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TO: Digvir Jayas
President and Vice Chancellor

DATE: April 1, 2025

FROM: Lynn Kennedy
Chair, Academic Quality Assurance Committee

RE: Department of English Academic Quality Assurance Review

In accordance with the U of L *Academic Quality Assurance Policy and Process*, the Academic Quality Assurance Committee approved the review of the Department of English at its March 6, 2025, meeting.

The Self Study Committee for this review was comprised of: Dan O'Donnell and Liz Galway (Program Review Coordinators), David Hobbs, and Adam Carter.

The review produced 4 documents:

1. Self Study Report. Written by the Self Study Committee. Received October 22, 2024.
2. External Review Report. Written by Dr. Peter Sinnema (University of Alberta) and Dr. Sabrina Redd (Mount Royal University) based on a site visit November 20 to 21, 2024. Received December 5, 2024.
3. Program Response. Written by the Self Study Committee. Received January 31, 2025.
4. Dean's Response. Written by Matt Letts, Dean of the Faculty of Arts and Science. Received March 14, 2025.

Self Study Report

The Self Study Report asked for External Reviewer feedback on several areas:

- We have become concerned in recent years with a loss of breadth in our senior years so severe that students have very few options for specializing and, often, very few chances for acquiring a broad knowledge of literature and language in English. This summer we finally ran out of seats in first year and will be offering only one senior-level course in the spring. We are concerned that this is simply not up to disciplinary standards. Are we right to be concerned about the future viability of our program?
- Do you have any advice or suggestions to give on creative ways of addressing our staffing problem beyond simply returning each year to ask for new faculty? Is there something else we should be doing? Some approach we have not tried to calling attention to the importance and success of our students?
- To the degree that we are correct that staffing is a crisis in our department,
 - Do you have any recommendations on how we should prioritize our search for new expertise?
 - Do you have any suggestions for restoring our demographic diversity in a low-replacement environment?
- Do you have any advice for improving our curriculum either with or without additional hires? Our previous curriculum was about twenty-five years old and, independent of the staffing crisis, in need of review. The changes we made, however, were driven very much by the staffing crisis rather than disciplinary needs. Are there models we should be looking at in considering what to do next? Do you have suggestions for triaging the multiple areas in which we are currently unable to deliver instruction to disciplinary standards?
- Do you have any suggestions on how we can further improve comity in our department, particularly for the long term?
 - Are there successful models and departments we should emulate?
 - Are there things we are not doing or have overlooked?
 - Are there more efficient/transparent/collaborative ways to operate?
 - Should we be concerned about the large generational gap between our newest hires and more established members?
- Do you have suggestions for addressing the increased service loads that come in what is now a small department, perhaps especially without compromising our ability to maintain significant research profiles and positions (such as Galway's Research chair and our new graduate cohort)? Do our traditional committees and decision-making structures make sense given our small size?
- Do you have any suggestions for improving the student experience and telling the story of our majors' post-graduation success and satisfaction?
- What attention needs to be paid to improving graduate studies, particularly in light of our lack of resources for undergraduate programming? How might we ensure that strengthening one doesn't come at the expense of the other?

- Are there areas we have not addressed in this report but should have? Are there problems with this report that reduce its effectiveness or accuracy?

The report noted several strengths of the Department of English:

- We believe that our department is distinguished locally, provincially, and nationally, by
 - the quality of its course-level pedagogy, particularly at the undergraduate level;
 - the recent development of a strong English/CSPT cohort at the M.A. and PhD levels;
 - a strong sense among our students and graduates that the skills and material we teach is relevant to their lives and careers;
 - success in research and acquiring external funding;
 - academic leadership at the institution, provincially, nationally, and internationally.
- We have seen particularly exciting developments in creative writing, digital humanities, and children's literature, in addition to a more general rejuvenation of departmental intellectual culture through the research successes of our junior and established faculty.
- Several members are discussing the development of a concentration in creative writing and/or publishing to build upon this interest. To this end, the department has renewed its participation with Lethbridge's "Word on the Street Festival," and will be conducting a publishing workshop. With Chancellor Whitehead's support and Analog Books, the department will be holding a competition in the fall and winter terms, featuring \$500 in prize money. Another short story competition is being planned with the Institute of Child and Youth Studies (ICYS) for late fall.
- Child and youth studies is a long-standing area of distinction for our department and the home discipline of our only research chair, Galway. Galway was a co-founder (and currently directs) the University's Institute for Child and Youth Studies (I-CYS), a major cross-faculty centre that engages regularly with external communities through conferences, workshops, a writer-in-residence program, and similar activities. It also supports a number of graduate students and post-docs and was responsible for obtaining the first Canada Research Chair in the Humanities at the U of L.

