the curriculum clearer</i>
Recommendation 2	Expand coverage of areas like media and culture; digital humanities; world and diasporic literature; creative writing; and professional writing (see recommendation 15 (pages 13-14 of the RPQ)
Status:	<i>In progress</i>
Details:	<i>New course in Writing for Digital and Social Media (ENGL 2696) approved by Senate on March 4, 2022 and rostered for first time in fall 2022 (synchronous online) New course in Editing and Proofreading (ENGL 3696) approved by Senate on April 1, 2022 and rostered for first time in winter 2023 (in-person SSM campus) New course in Travel Writing in progress New course in Writing for the Workplace in progress Re. "world and diasporic literature," Dr. Burnett to reintroduce a course that she used to teach regularly, if she can find the time to teach it: The Literature of India and Postcolonialism.</i>
Recommendation 3	Actively explore opportunities for online and blended learning (see recommendation 17 on page 17 of RPQ and recommendation 20 on page 19 of RPQ)

Status:	<i>In progress</i>
Details:	<i>In progress</i> <i>ENGL 2696, Writing for Digital and Social Media is designed for synchronous online delivery in fall 2022</i> <i>Continue to explore whether ENGL 1802 could be effectively delivered online</i>
Recommendation 4	Keep exploring the right mix of intellectual and “whole-person” development and professionalization (please see recommendation 5 on page 6 of RPQ)
Status:	<i>In progress</i>
Details:	<i>Courses in collecting oral histories (Algoma Remembers) and creating podcasts (Algoma Podcasts) are in development</i> <i>Department of English and History purchased recording equipment to support these professional and experiential learning courses in 2021-22</i>
Recommendation 5	Develop further professional opportunities for students to participate in experiential learning opportunities (see recommendations 16 and 17 on page 17 of RPQ)
Status:	<i>In progress</i>
Details:	<i>See item above re. Algoma Remembers and Algoma Podcasts</i> <i><a href="#">New Program Concept Summary: Minor in Creative and Professional Writing</a> approved by Department of English and History on April 12, 2022, by Humanities Faculty on April 22, 2022, and by APPCom on May 18, 2022; Department Chair notified of APPCom approval on June 14, 2022</i> <i><a href="#">New Program Concept Summary: Graduate Certificate in Creative and Professional Writing</a> approved by Department of English and History on April 12, 2022 and by Humanities Faculty on April 22, 2022, and by APPCom on May 18, 2022; Department Chair notified of APPCom approval on June 14, 2022</i>
Recommendation 6	Streamline learning outcomes of the program (see recommendations 6 (page 7), 11 (pages 10-11) and 16 (page 17) of RPQ)
Status:	<i>In progress</i>
Details:	<i>Revised learning outcomes approved by Department of English and History on April 12, 2022 and by Humanities Faculty on April 22, 2022</i> <i>Feedback provided Qual Com; Department responded on July 11, 2022; awaiting further response from Qual Com</i>
Recommendation 7	Build on Creative Writing to create a Communications and/or Creative Writing minor (see cluster of recommendations under point 29, page 25 of RPQ)

Status:	<i>In progress – concept summaries for Minor and Graduate Certificate approved by APPCom</i>
Details:	<a href="#"><u><i>New Program Concept Summary: Minor in Creative and Professional Writing</i></u></a> approved by Department of English and History on April 12, 2022, by Humanities Faculty on April 22, 2022, and by APPCom on May 18, 2022; Department Chair notified of APPCom approval on June 14, 2022 <a href="#"><u><i>New Program Concept Summary: Graduate Certificate in Creative and Professional Writing</i></u></a> approved by Department of English and History on April 12, 2022 and by Humanities Faculty on April 22, 2022, and by APPCom on May 18, 2022; Department Chair notified of APPCom approval on June 14, 2022
Recommendation 8	Explore a tighter alignment with Indigenous ways of knowing and develop stronger relationships with the Anishinaabe Studies program and offer curriculum that complements Shingwauk Kinooomaage Gamig programming (see recommendations 8 (page 8) and 9 (page 9) in RPQ)
Status:	<i>In progress</i>
Details:	<i>Three members of the English programme are serving in various capacities on the hiring committee for an Indigenous equity hire in Indigenous Histories of Canada for our twinned Department programme, History; we hope this new colleague will support us in pursuing this work further</i>
Recommendation 9	Continue collaboration with disciplines outside of the program (see recommendation on pages 7-8 of RPQ)
Status:	<i>In progress</i>
Details:	<i>Collaborative work has been somewhat curtailed during the pandemic. Some cross-listed courses have not functioned as we had hoped (e.g. ENGL 3137, Reading Darwin and His Contemporaries was cross-listed with Biology but was not attracting sufficient Biology students to facilitate meaningful interdisciplinary discussions so has been revised to more clearly provide a chronological through-line in the English major). ENGL 3916, Narratives of End Times: Apocalypse Now and Then was delivered in tandem with a History course, HIST 3906, COVID-19 in Historical Context: Apocalypse Now and Then to respond to the pandemic in an interdisciplinary manner.</i>
Recommendation 10	Seek ways to address the significant attrition in the second and third years. Consider internal strategies to deal with attrition, retention and completion rates, including the effect of the admission average on student retention (see recommendations 13-14 on pages 12-13 of the RPQ)

