
Final Assessment Report- Executive Summary

English

2018-2025

To: Algoma University Senate

From: Dr. Brett Goodwin, Vice President Academic and Research

Date: November 2025

In accordance with the Algoma University Institutional Quality Assurance Process (IQAP), this Final Assessment Report and Implementation Plan provide a synthesis of the cyclical program review process (and related outcomes) of Algoma University English programming, including: Bachelor of Arts (Honours) English, Single Major (BA4.ENGL); Bachelor of Arts (Honours) English Creative and Professional writing Specialization (BA4.ENGL.WRIT); Bachelor of Arts (Honours) English Combined Major (BA4.ENGL.xxxx); Bachelor of Arts (General) English, Single Major (BA3.ENGL); and Bachelor of Arts (General) English Combined Major (BA3.ENGL.xxxx). This report identifies the strengths of the program, together with the opportunities for program improvement and enhancement. The report sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies (a) what bodies are responsible for approving the recommendations set out in the Final Assessment Report, (b) what bodies are responsible for providing any resources made necessary by the recommendations, (c) any changes in the organization, policy or governance that will be necessary to meet the recommendations, (d) what bodies are responsible for acting on those recommendations, and (e) the timelines for acting on and monitoring the implementation of those recommendations.

Cyclical Program Review Summary for the English Program

The English program Self Study Committee submitted the completed self-study to the CAO Office on August 19, 2025. The Quality Assurance Committee approved the Self-Study and recommended it for external review at its next meeting on October 28, 2024. The self-study included an analysis of program strengths and areas for improvement informed by quantitative data analysis, feedback from students, and an analysis of the program curriculum. Included were the CVs for full-time faculty, course outlines, and student survey results.

Two arm's length reviewers were selected by the Quality Assurance Committee of the Senate to conduct the external review. The reviewers, (Dr. Goran Stanivukovic, Professor, English and Literature at Saint Mary's University; Dr. Douglas Ivison, Associate Professor, English, Lakehead University) were provided with a briefing package and conducted a virtual site visit on January 20, 2025. The external reviewers met with faculty in the program, the members of the Self-Study Committee, the departmental and Faculty chairs, academic and administrative unit heads, including the VPAR, the Acting Associate Vice President Student Affairs, the Chief Information Officer, the Manager of National Recruitment, the Educational Developer, the University Librarian and current students and alumni of the program.

The reviewers submitted the Reviewers' Report on the English program on February 7, 2025. In their report, the external reviewers provided feedback on each of the evaluative criteria in the IQAP. The objectives,

admission standards, curriculum, teaching and assessment, and quality indicators were assessed for the programs under review.

The reviewers provided 10 recommendations for improvement of the English program.

Below you will find a summary of the findings and recommendations.

Summary of Significant Program Strengths

- The reviewers indicated that the core faculty in the English program are well-qualified and highly dedicated teachers, scholars and colleagues who are committed to maintaining a high standard of teaching excellence.
- Students appreciate the individual student attention, high quality of instruction and mentorship that they receive from faculty members.
- The program fosters a close-knit and supportive learning environment for students
- The program provides students with strong academic preparation for pursuing graduate studies in English and related disciplines.
- The program offers a good section of courses that provide comprehensive coverage across various historical periods, genres, and critical approaches appropriate for the discipline of English.

Summary of Reviewer Recommendations

- The reviewers recommend that the department review the impact of Generative AI and immediately commence a review to examine how to respond to the profound impact of Generative AI. This review should consider the impact on academic integrity, workforce readiness, including teaching students competence with AI tools.
- The reviewers recommend that the Department consider introducing an optional capstone project as an option for Honours students.
- The reviewers recommended that the department address low enrollment and recruitment including developing a formal recruitment strategy to target specific student pools, and provide targeted support for first-year students to improve retention and success rates.
- Support continuous quality improvement through adapting the curriculum to future demands and enhancing the experience for top-tier students in their final year.