The report noted weaknesses and challenges experienced by the program:

- Students graduating from the University of Lethbridge do not have access to the same range of courses, particularly at senior year, available to students in English departments at similarly sized (and most smaller) universities in Canada. We believe that this lack of diversity — in all senses — is our single greatest challenge and that addressing other issues and building on our obvious strengths will remain difficult as long as this foundational problem persists. It is the thing our students comment on most negatively and frequently in the survey we conducted for this self-study, and it has driven down the two key economic metrics of majors and credit hours.
- We have no one in the department whose primary research or teaching responsibilities focus on Eighteenth-century Literature.
- We have no one in the department whose primary research or teaching responsibilities focus on the broad range of topics in Post-Colonial, Global Anglophone, or Diasporic.
- We have no permanent faculty Member whose primary research or teaching responsibilities focus on Late Medieval/Early Renaissance.

- We have no permanent faculty Member whose primary research or teaching responsibilities focus on contemporary literature.
- We have no permanent faculty Member in the department whose primary research or teaching responsibilities focus on Indigenous Literature.
- All of our current graduate students are co-supervised by a 0.7FTE term-limited Assistant Professor on a six-month contract. This Assistant Professor also holds the largest SSHRC grant in the department, which employs four out of our five students.
- Since all retirements and resignations in the past decade were of faculty who identified as female, we have gone from a female majority (6:5) to one heavily skewed toward faculty who identify as male (5:2).
- Since 2015, we have had no permanent faculty member who is not white.
- Existing members of the department – particularly our junior and precarious members — face heavier than normal burdens as the loss of a single senior faculty member to research or service obligations means that everybody else has to take on the additional duties.

The Self Study report included the following recommendations:

- We believe that our first priority in coming out of this Academic Quality Assessment has to be addressing the staffing crisis in collaboration with our Dean and Provost — perhaps all the more because we are facing additional retirements (perhaps as many as two or three) in the next five-to-ten years. But it is important to note that we are not arguing for a one-to-one replacement for every continuing faculty member who has left: the field has moved on, requiring changes in emphases. We have worked hard at restructuring our program (and taking on extra responsibilities) in order to reduce the total complement we require; we are not asking simply to go back to where we were in 2013.
- We believe that adding new colleagues in four major areas, along with paying proper attention to reestablishing our demographic diversity, would go a long way to restoring the quality of our program and reversing recent declines.
- We have also begun a process of curriculum development and experimentation to address the interests and enthusiasm of our newest hires and explore areas where we have long wanted change: we plan in 2025-2026 to experiment with a second course at first year in addition to our long-standing Engl 1900; we are also examining developing concentrations within our major. New initiatives like a restored work-in-progress series, an open-mic series, a new magazine *The Write Stuff*, the restoration of our creative writing journal *Whetstone*, and an Indigenous Writers Series, point to new ways of developing student excitement. Members of the Department are working on a new cross-disciplinary Culture and Technology Studies program based on a model at Guelph that shows promise for adding new student intake. At the graduate level, our program has a healthy enrollment and a promising cohort of students from the cross-department Cultural, Social, and Political Thought (CSPT) program and our internal English M.A.