Status:	<i>Completed but then put on hold due to the pandemic</i>
Details:	<i>The English programme implemented a programme dinner to create a more cohesive sense of a student cohort moving through the major; however, this initiative had to be put on hold during the pandemic. It will resume as a key retention strategy as we move out of the pandemic.</i>
Recommendation 11	Rethink ENGL 1006 and 1007 (see recommendations 1 (page 3), 15 (pages 13-14) of the RPQ)
Status:	<i>Completed</i>
Details:	<i>After carefully considering these courses as they are currently designed, we determined that they were functioning well. It is difficult to assess student enrolment in these courses as it jumped to over 40 students during the first year of the pandemic and then dropped when the pandemic was still ongoing but we were back in the classroom. We need to wait for recovery from COVID-19's impact before we can reassess these courses' enrolment.</i>
Recommendation 12	Continue to work with Recruitment and Marketing to communicate the value of the program clearly to prospective students (see recommendations 19 on pages 18-19 of RPQ)
Status:	<i>Completed</i>
Details:	<i>A set of student interviews have been recorded and edited and will be provided to Recruitment and Marketing Continue to meet regularly with Recruitment and Marketing Participated in all the virtual recruitment fairs</i>

*Insert more lines as needed*

Please use the space below to report on anything the Department/Program believes is appropriate to bring to the Algoma University Senate concerning this program. Please outline and explain any circumstances that have altered the original Implementation Plan and any significant developments or initiatives that have arisen since the program review.

It has been a particular challenge to be trying to pursue an Implementation Plan during the pandemic. The pivot to online delivery for the academic year 2020-21 was challenging and time-consuming for all faculty but our enrolment numbers held steady and even improved that year. In 2021-22, when we returned to in-person classroom delivery of our courses, our numbers dropped considerably because the pandemic was continuing. We hope that in the next year or two we will get a clearer picture of how our Implementation Plan is affecting recruitment and retention.

The English programme was particularly affected by the changes to the Project Management Graduate Certificate. In the summer of 2021, the unexpectedly high student numbers in that programme resulted in class sizes of such magnitude that the integrity of the course sections was compromised. Those excessive numbers resulted in the hire of two CLTA positions in the English programme. However, in winter 2022 it was suddenly announced that the PM Certificate was cancelled. This has caused a great deal of uncertainty for the English programme. We have tried our best to be responsive to these sudden changes. It should be noted that the administrative work of hiring new part-time faculty and then two full-time faculty to teach ENGL 1801 has delayed our work on programme development for the English major.

### Implementation Plan (from FAR)

	<b>Recommendation</b>	<b>Responsible for Leading Follow-Up</b>	<b>Timeline for Addressing Recommendation</b>	<b>Required Resources</b>
1.	Update the curriculum. Reorganize course groups and address the lack of a clear through-line in the curriculum (see recommendations 1 (page 3), 10 (page 10), 15 (pages 13-14) and 29 (pages 25-26) in the Report on Program Quality	All English programme faculty	Ongoing	
2.	Expand coverage of areas like media and culture; digital humanities; world and diasporic literature; creative writing; and professional writing (see recommendation 15 (pages 13-14 of the RPQ)	Dr. Michael DiSanto--digital humanities; Dr. Alice Ridout--media and culture; world and diasporic literature; Dr. Linda Burnett--creative and professional writing	Ongoing  New world and diasporic literature courses have already been added (ENGL 3357 & ENGL 2496) as is a creative nonfiction course (ENGL 2546); Special Topic course (ENGL	Technology and expertise would both be required to help support the development of a digital humanities course. For technology, a budget to purchase multiple