Program Quality Outcome

The Quality Assurance Committee of the Senate discussed the distinguishing features of the English programming described by both the Self-Study Committee and the Reviewers. The Committee determined that the English program is of **“Good quality with minor concerns – QualCom has some concerns about the quality of the program. The recommendations for quality improvement need to be implemented in order to enhance the overall quality and viability of the program** on August 25, 2025.

Implementation Plan

The Academic Dean was asked to review the Report on Program Quality and rank the recommendations. The Dean completed the prioritization practice and informed the Department on September 12, 2025. The Department Chair submitted the draft Implementation Plan to the Designate of CAO on October 17, 2025. The Quality Assurance Committee (QualCom) approved the draft Final Assessment Report and the Implementation Plan on December 8, 2025. Items in the chart below are ordered according to the ranking and priority level provided by the Academic Dean.

The English program shall prepare a report of the status of the agreed-upon Implementation Plan 18 months following Senate approval of the Final Assessment Report. This report shall be submitted via the Office of the CAO to the Quality Assurance Committee for review. The date of the next English program review is 2030/31.

English Implementation Plan 2025

Priority #	Recommendations	Who is Responsible for Leading /Following-Up?	What Resources are Required?	Timeline for Addressing Recommendation
1.	<p>RECOMMENDATION 3: Change the Name of the Program (Program)</p> <p>Although ostensibly an English and Film program, in recent years Film has not been prioritized in the program's course offerings. Unless the program begins to offer more Film courses, we recommend that Film be dropped from the name of the program. Instead, we recommend that the Department consider renaming the program 'English and Writing,' to acknowledge the recently launched minor and specialization in Creative and Professional Writing, and the program's commitment to offer writing-focused courses to both majors and non-majors.</p>	<p>Drs. Ridout and Johnston have completed the initial work on a curriculum map for a joint English and History program. All tenured members of the Department of English and History will be working to complete a merger of these two programs for Senate approval by the end of the academic year 2025-26 to launch in fall 2027. This merged program will be renamed.</p>	<p>Market research regarding possible names for the joint English and History program.</p>	<p>Major revision to merge programs for completion by the end of the academic year 2025-26.</p> <p>Work with recruitment during 2026-27 to start registrations from fall 2027.</p>
2.	<p>RECOMMENDATION 8: Allow English Majors to Take More Writing Courses (Program)</p> <p>Currently, many of the program's Writing courses cannot be counted towards the requirements of the English major. We recommend that the program review its Writing courses to determine whether some of them should be allowed to count toward the English major's program</p>	<p>All tenured members of the Department of English and History will need to discuss this recommendation in light of the newly merged program we are developing.</p>	<p>Time for tenured faculty in the Department of English and History to discuss this; if we cannot accommodate these discussions in our regular monthly meetings, we may require a longer retreat.</p>	<p>Major revision to merge programs for completion by the end of the academic year 2025-26.</p>

	<p>requirements. In particular, we recommend that ENGL(W) 2696 Writing for Digital and Social Media and ENGL(W) 2797 Writing for the Workplace be able to be counted towards the English major.</p>			
3.	<p>RECOMMENDATION 7: Develop a Humanities Major (Program)</p> <p>Given that the Department of English and History is home to English, History, and Philosophy courses, we recommend that the Department continue its work on developing a collaborative major incorporating all three Humanities disciplines. Such a program might also include Humanities courses in other Departments (e.g. Modern Languages). This should not mean eliminating the existing English or History majors. Instead, it will provide another option to students at little additional cost.</p>	<p>As noted above, Drs. Ridout and Johnston have completed the initial work on a curriculum map for a joint English and History program. All tenured members of the Department of English and History will be working to complete a merger of these two programs for Senate approval by the end of the academic year 2025-26 to launch in fall 2027. We will consider in our discussions including other Humanities courses but the priority will initially be the merging of English and History as the electives students are required to take already enable them to take other Humanities disciplines.</p>	<p>Market research to explore the viability of different configurations of Humanities disciplines.</p> <p>When the external examiners virtually visited with us, we had two CLTAs in English and had recently had a CLTA in History. We will return after July 1, 2026 to three tenured faculty in English and a single tenured faculty member in History. Therefore, our resources will not enable us to <i>add</i> an interdisciplinary program to our current English and History majors but rather we will need to replace our current English and History majors with a joint program to become more sustainable. The new program will enable students to specialize in one or other of these two disciplines.</p>	<p>Major revision to merge programs for completion by the end of the academic year 2025-26.</p> <p>Collaborations with further disciplines may follow the launch of the merged program in fall 2027.</p>