External Review Report

The External Review Report contained twelve (12) recommendations for improving the Department of English:

- THAT the department of English strengthen its degree requirements by mandating that students take three courses in each of five sub areas (dependent upon hiring more faculty).
- THAT the department review its 3000- and 4000-level prerequisite structures with a view to making these courses more accessible to students.
- THAT the department proceed as soon as possible with the hiring process for the already-granted position in Contemporary Literature.
- THAT, in order to address student concerns around a lack of diversity within the department, the department hire a new tenure-track faculty member in the area of International/ Postcolonial/ and/or Diasporic Literatures.
- THAT, in order to bolster the department's ability to give students a wider range of choice than they currently have, the department receive permission to hire a tenure-track specialist in the literature of the Long 18th Century.
- THAT the departments of English and Philosophy and the School of Liberal Education receive immediate approval to hire a new Administrative Assistant.
- THAT In light of the university's mandate to "encourag[e] transdisciplinary innovation, including social innovation, for students and faculty," the Department of English work to establish synergies between the Academic Writing Centre, the Department of Indigenous Studies, and the Department of Women and Gender Studies. Should the future budgetary situation at the university allow, the department and university may wish to support transdisciplinary innovation by hiring in the following areas:
 - A tenure-track specialist in Women's Literature and Gender Studies/Theory to support the Institute and promote diversity within the department of English. This will be especially useful should the proposed Institute in Women's Studies proceed as planned. In addition to developing a much-needed course in Women's Writing, this faculty member might also teach English 3010—Literary Theory and English 3060—Gender and Literature.
 - A joint tenure-track hire with the Academic Writing Centre which would allow for more coverage of courses students said they wanted: English 2800—Rhetoric, English 2810—Grammar, and English 3901—History of the English Language, in addition to teaching Writing 1000—An Introduction to Academic Writing, Writing 2000—Writing in the Disciplines Series, Writing 3000/Liberal Education 3000—Writing in the Modern Research University, and Writing 5850/7850: Essentials for Scholarly Communication. Such a hire would build on the already-established partnership between the Academic Writing Centre and the Department of English.
 - A joint tenure-track hire of a specialist in Indigenous Literatures. Such a hire could teach English 2605/Indigenous Studies 2605—Indigenous Literature and English 3605/Indigenous Studies 3605—Indigenous Literature—Advanced.
- THAT the University hire additional faculty with the goal of giving students more choice in course

selection and possible sub-majors.

- THAT the department of English review the structure of its prerequisites to minimize barriers to taking senior classes and promote smooth student progress through their degree.
- THAT the University work on possible remedies to support the graduate progress of the three students who feel disenfranchised by university hiring decisions.
- THAT the university renovate the space vacated by the Science faculty and allocate the renovated space to the Departments in the Faculty of Arts.
- THAT the department of English work with Scheduling to find ways to make the Scheduling system more responsive to faculty needs.

The following, taken from the report, discuss the challenges noted:

- The department of English at the University of Lethbridge is a vibrant community under considerable stress. Like all post-secondary institutions in Alberta, the university has been subject to significant cuts, and this shows in the department of English's dwindling faculty complement. Over the last ten years, the department has lost six professors due to retirement or other personal or professional commitments. In order for the department to remain viable, at least some of these positions should be replaced.
- Since the CAQC specifies that students are allowed to take between 14 and 24 courses in the major, with 14 courses as the minimum, the English B.A. could be more robust than it is currently. Constraints regarding the number of faculty available to teach courses has led to a simplification of the major and a reduction in the number of required courses. Ideally, the B.A. (English) should require more depth within the major. Sixteen to eighteen courses in the major would provide students with more coverage and also provide more direction to degree students. Currently, the program planning page for the English B.A. is mainly given over to electives.
- Although the Calendar lists 48 courses in English, the actual number of senior (2000-4000-level) courses offered in any one year is considerably fewer (See Appendix B), so there is frustration among students that they are often unable to take courses they see on the books but are rarely or never offered during their time at the University. As the students mentioned in their meeting with the external reviewers, they sometimes encounter a 3000-level course for which the stated prerequisites have rarely or ever been offered. Of the twenty-eight 3000-level courses on offer, fifteen have the prerequisite "Two 2000-level courses (6.0 credit hours) in English." The others are inconsistent.

The following, taken from the report, discuss the opportunities noted:

- The department should consider a course rotation which allows for all listed courses to be offered over a two-three-year period. Given that course offerings are often subject to constraints related to faculty leaves, secondments, or illness, this rotation would have to be flexible, but a general framework could be communicated to students to give them an idea of when courses might be offered.
- In light of the university's mandate to "encourag[e] transdisciplinary innovation, including social innovation, for students and faculty," the Department of English could work to establish synergies between the Academic Writing Centre, the Department of Indigenous Studies, and the Department of Women and Gender Studies.

