



English Quality Assurance Plan

Date submitted to SSCPR: September 28, 2022

Date Self-Study Report approved by SSCPR: November 24, 2021

Date of External Review: March 23, 2022

SUMMARY OF PROGRAM STENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

The English Department serves the institution with approximately 255 sections each year taught by approximately 40 regular faculty members and 10 non-regular faculty. More than 85% of these sections are first-year courses: ENGL1100, ENGL1202, ENGL1204, and ENGL1207. While the department is large, a relatively small portion of our offerings is dedicated to our credentialled programs. The BA Minor in English was developed in 2005, followed by the BA Major in English in 2008. This is the English Department's second program review; the last program review was conducted in 2014. In this current cycle, the Program Review committee has focused almost exclusively on the degree credential programs (AA, Minor, and Major). Our programs, particularly our Majors Program, have been growing in the last several years (OPA data indicates that headcount in upper-level courses has increased 44% between 2014/2015 and 2019/20). This growth is due in part to a reduction of in-program pre-requisites undertaken after the last program review. We have also sought to offer more courses in popular genres in the last number of years, creating more offerings in areas such as film, myth, and young adult literature, a trend that we expect to continue. In this cycle, we seek to update our program offerings to align with changes in the discipline, to diversify our offerings both within individual courses and within the program itself, to eliminate registration bottlenecks, and to meet the needs of students, providing flexibility and choice to capitalize on the potential of English within the Faculty of Arts' programming. The program updates suggested in the Self-Study Report (SSR) and this report are supported by the External Review (ERR), administrative data, student surveys, alumni surveys, and faculty surveys.

Strengths: As demonstrated in our surveys, our focused, engaged, caring faculty members are the program's most important assets. As Canada Research Chair in South Asian Studies, Dr. Asma Sayed's research, advocacy, and teaching bring energy and excitement to the department around research and bringing research into the classroom. She is already employing several student assistants, giving our Majors wonderful opportunities to engage in pertinent and timely disciplinary research. Dr. Sayed is also a crucial resource and mentor for the program's goals around EDID. Faculty member Greg Chan, Outreach Coordinator for Kdocs and editor-in-chief of *Mise-en-Scène: The Journal of Film and Visual Narration* (homed at KPU), likewise brings opportunities for our students to publish and work in student assistantships. These are just two outstanding examples of faculty who are generating energy and opportunities for our faculty and students. The size of our department is a strength because it allows us to have a large roster of instructors with a broad array of expertise that they bring to our program curriculum. We are well positioned to offer more courses in popular genres such as film, the graphic novel, and horror. We have also, in the last five years, hired strategically so that we are better placed to respond to calls for Indigenization and decolonialization and to offer more literatures focused on historically underrepresented, multi-cultural, and multi-ethnic voices; however, this must be an ongoing focus of future searches. Students, alumni, and external reviewers alike point to small class sizes and faculty attention as a major benefit of our program. Finally, we have the faculty capacity to develop a program that speaks to our strengths as part of a diverse polytechnic university.



English Quality Assurance Plan

Challenges: While the size of English is a strength in many ways, our size relative to our program offers challenges when planning for and offering faculty access to upper-level courses. We often face challenges in our rollout of courses given that many faculty have a heavy marking load and are overwhelmed by new preps at regular intervals, particularly when they are not guaranteed to teach that course again within a reasonable period. Another challenge is finding the appropriate number of upper-level courses to offer during a period of growth (not to mention the further challenge of the pandemic and post-pivot environment). 100% of our students surveyed indicated that access to courses they wanted during a specific semester was a barrier, while 67% said that being unable to get into full courses was a barrier. Students particularly noted that summer semester is a challenge. Another challenge in the program is that our wide suite of offerings was created over many years and does not necessarily align across sub-disciplines or across levels of the program. While the size of our department has its benefits as stated above, we have many committees, creating a multi-layered process for curricular and department changes that require broad support; it simply takes longer to consult more people. It will be a major challenge to map the current curriculum, engage with the department about refreshing learning outcomes and course outline language, standardize course outline language to create and reinforce coherence across levels of the program, and re-imagine the way that many of our canonically focused courses can be made more flexible to focus upon skills building as well as content, while also taking into account the ways in which our curriculum can engage with diversity and representation. Another challenge we face is the social cohesion of our program, given the layout and space constraints of the English Department's office and meeting spaces. We are the largest department in Arts, but we do not have the meeting and flexible spaces that the next two largest programs have.