<p>4.</p>	<p>RECOMMENDATION 10: Introduce a Capstone Project (Program)</p> <p>We recommend that the program consider the introduction of a fourth-year project as an option for strong students. This would provide honours majors with the opportunity to conduct independent research, produce a creative work, or produce creative/research work in alternate formats (e.g. podcasting). Given the workload implications of such a requirement, and to avoid too significant an impact on upper-year course enrolments, only strong students should be eligible to pursue this option.</p>	<p>All tenured members of the Department of English and History. Work on this is already underway and it will be an important element in the merged English and History program.</p>	<p>Questions about a capstone project may well be included in the market research that will be conducted – see comment above re. recommendation 3.</p>	<p>Major revision to merge programs and introduce a new interdisciplinary capstone project will be sent to the Senate (and its relevant committees) by the end of the academic year 2025-26.</p>
<p>5.</p>	<p>RECOMMENDATION 5: Make English 2926 a Program Requirement (Program)</p> <p>Given Algoma's Special Mission, and the English discipline's increasing emphasis on decolonization and Indigenization, we recommend that the program consider requiring that all majors take English 2926, Indigenous Literatures of North America. The History program might also be urged to make this course a requirement for History majors.</p>	<p>All tenured members of the Department of English and History.</p>	<p>None.</p>	<p>The merged program will include the requirement that students take a certain number of credits from a group of courses with content specific to Turtle Island all of which include Indigenous content and some of which consist wholly of Indigenous content including ENGL 2926.</p>



<p>6.</p>	<p>RECOMMENDATION 4: Expand Opportunities for Remote and Brampton Students (Program)</p> <p>Although we commend the program for its commitment to providing a high-quality in-person learning environment, given Algoma's commitment to accessibility and the fact of the Brampton campus we recommend that the program discuss offering more courses online, via videoconference, or in a hybrid (combined in-person/online) format. This may help to increase course enrolments and provide Brampton students with the opportunity to at least be introduced to English courses. In making this recommendation, however, we emphasize that in order to maintain the program's commitment to dialogic pedagogy, and to mitigate concerns related to academic integrity, it is crucial that online courses should have the same caps as in-person courses.</p>	<p>All tenured members of the Department of English and History.</p>	<p>Not yet clear – it may be that further classroom technology is required to do this well.</p>	<p>The priority until fall 2027 will be launching the new merged English and History major. English and History majors are not offered on the Brampton campus.</p> <p>We will continue to offer electives on the Brampton campus and have a plan for a writing certificate there which we are working on.</p>
<p>7.</p>	<p>RECOMMENDATION 9: Review the Impact of Generative AI (Program)</p> <p>Given the profound impact of Generative AI on English programs, we recommend that the program commence a review of its program to examine how to respond to the impact of Generative AI. In addition to issues related to academic</p>	<p>All tenured members of the Department of English and History.</p>	<p>It is as yet unclear what resources will be required. It is possible that new courses instructing the use of AI are developed in the future which may require specific software and expertise.</p>	<p>Ongoing – it is unlikely this project will have an end date as AI tools are constantly evolving.</p>



	<p>integrity (which may require new forms of assessment), the program needs to consider how and what English majors need to be taught in a world in which AI tools may devalue the writing and editing skills prioritized by English programs and in which university graduates will be expected to have competence with AI tools when they enter the workforce.</p>			
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