- An opportunity exists to expand the department into the space left vacant when the new Science Centre was completed. Currently, the space is awaiting renovations and is cordoned off. Since the Self-Study report mentions that there is insufficient space for student events and meetings, at least some of the former science offices could be allocated to English and other departments within Arts. This would provide more bookable space for student clubs and societies.

Program Response

In their Program Response, the Self Study Committee addressed the recommendations from the External Review Report:

<p>1. <i>THAT the department of English strengthen its degree requirements by mandating that students take three courses in each of five sub areas.</i></p>	<p>The department greatly appreciates this suggestion as it recognises the danger our programme is in in its current formulation: i.e. that in adapting our major to fit the U of L's reduced budgetary circumstances, we have created a programme that does not reflect disciplinary norms for breadth of requirements.</p>
	<p>The lack of sub-fields is also causing problems in the major in terms of the distribution of students at second, third, and fourth years, with many students collecting in some classes, and fewer (though still respectable numbers) in others. Having said this, we do not believe it is possible, given our current resources to go back to what would be, in essence, a slightly reduced version of our previous Major (prior to our reduction, the Major had eight subfields at third and fourth year and two at second year; it now has two at the senior level and one at the junior).</p>
	<p>The department is reviewing this suggestion, some variant on it (e.g. three fields), and other ideas, such as:</p> <ol style="list-style-type: none"> 1) The use of Concentrations to provide (optional) structure for interested majors. While we are not sure of the precise nature of these yet, we could imagine Concentrations in fields such as "Literature of the Nineteenth and Twentieth Centuries," "Writing and Editing," "Children's Literature," "Pre-1800 Literature," or "Literature and Language," as helping provide students with both some useful guidance and a distinction on their parchments that might prove useful in their subsequent careers. 2) Reducing the caps in second and third year from 60 and 40 to 40 and 30 (respectively). With some clear exceptions, our courses at this level have averaged far below their caps (albeit with considerable variation) for at least the last decade (the average in second year has been 30~40 and at third year 22~32). Since our curriculum changes were introduced in 2023, less than 10% of students at second year and less than 4% of students in third year have been registered in classes of more than 40 or 30 respectively, meaning the change in caps would cause minimum disruption.
<p>2. <i>THAT the department review its 3000- and 4000-level prerequisite structures with a view to making these courses more accessible to students.</i></p>	<p>We appreciate the feedback and intent to ensure all pre-reqs are as standard as possible and encourage maximum access.</p>
<p>3. <i>THAT the department proceed as soon as possible with the hiring process for the already-granted position in</i></p>	<p>We are in the process of writing a job posting.</p>