Opportunities: English is well-placed within Arts because of its attractiveness to students who wish to enter many fields: education, library sciences, communications, professional writing, and law primary among them. Our program's renewed emphasis on skill building—communication, expression, analysis, research, and critical thinking—will offer students tools they will need as citizens in the 21st century world. We see many opportunities for collaboration with other Arts programs as well as a clear opportunity to offer a more flexible Minor, for example, that would meet the needs of students in many other Arts disciplines. Given the recent completion of the BA Framework and AC14, we also believe the time is right for a large-scale re-imagining of the Majors program, including reimagining the potential for both seminar and experiential learning opportunities for our 4th year students. With flexible, student-centered, and topic-driven curriculum development, there are many opportunities to invite students into discussions about the significant issues of today through the analysis of story and narrative.

Threats: The threats that we may face as a program include the following: decreasing domestic enrolments; retention in four-year programs; competition from other post-secondary institutions, particularly those offering upper-level English courses “on demand” as distance education courses; and the de-valuing of the Humanities in larger social discourse, specifically the idea (which is not data-driven and is countered by many studies showing that employers value communication and critical thinking skills centred in Humanities programs) that English majors are less employable than counterparts in Business or STEM.



English Quality Assurance Plan

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Plan does not address as provided below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
<p>The External Reviewers suggest, “The department and deans should revisit the 4300 and 4400 courses. These experiential learning courses have become moribund with the loss of the instructor who used to teach them. If possible, caps should be lowered from the current 25 to allow responsible delivery of these courses and they should be revived.”</p>	<p>ERR 4</p>	<p>Class sizes are not within control of the department. While we will certainly have discussions with the Dean, class size is a KPU-KFA issue. Outside of class size, we do (below) address the re-imagining of 4000-level courses and experiential options as recommended here.</p>
<p>The External reviewers suggest, “[T]hat course caps should be kept as low as feasible, in recognition of the fact that small class sizes are integral to student satisfaction and to the quality of the education KPU delivers through its English department. (Unlike many other disciplines, English and especially writing instruction simply cannot effectively be delivered in groups of more than 25).”</p>	<p>ERR 4</p>	<p>Class sizes are not within control of the department. While we will certainly have discussions with the Dean, class size is a KPU-KFA issue.</p>
<p>“Have some faculty “flex” spaces even shared, that could be used for meetings with students.”</p> <p>“Create more communal meeting spaces for students on campus indoors and outdoors.”</p>	<p>ERR 7; SSR 49, 55</p>	<p>While we have added a section below which has achievable goals such as “lobbying for space,” we acknowledge that the department does not have control of space plans for campuses and can go no further than lobbying. This is out of the control of the department, and, we acknowledge that, given space constraints, may also be out of the control of the Dean of Arts.</p>

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: September 2022

GOAL 1: Improve student access to 2000-4000 English courses to facilitate degree completion and better meet demand

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Meet and encourage student demand through the offering of more 2000-4000 courses each term, with a particular focus on summer semester offerings.	Self-Study (SSR) 7, 10, 14-15; OPA Program data; Student & Alumni surveys.
Offer more online and blended learning opportunities to meet increased student demand.	SSR 15-16, 30, 43-45
Offer popular courses more often to allow for predictability and meet student demand.	External Report (ERR) 3

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Offer more required and elective courses across all three semesters. Ensure appropriate numbers of courses are offered to give students choice and flexibility, particularly in the summer semester. This will require future regularized/ hired faculty to teach in the summer semester. Continue to respond to demand.	Chair/ Dean's Office/ ENGL Ed Planning	09/22	05/23 for first full cycle; ongoing	ENGL has already begun offering more 2000-4000 literature courses more often. Fall 2022 is the first semester in some time in which we do not have wait lists for most upper-level courses. Strategy sessions with the dean's office to discuss ongoing numbers are imminent.
Offer more online and hybrid courses in 2000-4000 level to offer flexibility and meet student demand, consistently revisiting numbers.	Chair/ Ed Planning	09/22	05/23	In the pandemic context, this remains conjectural as we see how enrolment patterns play out over several semesters; we have planned for more online options in Spring 2023.



English Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Use Ed planning to ensure that popular courses run more often to provide students with access to the courses they want.	Chair/ Ed Planning	09/22	05/23	
Make course outline changes to make consistent language for 4 th year topics courses, enabling students to take these courses more than once for credit if the topic and instructor differ. This change will allow students more flexibility and choice. It will help to meet demand for specific topics because students who see a new topic/ instructor that interests them in a 4000-level course can access that course regardless of whether they have taken the course before with a different instructor and topic.	Chair/ ENGL Curriculum Committee	09/22	09/23	Passed at ENGL Curriculum Committee; memo for revisions next goes to ASCC. We have discussed this change with Terri Taylor (OREG) and Parthi Krishnan (chair of ASCC).
Revisit calendar language around historical breadth requirements to ensure that we can easily add new courses to these categories without program changes and to make language clearer for students. While all of our historical breadth courses meet similar learning outcomes, having more options satisfies the demands of our field because we provide coverage across different historical periods of literature. These courses will, of course, be included in our curriculum mapping. This initial step is simply about looking at options for how to present these historical “groupings” in our calendar so that students can more easily understand their options. This will ease the way for later development.	Chair/ ENGL Curriculum Committee/ OREG	09/22	09/24	Initial meeting with Terri Taylor (OREG) complete; will continue to look at options for “groupings” used by other programs.
Encourage faculty to develop further courses in our required historical breadth categories to allow for more offerings, easier scheduling, and more flexibility for Majors in meeting historical breadth requirements. These courses meet all the core program-level Learning Outcomes, but they specifically address number 3: “Understand the history and evolution of the discipline, current debates, and possible futures.” Any course in these historical categories meets the same program-level Learning Outcomes; having multiple courses offers students a chance to meet these outcomes in different contexts, satisfies historical breadth coverage demanded by our field, and gives students choice of how to meet these learning outcomes.	Chair/ENGL Curriculum Committee	09/23	09/25	The department often runs proposed courses in topics courses to gauge student interest and feasibility for development. This necessitates an extra governance/ curriculum cycle before course development. We will develop several courses in these areas over the next several years.

Resource Requirements (if applicable)
Resources required to achieve this Goal:
When resources will be required: Fall 2022 forwards
Faculty and/or Institutional support required: Support from the dean’s office to experiment with numbers and combinations of offerings as well as support to increase offerings in summer semester, specifically.

GOAL 2: Streamline, update, and rationalize upper-level course offerings

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Develop courses that reflect changes in scholarship and pedagogy across the sector and discipline.	SSR 16, 52
Encourage faculty to develop topics and courses that align with their areas of training and research.	SSR 45, 52
Once the courses currently under development are completed, the department should engage in curriculum mapping to ensure all program learning outcomes are met and appear at every year of the program. New faculty hired during the writing of this report will be essential to this process because of their specific areas of expertise.	SSR 29, 54
Encourage the inclusion of critical theory into the content and learning outcomes of existing upper-division courses.	SSR 28
Create greater coherence and flexibility across existing third-year national literature courses.	SSR 29, 54
“The External Review team fully supports increasing course offerings at the 2000-4000 level to meet student demand for more diversity, to enable more flexibility in the English Minor program, and to continue to de-colonize the overall curriculum.”	ERR 5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Engage in curriculum mapping.	ENGL Curriculum Committee/ Upper Level	01/23	05/23	See also Goals 3, 4 and 5. Our Program Review cycle started before Curriculum Mapping was required. Feedback at SSCPR in our Self Study stage suggested the vital importance of engaging in this exercise