			3916) in apocalyptic thought and narratives offered in response to COVID-19 in Fall, 2020 is covering media and culture content. This work has, therefore, already started and will continue.	scanners and computers to equip a dedicated workshop is necessary. This may be done in coordination with the university archives as a shared workshop space for digitizing archival materials. A qualified computer specialist with expertise in archival databases will be needed to maintain online repositories and work with students on technical problems.
3.	Actively explore opportunities for online and blended learning (see recommendation 17 on page 17 of RPQ and recommendation 20 on page 19 of RPQ)	Dr. Alice Ridout	Winter, 2020 and 2021 (make ENGL 1802 hybrid) Winter, 2022 (take ENGL 1802 entirely online) ENGL 2127— explore possibility of keeping it online after spring, 2020	Financial support for additional workload to create online course; Online course design expertise and support; Recording facilities and equipment (e.g. Audio interface, audio production

				software, video camcorder, video editing software, and microphones) for creating Podcasts with high-quality sound; Subtitling of video lectures
4.	Keep exploring the right mix of intellectual and “whole-person” development and professionalization (please see recommendation 5 on page 6 of RPQ)	All English programme faculty	Ongoing A suite of experiential learning courses (with the new additions of Algoma Remembers and Algoma Podcasts) will give students additional professionalization opportunities; Developing a creative and professional writing minor will also give students the opportunity for further professionalization	Financial support for ongoing community outreach initiatives-- Algoma Reads and Algoma Remembers
5.	Develop further professional opportunities for students to participate in experiential learning opportunities (see recommendations 16 and 17 on page 17 of RPQ)	Dr. Alice Ridout – Algoma Reads and Algoma Remembers  Dr. Alice Ridout & Dr. Michael DiSanto – supervision of Work Study student employees	Summer 2022	A dedicated annual budget to support Algoma Reads; a one-time budget to purchase one or two high-quality recording devices for student use. Advice regarding the development of experiential learning course outcomes and



				assessment. Website support to host the completed Algoma Remembers oral histories
6.	Streamline learning outcomes of the program (see recommendations 6 (page 7), 11 (pages 10-11) and 16 (page 17) of RPQ)	Programme faculty have already agreed to adopt the learning outcomes proposed by the external peer reviewers	September 2021	None.
7.	Build on Creative Writing to create a Communications and/or Creative Writing minor (see cluster of recommendations under point 29, page 25 of RPQ)	Dr. Linda Burnett*; all faculty will need to contribute towards creating an annual workshop with a visiting writer; we will work with Marissa Ross to see if she would be interested in working with the program to develop an experiential course based on <i>Algoma Ink</i>	Summer 2021	A dedicated budget to cover the travel and accommodation costs for a visiting writer annually

8.	Explore a tighter alignment with Indigenous ways of knowing and develop stronger relationships with the Anishinaabe Studies program and offer curriculum that complements Shingwauk Kinoomaage Gamig programming (see recommendations 8 (page 8) and 9 (page 9) in RPQ)	All English programme faculty with support from Department Chair	Summer 2021	Faculty hire with expertise in Indigenous Literature (perhaps in collaboration with other programmes in the Humanities Faculty)
9.	Continue collaboration with disciplines outside of the program (see recommendation on pages 7-8 of RPQ)	All English programme faculty	Ongoing	
10.	Seek ways to address the significant attrition in the second and third years. Consider internal strategies to deal with attrition, retention and completion rates, including the effect of the admission average on student retention (see recommendations 13-14 on pages 12-13 of the RPQ)	Department Chair	Ongoing	Programme budget is used to host the dinner for English majors
11.	Rethink ENGL 1006 and 1007 (see recommendations 1 (page 3), 15 (pages 13-14) of the RPQ)	All English programme faculty under the leadership of Dr. Michael DiSanto (instructor of ENGL 1006)	Ongoing	
12.	Continue to work with Recruitment and Marketing to communicate the value of the program clearly to prospective students (see recommendations 19 on pages 18-19 of RPQ)	All English programme faculty with support from Department Chair	Ongoing	