<i>Contemporary Literature.</i>	
4. <i>THAT to address student concerns around a lack of diversity, the department hire a new tenure-track faculty member in the area of International/ Postcolonial/ and/or Diasporic Literatures.</i>	This is one of two positions on our list for the next tenure track hire we receive. At the same time, the department believes that our relative lack of diversity is a broader, multifactorial problem that would require more than a single position to ameliorate.
5. <i>THAT to bolster the department's ability to give students a wider range of choice than they currently have, the department receive permission to hire a tenure-track specialist in the literature of the Long 18th Century.</i>	We are using our three year term to hire in this area and are requesting that the Provost grant us permission to hire as a term-assistant professor (rather than instructor) in order to ensure research-based coverage in this area.
6. <i>THAT the departments of English and Philosophy and the School of Liberal Education receive immediate approval to hire a new Administrative Assistant.</i>	This hire has been made.
7. <i>THAT the Department of English work to establish synergies between the Academic Writing Centre, the Department of Indigenous Studies, and the Department of Women and Gender Studies. Should the future budgetary situation allow, the department and university may wish to hire in the following areas:</i>	a. We agree with the need for positions in this area. Given the current financial situation of the university, however, we believe that this kind of hire may be best accomplished by looking for specialisation in Women's literature and writing within our other searches.
a. <i>A tenure-track specialist in Women's Literature and Gender Studies/Theory.</i>	b. This recommendation seems to stem from a misunderstanding of the disciplinary specialisations of the current faculty. One faculty member has created some of the courses mentioned here (as well as others that have since had to be dropped due to lack of bandwidth); the faculty member inherited 3401 Medieval Lit and 3901 Chaucer upon a retirement after being first asked to create English 2900 (World Englishes), English 2810 Grammar, and English 3450 (Old English), and teach English 3901 (History of English). The faculty member's ability to teach the full range of language courses desired by students has been inhibited by the fact that they have been covering the course assignment of our (not-replaced) medieval and women's writing specialist, for about a decade. If we were able to hire a medievalist, the faculty member could devote their attention to the language courses they were hired to introduce and teach. In terms of the Academic Writing Programme, WRIT 2000 is on the books, but not taught frequently, and WRIT 3000 and 5850/7850 were developed specifically to reflect one faculty member's interests. Beyond this, the department is pursuing ways of integrating writing into its curriculum through participation in the Creative Writing minor and through proposals under discussion to create some kind of "Writing" Concentration.
b. <i>A joint tenure-track hire with the Academic Writing Centre.</i>	
c. <i>A joint tenure-track hire of a specialist in Indigenous Literatures.</i>	c. This requires collaboration and consultation with Indigenous Studies. We currently have a strong working relationship in this area with that department and intend to continue looking for opportunities to develop this connection further.
8. <i>THAT the University hire additional faculty with the goal of giving students more choice in course selection and possible sub-majors.</i>	We heartily agree with this recommendation.
9. <i>THAT the department review the structure of its prerequisites to minimize barriers to taking senior classes and promote smooth student progress through their degree.</i>	As mentioned above, we agree with this recommendation and are working to ensure it is fully implemented.
10. <i>THAT the University work on possible remedies to support the graduate progress of the three students who feel disenfranchised by university hiring decisions.</i>	We agree with this recommendation.

<p>11. <i>THAT the university renovate the space vacated by the Science faculty and allocate the renovated space to the Departments in the Faculty of Arts.</i></p>	<p>We agree with this recommendation. While we are aware that planning work at the administration level is in progress, the current timelines do not seem to respect the need for dedicated space for student publishing, club meeting spaces, and other needs arising from elevated departmental and student activity.</p>
<p>12. <i>THAT the department of English work with Scheduling to find ways to make the Scheduling system more responsive to faculty needs.</i></p>	<p>We agree with this recommendation and believe that the system and its management must become more responsive. For our part, we have committed to ensuring that we review and update our “blocks” each year to ensure they are as minimal as possible and up-to-date.</p>

Dean’s Response

The Dean of the Faculty of Arts and Science responded to the recommendations from the External Review Report:

<p>1. <i>THAT the department of English strengthen its degree requirements by mandating that students take three courses in each of five sub areas.</i></p>	<p>The Department recently facilitated undergraduate student program flexibility and progress in the face of attrition. The recommended adjustment would represent a shift back toward the way it was structured previously. We support Department efforts to optimize the quality of the student learning experience and to provide breadth of requirements, but the budget reality of 2025 is such that the program must remain sufficiently streamlined to facilitate student progress without additional resources at this time.</p> <p>We are pleased to see that the Department is already examining ways to address this recommendation without needing to increase the frequency of the courses offered under our available faculty complement. This is especially important given our mutually agreed upon decision to hire Assistant Professors to address research breadth, rather than maximizing courses taught through the hiring of Instructors. The Department has experienced declining enrolment over a period of years, so we are also open to studying whether reduced caps are appropriate, especially considering English faculty concern about large classroom assignments relative to realized course enrolment.</p>
<p>2. <i>THAT the department review its 3000- and 4000-level prerequisite structures with a view to making these courses more accessible to students.</i></p>	<p>We agree with this recommendation, as simplification of prerequisites where appropriate removes barriers to both student progression and choice.</p>
<p>3. <i>THAT the department proceed as soon as possible with the hiring process for the already-granted position in Contemporary Literature.</i></p>	<p>The advertisement for a tenure-track Assistant Professor of post-1960 literature in the Department of English was posted on February 5 and closed on March 10, 2025. A robust set of applications were received, and we are confident that this search will result in a colleague with great potential.</p>
<p>4. <i>THAT to address student concerns around a lack of diversity, the department hire a new tenure-track faculty member in the area of International/ Postcolonial/ and/or Diasporic Literatures.</i></p>	<p>The Department of English was offered both a tenure-track and a three-year term position. The Department elected to advertise the tenure-track position in post-1960’s literature and the 3-yr term position in the long eighteenth Century, but contributing to the breadth of the department’s offerings. We supported this approach because of the need for breadth of coverage and student demand. The Faculty would be delighted to see our next position in English fall in one of the Department’s two stated priority areas of Creative Writing or Global Anglophone / World Literatures / Postcolonial / Diasporic. This will be a choice for the Department when the time comes.</p>