English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				<p>before implementing broad program changes.</p> <p>New information in October 2022: Applications have opened for curriculum-focused time releases through the Arts office. We will apply for a time release for mapping and the tasks that follow upon mapping.</p>
Revise language across national, historical, and genre courses to adhere to consistent schemas.	ENGL Curriculum Committee/ Upper Level	09/23	09/25	With over 60 courses (and many up for renewal this year), this process may take time as we consult with faculty and make appropriate changes. Hopefully we can agree to principles and then move changes through in groups. The interim actions will include the curriculum mapping and the consultations and work done in the two goals below.
Develop consistent language for course outlines that addresses the differences between 2000, 3000, and 4000 level courses. Include revised language in course outlines as they come up for revision.	Chair/ Curriculum Committee	09/22	09/24	Our 2000 level courses, for example, have long been considered survey courses, but that language of “survey” and “100 years” is not consistent across all the descriptions. As the courses were developed over many years, language needs consistency. This is one of many examples. We will be drawing from the curriculum mapping work and program-level outcomes to make sure language is consistent and updated.



English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Hold discussions with our faculty who are experts in their fields to examine the flexibility and currency of courses, particularly in historical/ national categories. Consider “Studies in” courses at the 3000-level to provide flexibility for instructors and Ed planning that would also allow for compelling topic-driven courses to meet student interest and demand. Move changes through curriculum system.	Chair/ ENGL Curriculum Committee/ Upper Levels Committee	01/23	09/25	
Create 2000-level World Literature course and start to update the current national categories to better reflect the diversity of literature studied in the field and the faculty we currently have in the program.	Chair/ENGL Curriculum Committee/ area experts	09/22	09/23	The addition of this course is earmarked as especially pressing, given our need to offer courses that examine a multiplicity of voices. ENGL Curriculum Committee has agreed to this course in principle. Development has begun with qualified faculty. Planned for Fall 2023 calendar and to run in 2023-2024.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Faculty support for curriculum mapping.
When resources will be required: 2023-2024
Faculty and/or Institutional support required: Will apply for a time release for curricular work from the Arts office in October 2023.

GOAL 3: Streamline course requirements for the Major and Minor

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Change program requirements for the Minor.	SSR 28, 53
Reduce the historical requirements in the second year in order to support the creation of a required skills course for all Majors, Minors, and A. A. students.	SSR 28, 53
Reconsider the current theory requirement and consider replacing it with a second-year skills and methods course.	SSR 28, 53
Provide more flexibility for students to meet core requirements and to customize their individual learning experiences.	SSR 16, 52
Create more flexibility in the program structure to allow for concentrations and faster completion.	SSR 28, 53
<p>“We support the department’s commitment to changing the program requirements for the BA Minor, to increase flexibility and desirability, and confirm that this is in line with disciplinary trends.”</p> <p>“We support adding a second-year course on methods of literary study and criticism.”</p>	ER 4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Examine program requirements from other Minors across the province and develop new flexible Minor model, focusing specifically on whether to keep theory and fourth-year requirements. The flexible Minor will continue ensure that students are meeting the major program-level learning outcomes embedded across the 2000-3000 levels of our program, the students in the Minor are currently having to meet this at almost as a high a level as our Majors. Instead, creating a flexible Minor fits with trends across Canada, allows flexibility and choice for students, and ensures they still meet the major program-level learning outcomes.	Chair/ Program Review/ ENGL Curriculum Committee	09/22	09/22	We have already examined minors across the province and in other parts of Canada. The Minor will continue to align with program-level outcomes and ministry approved attributes. Consultation complete. Motion approved at department-level ENGL Curriculum Committee on September 7, 2022.
Consult and vote upon new flexible Minor at the Department level and implement changes through the curricular system.	Chair/ Program Review/ ENGL	10/22	09/23	Motion headed to the October 28, 2022 department meeting.