<p>5. <i>THAT to bolster the department's ability to give students a wider range of choice than they currently have, the department receive permission to hire a tenure-track specialist in the literature of the Long 18th Century.</i></p>	<p>We advertised a 3-yr term Assistant Professor position in the long 18th Century. The ad closed on March 10, 2025, so we look forward to seeing this new faculty member on campus and contributing to our students' range of choice.</p>
<p>6. <i>THAT the departments of English and Philosophy and the School of Liberal Education receive immediate approval to hire a new Administrative Assistant.</i></p>	<p>We agree with the recommendation and this hire was made.</p>
<p>7. <i>THAT the Department of English work to establish synergies between the Academic Writing Centre, the Department of Indigenous Studies, and the Department of Women and Gender Studies. Should the future budgetary situation allow, the department and university may wish to hire in the following areas:</i></p> <p>a. <i>A tenure-track specialist in Women's Literature and Gender Studies/Theory.</i></p> <p>b. <i>A joint tenure-track hire with the Academic Writing Centre.</i></p> <p>c. <i>A joint tenure-track hire of a specialist in Indigenous Literatures.</i></p>	<p>There are very extensive, almost limitless, opportunities for interdisciplinary collaboration involving members of the Department of English, in terms of research and programming. Just a few examples of existing interdisciplinary and social innovation include members currently playing lead roles in the Institute for Child and Youth Studies, the Indigenous Writers series, and research in digital humanities and drama. There is also existing collaboration in teaching with members of the Academic Writing Program, including cross-appointments and associate memberships.</p> <p>We agree with the external reviewers that there is potential for further collaboration with Academic Writing, Indigenous Studies and Women and Gender Studies, as well as Modern Languages, Philosophy, the Faculty of Fine Arts, the School of Liberal Education and more, and we would look to members of the Department of English to provide such direction. Similarly, we would look to the disciplinary experts to see whether a position in English should be requested in the coming years in the field of Women's Literature and Gender Studies / theory to support the Centre for Feminist Research (CFR), though two alternative priorities have already been established by the Department and we are in a strongly resource-limited phase as a result of provincial operating grant reductions (amounting to more than 40% with inflation since 2019) that will make additional positions difficult to secure until such time as this environment improves. We note that there are also ongoing searches for tenure-track faculty members to lead and be a part of the CFR, and these positions could land in any Department, depending on field of expertise.</p> <p>The University of Lethbridge - Iniskim is committed to Indigenization as part of our strategic plan and Indigenous Literatures is an important field, but there are several potential areas of future hires and we do already have courses cross-listed with Indigenous Studies (INDG/ENGL 2605 and INDG/ENGL 3605). We would look to the Department to continue to indicate their priorities in this funding-constrained period, which might include such a role. We agree with the reviewers that there is opportunity for collaboration with Academic Writing ,and also perhaps Liberal Education and/or Philosophy (e.g., rhetoric, grammar, argumentation and critical thinking).</p>
<p>8. <i>THAT the University hire additional faculty with the goal of giving students more choice in course selection and possible sub-majors.</i></p>	<p>The external reviewers make several recommendations about potential new hires, all of which would be beneficial, but major reductions to our provincial operating grant have resulted in competing pressures across the institution that challenge our ability to make changes that are not revenue neutral or better. There are also competing within-department challenges, such as the stated importance of breadth of scholarship, which the Department addressed by choosing to request Assistant Professor rather than offered Instructor positions, as supported by the Dean's Office and</p>