English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
	Curriculum Committee			
Develop and run a second-year skills and methods course (ENGL 2250 Approaches to Literary Study) that will bring critical methods and foundational skills into the foundation(s) of the program. Program-level Learning Outcome number 2— “Demonstrate critical thinking and reasoning skills in reading, comprehending, and evaluating texts and contexts. Interpret and analyze texts from a variety of critical and theoretical perspectives”— and number 6— “Frame and investigate relevant research questions to draw upon and document primary and secondary sources to develop original analyses, interpretations and arguments” –are embedded in all 2000-3000 courses across the program, this course will concentrate on the skills building that will allow students to better meet these outcomes in all of their courses.	Chair/ R.D. (course developer)/ ENGL Curriculum Committee/ Ed Planning	09/22	01/24	Course application has been approved at dean’s office. Course is currently in outline development phase with goal to be available in the 2023 calendar. Planned to run in Fall 2023 or Spring 2024. “Soft launching” this course in 2023-2024 will allow us to gauge student satisfaction, Ed Planning possibilities and so on. This feedback will help to inform the part this course plays in the larger program changes.
Hold discussions with our faculty theory experts and upper-level instructors in the department to consider the goals of the theory requirement in our Major Program, consider its currency in the context of other degrees across the discipline, and decide how to modify the theory requirement. This will be done after the aforementioned curriculum mapping and in alignment with ministry approved attributes.	Chair/ Upper Levels Committee/ ENGL Curriculum Committee	09/23	09/24	All larger changes to the majority of courses and to the Major will come after a thorough round of curriculum mapping.
Consult upon a change from specific historical requirements at 2000-level to the new skills and methods course for Majors. This will move students towards the program-level learning outcomes, while still offering them flexibility and choice among the historical periods in our field.	Chair/ Upper Levels/ ENGL Curriculum Committee	09/23	09/24	The course needs to go through governance before it can be considered for addition to the program.



English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Institute a new, more flexible set of requirements for Majors. While this work ostensibly starts in 2023; it requires many of the steps here to happen first.	Chair/ ENGL Curriculum Committee	09/23	09/25	Our tentative goal is currently the Fall 2024 calendar; however, we may need to extend to 2025 if any of the pieces are held up in consultation.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 4: 4th-year experience/ renew experiential opportunities

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Include experiential learning opportunities and explore capstone course requirements.	SSR 16, 45, 52, 54
Revitalize existing experiential learning courses (4300: Writing and Persuasion Beyond the Classroom and 4400: English Studies and the Classroom) and build professional skills opportunities for English students.	SSR 28, 53
Investigate establishing a co-op program to supplement or replace the current intern options. Paid work experience could be a key element of the program and make it more appealing to greater numbers of students. Business industry involvement would benefit the program, students, and the business industry.	ERR 3
“The department should consider providing a seminar experience for majors, as they once did. Caps should be lowered again to levels that make the seminar experience meaningful. ... The department and deans should revisit the 4300 and 4400 courses. These experiential learning courses have become moribund with the loss of the instructor who used to teach them. If possible, caps should be lowered from the current 25 to allow responsible delivery of these courses and they should be revived.”	ERR 4
“The department should consider introducing upper-level courses in the library, both as experiential learning opportunities and to create opportunities for alumni to apply effectively to MLIS programs.”	ERR 4
Explore an honours option for English majors.	SSR 50

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Establish Experiential Learning Working Group (ELWG) as a subcommittee of Curriculum Committee to explore options and generate ideas for what we want 4 th year to accomplish. This may include coordinating work experience with the Learning Centre, the English Writing Labs, or the university library.	ELWG	09/23	09/24	Revisions and development will be done in consultation with ENGL’s Curriculum Committee; courses will be presented to the full Department for feedback
Revisit ENGL 4300 and 4400, and possibly develop a new ENGL 4xxx capstone course.	ENGL Curriculum Committee	09/23	09/24	

English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Consult with Upper Levels Committee to gauge interest in, and feasibility of, an Honours program. If there is support, strike a committee to discuss potential models, working in tandem with the ELWG committee.	Chair/ Upper Levels Committee/ ELWG	01/24	09/25	This should be done in concert with our larger program changes. It cannot be started until we are underway with plans for the new, more flexible Major as the Honours must build upon the Major.
Investigate possibility of co-op opportunities as part of the work of the ELWG, consulting with appropriate institutional partners.	ELWG	09/23	09/25	
Continue the English Department's involvement in ARTS 4800 which provides students with work experience within the existing curriculum and investigate whether to allow ARTS 4000-level courses to count towards our Major requirements.	Chair/Arts Practicum	underway	09/23 first cycle	The Fall 2022 iteration of the course is being taught by an English instructor. Two department members sit on the ARTS4800 committee.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 5: Increase diversity within individual courses and across the program

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Offer more courses that include perspectives from traditionally underrepresented groups.	SSR 16, 24, 52
Include a greater diversity of voices and cultural perspectives.	SSR 20, 28, 53
Hire new faculty to expand offerings of postcolonial, diasporic, Indigenous, and LGBTQ2S+/Queer literatures.	SSR 28, 53
Identify and pursue hiring priorities to further expand instructor expertise and diversity.	SSR 45, 54
“[W]e recommend that the department pursue new continuing hires of faculty who can deliver courses in the areas identified as high-demand by students and faculty alike, and who can push forward the agenda of decolonization. This will require the support of the institutional administration; we urge the administration to join the department in finding productive ways forward.”	ERR 4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Create an ENGL Department Equity, Diversity, Inclusion, and Decolonization Committee (EDID-C) as part of the Department’s committee structure.	Chair	01/23	05/23	A call for committee members will be sent out in January, and together the Committee will develop terms of reference and a governance structure by May. This committee may bring in appropriate consultants from across the institution.
Organize workshops, talks, and PD activities on inclusive, anti-racist, and decolonial pedagogies and research practices.	EDID Committee/ Upper Levels	05/23	12/23 first cycle	In consultation with ENGL’s Professional Development, Upper Levels, and Research and Scholarship Committees. This group will be invited to suggest a topic for our May 2023 retreat.
Audit current courses for: 1) Representation of historically excluded/underrepresented groups and 2) Pedagogical approaches that uphold and support different ways of knowing. Note gaps.	ENGL Curriculum Committee	01/23	09/23	This can be done in tandem with items under Goal 2 and should be a part of the curriculum mapping process.

English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Bring together faculty field experts in to re-imagine courses and discuss capacity in underrepresented specialities. Possibilities include courses in Post-Colonial Literature, Eco-Criticism, voices of the Global South, LGBTQ+ Literatures, etc.	ENGL Curriculum Committee/ area experts	05/23	09/24	See also Goal 2 re: World Literature.
Develop and redesign courses to fill gaps based on current faculty member's expertise; provide a list of gaps that the Department does not have expertise in to Search, keeping EDID at the forefront of the process.	ENGL Curriculum Committee/ area experts/ Search	01/23	09/24	Further development will stretch over another governance cycle in tandem with other curriculum planning goals in Goal 2. Note: experts in these areas recently consulted for Spring 2023 Search.
Continue to identify and pursue hiring priorities that expand instructor expertise in literatures from historically excluded groups.	Search/ Ed Planning/ Chair	01/2021	09/23	During the course of the program review, the department hired a specialist in Black diasporic and Caribbean literatures. Consultation with experts in post-colonial and diasporic literatures has already taken place to help craft an upcoming ad for Spring 2023.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Possible new hires to replace retirements; bring in experts in new fields
When resources will be required: tentatively 2024-2025
Faculty and/or Institutional support required: support for hiring