	approved by the Provost & VPA. Additional choice and program options would clearly be good to see, but increasing the faculty complement in English is a long-term project that will be contingent on funding availability and an improved enrolment environment.
9. <i>THAT the department review the structure of its prerequisites to minimize barriers to taking senior classes and promote smooth student progress through their degree.</i>	We thank the Department for their commitment to work on this recommendation.
10. <i>THAT the University work on possible remedies to support the graduate progress of the three students who feel disenfranchised by university hiring decisions.</i>	We encourage these students to reach out to the Dean's Office and School of Graduate Studies, and we would be pleased to discuss their concerns.
11. <i>THAT the university renovate the space vacated by the Science faculty and allocate the renovated space to the Departments in the Faculty of Arts.</i>	The university is well underway in making use of Destination II planning funds. Consultations are currently being undertaken to understand opportunities for the vacated space. This will include enhancing the research and teaching needs of the Social Sciences and Humanities, as well as addressing opportunities for improved experiences for students and broader space needs across campus. There will be multiple engagement opportunities for Destination II. It is our hope that the members of the English Department will participate in these consultation sessions.
12. <i>THAT the department of English work with Scheduling to find ways to make the Scheduling system more responsive to faculty needs.</i>	Institutionally, we have a centralised timetabling system. For the system to be successful, customizing schedules is not possible. Upon submission of the Timetable, we support many requests including, but not limited to, the scattering of classes, up to two identified classroom attributes and generalised scheduling patterns for classes. We also provide academic staff with the opportunity to review classroom assignments, and to request changes when the Timetable is still in draft form. Upon submission of the Timetable by the Department Chair, we also provide the opportunity for academic staff to request individualised constraints. We seek to address similar constraints equally across all units in the Faculty of Arts & Science. While individualised requests can be discussed, exceptions can only be made when they can be consistently applied across the Faculty.

Consulting the External Reviewer Recommendations, the Program Response, and Dean Matt Letts, the Academic Quality Assurance Committee made the following six (6) recommendations for action which the Program must report on in 1 and 3 years:

1. The Department of English will complete an assessment of current curriculum and major requirements, in collaboration with the Faculty of Arts and Science Dean's Office, to ensure:
 - a. Students have a viable path to completing major requirements in four years given the currently available faculty resources and course offerings.
 - b. The structure of the major reflects current departmental strengths (including the newly created position in Contemporary Literature).
 - c. That prerequisites are used judiciously to minimize barriers to taking senior classes and promote smooth student progress through their degree.
2. The Faculty of Arts and Science Dean's Office in collaboration with the Department of English will consider the B.A./B.Ed. combined degree pathway to determine how well it prepares students for their careers and will:

- a. Liaise with the cognate subject specialists within the Faculty of Education.
 - b. Complete an assessment of the requirements of combined degree programming with Education, potentially including surveying current students and alumni.
3. The Department of English will engage in conversations around potential collaborations and synergies with other departments and programs including, but not limited to, Academic Writing, the Department of Indigenous Studies, Modern Languages, New Media, Drama, and the newly developed Centre for Feminist Research. Note this collaboration should go beyond hiring requests to consider cross-listing of courses, shared seminars and invited speakers, and similar initiatives.
 4. The Department of English should actively participate in space planning for Destination II to ensure the needs of both their faculty and students are understood and inform planning.
 5. The Department of English should proactively use their Departmental Graduate Education Committee to ensure clear and proper communication.
 6. The Department of English will work with the Vice-Provost Accessibility, Belonging, and Community to ensure compliance with the principles of the University of Lethbridge Strategic Plan addressing all aspects of inclusion and belonging within the program given existing resources.

The Academic Quality Assurance Committee is satisfied that the Department of Education academic quality assurance review has followed the U of L's academic quality assurance process appropriately, and acknowledges the successful completion of the review.

Sincerely,



Dr. Lynn Kennedy
Chair, Academic Quality Assurance Committee
Associate Professor, Department of History and Religion

cc Michelle Helstein, PhD.
Provost & Vice-President (Academic)