GOAL 6: Improve outreach to students

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Place emphasis on developing the English department’s website and maintaining our social media presence.	SSR 16, 52
Ask advisors at all levels to remind students who are planning to transfer to other universities to consult the B.C. Transfer guide before taking a required English writing course at KPU, such as English 1100. This information should be echoed in the calendar and other online sources, including the English department’s website.	SSR 16, 52
“Have a committee or faculty member do some work to develop a package of transferable skills and career paths for English majors and minors to share with Advisors. This would be an additional workload and would require extra teaching time release.”	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Re-examine existing processes in the Department Committee Handbook. Identify a faculty member responsible for working with the DA to ensure that the department’s website is up to date. This responsibility should be built into Public Relations Committee (PR).	Chair/ PR	09/22	01/23	
Continue to ensure that a member of PR is responsible for posting important information and for connecting with the Arts Coordinator of Communications and Public Events.		09/22	10/22	
Task Public Relations Committee with compiling links to important online information sources such as the BCCAT transfer guide, the SFU and UBC teacher training programs, MLIS programs, etc., for inclusion on the English department website in a careers page.	Chair/ PR	01/23	01/23 first cycle	
In consultation with advising, create a one-page document that advises students who wish to apply to post-graduate Education programs with English as a post-secondary teachable.	Chair/ PR	10/22	01/23 first cycle	
Consult with KPU OREG about including information below calendar course descriptions to guide students.	Chair/ENGL Curriculum Committee	09/22	09/22	

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 7: Identify and implement discipline-specific learning supports for Majors and Minors; encourage related PD opportunities among upper-level instructors

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Highlight services provided by the Learning Centre and other support services on faculty syllabi and class Moodle sites.	SSR 55
Make students aware of the benefits of subject-specific study guides—which themselves can be improved—as well as the research-related services provided by librarians.	SSR 55
Encourage Faculty to update regularly the LibGuides related to their subject area on the library website to ensure each library guide’s currency and benefit to students.	SSR 55
“The department should consider refreshing the suite of assignments typically used in all courses. Have faculty/Department consider making space for more creative assignments”	ERR 3
“Both students and the Department Self-Study also articulate a desire to develop student skills in working collaboratively and effectively with others. The English discipline historically emphasizes individual writing/analysis skills and assignments, and so faculty often turn to “group work” as way to bring students into collaboration. However, there are other useful approaches to investigate, particularly Team-Based Learning, which fosters collaboration and teamwork in the classroom learning experience, while still enabling assignments to be completed individually. Applying Team-Based Learning to teaching in the Humanities is an emerging and exciting field with particular potential in online courses where student retention can be an issue”	ERR 5

English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Hold regular PD sessions with the library liaisons to keep faculty up to date and encourage them in making use of existing resources as well as to encourage new faculty to make use of librarian-led sessions.	Library Committee/ PD Committee	08/22	08/22 first meeting; ongoing	First PD session was held August 18, 2022.
Task Library Committee with regular communication with upper-level instructors about the development of library resources.	Library Committee	09/22	01/23	
Encourage English Research Committee (sub-committee of Upper Levels) to hold PD sessions to connect students with research and resources.	Research Committee/ Library Committee	09/22	11/23	Research and Scholarship Committee has planned a research talk event for October 18, 2022 to facilitate conversation. They further plan to hold a graduate student application session in November.
Complete an OER handbook for English students that faculty can adapt at need.	Chair	09/21	05/23	Handbook development underway as part of a faculty member's PD projects in consultation with T&L's Open strategist Amanda Grey. Beta version to be ready this Spring. Will go live to other faculty by Summer.
Working with the Teaching and Learning Commons, the Upper Levels committee, and the DH Committee, arrange workshops on current assessment methods that encourage student collaboration, creative responses to assigned texts, and expression through media beyond the traditional academic essay.	Upper Levels/ DH Committee	09/23	09/24	To be completed in consultation with T&L Commons. These activities should roll out in tandem with curricular reforms to ensure faculty are implementing creative options in their assessment methods.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 8: Improve connections to KPU units, community, and alumni

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Investigate connections with other disciplines such as Creative Writing, Journalism, Interdisciplinary Expressive Arts, and Indigenous Studies. Develop related fields of study that can foster ties with other disciplines.	SSR 16
Investigate means of creating and maintaining alumni connections.	SSR 16
“The department should continue to pursue vigorous participation in cross-unit programs, and to create stronger ties to other units. In particular, we recommend that the department establish ties to the library. Such ties can enhance the department’s experiential learning opportunities and help prepare students to move on to MLIS programs when they complete their undergraduate degrees.”	ER 3
Investigate the establishment of a Program Advisory Committee.	SSR 16
“[T]he department should consider developing a Program Advisory [Committee].” “The department might consider strategies for doing so, e.g., developing a distribution list and social media strategies for communications with alumni, liaising with KPU Alumni and Foundation, etc..”	SSR 60 (Dean’s Response)
“The department should work toward establishing a Program Advisory [Committee].... Membership of the PAC could include librarians, teachers, people working in technical writing or other publishing fields, and government communications; graduate program representatives and/or alumni from local institutions such as SFU and UBC might also participate. The PAC’s mandate should likely exclude influence on the curriculum, but might advantageously extend to information exchange, help with publicizing opportunities, help with placing co-op students, information that Advisors could pass on to students about career paths and transferable skills, and so on.	ERR 3

English Quality Assurance Plan

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“Establishment of the PAC and pursuit of a co-op program are major undertakings for which the department should be granted teaching release. The .6 Fund is not appropriate for these purposes, and untapped service potential is inadequate to the sustained effort required to establish follow up on these recommendations responsibly.”	ERR 3
“When the Program Advisory [Committee] is formed, have an Advisor member on the board so that they can get a sense from employed English majors of what kinds of skills, needs, and career opportunities exist.”	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Ties with other disciplines in Arts and the university already exist and can be developed further by continuing work on the Interdisciplinary Film Minor.	Chair	09/21	09/23	This work was already started with an English Department member leading the committee. The dates are tentative, as development is the purview of an Arts-level committee.
Individual English faculty regularly work with faculty from other disciplines. To encourage more faculty to take part in interdisciplinary projects, the department will use the department service chart to track and make public these projects and to make those projects clear at department meetings.	Chair	09/22	09/23 first cycle	
Respond when Arts is prepared for PAC development (Arts has put a hold on the process of creating PACs; therefore, we will wait until Arts has developed protocols and respond at that time). The English department should request support from the Dean of Arts for a time release to facilitate the establishment of the PAC when Arts signals its intention to support this process.	Chair	Spring 2023	Fall 2023	The task of establishing and maintaining a PAC cannot fall to the chair of the department. Timeline is dependent upon Arts.
Explore how other departments maintain connections with alumni, and create an alumni page on the web site.	Chair/ PR Committee	09/22	09/23	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Time release for PAC lead.
When resources will be required: TBD
Faculty and/or Institutional support required: Time release for PAC lead.

GOAL 9: Address space issues

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Pursue a common area on the third floor of Fir building in order to facilitate community building within the department for students and instructors to enhance opportunities for collaboration and community building.	SSR 49, 55
Look into a shared, flexible space where faculty can meet privately with students on the third floor of Fir building.	SSR 49, 55
“Have some faculty “flex” spaces even shared, that could be used for meetings with students.” “Create more communal meeting spaces for students on campus indoors and outdoors.”	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Based on comparisons to other departments with a designated common area, lobby the Dean of Arts for access to such a space by highlighting the benefits to current and future English Majors and Minors.	Chair	09/22	12/22	
Emphasizing the growing role of student mental health issues during interactions between students and faculty, and the considerable number of students enrolled in English classes (esp. ENGL 1100) the English Department should highlight to the Dean of Arts the need for student privacy in a flex space on Surrey campus.	Chair	09/22	12/22	
Complete a review of space, workstations, and faculty numbers on each campus given the English Department’s growing number of faculty and projections for growth.	Chair	09/22	12/22	



English Quality Assurance Plan

Resource Requirements (if applicable)

Resources required to achieve this Goal: na

When resources will be required: na

Faculty and/or Institutional support required: na

PLAN SUPPORTED BY:

Diane Purvey, Provost & VP, Academic

Provost's Name

Provost's Signature

October 20, 2022

Date

Shelley Boyd, Dean Faculty of Arts

Dean's Name

Dean's Signature

October 20, 2022

Date