

External Program Review

PANEL REPORT

Date:

March 15, 2022

Institution:

Briercrest College

Program Reviewed:

BA and Honours BA English

Date of On-site Review:

February 17-18, 2022

Panel members:


Katherine M. Quinsey, Professor and Head, Department of English and Creative Writing,
University of Windsor

Sara L. Pearson, Ph.D., Associate Professor and Chair of the Department of English and Creative
Writing, Trinity Western University

Susan Johnston, Ph.D. Associate Professor and Head, Department of English,
University of Regina

SIGNATURE PAGE

Panel Chair:



(Signature)

March 15, 2022

(Date)

Katherine Quinsey

(Printed Name)

Panel Members:



(Signature)

March 14, 2022

(Date)

Sara L. Pearson

(Printed Name)



(Signature)

March 14, 2022

(Date)

Susan Johnston

(Printed Name)

Table of Contents

Overall Evaluation	1
Summary of Evaluation of Individual Standards	5
1. EXECUTIVE SUMMARY	5
2. PROGRAM REVIEW AND ASSESSMENT	7
3. PROGRAM DESIGN, CONTENT AND DELIVERY	8
4. PROGRAM RESOURCES	14
5. FACULTY AND STAFF	16
6. ACADEMIC POLICIES, ADMISSIONS AND CREDIT TRANSFER	22
7. CONTINGENCY PLANS IN THE EVENT OF PROGRAM DISCONTINUATION	24
8. CREDENTIAL RECOGNITION AND NOMENCLATURE	25

Overall Evaluation

Following its evaluation, the panel has determined that the institution:

- Meets or exceeds the standard**
The institution meets the standards and criteria. The panel may make suggestions to strengthen the program; however, the institution is not required to implement these suggestions.
- Fails to meet the standard**
The institution fails to meet the standards and criteria. The deficiencies identified require significant time and resources to meet the standard. Significant revisions need to be made to the self-evaluation, and a second external panel review is required.
- Meets the standard with conditions**
The institution may meet the established standards and criteria if additional information is provided or specific action(s) can be taken (e.g. hiring a faculty member). The panel is confident the institution can meet or commit to meeting the condition(s) without substantial revision(s) to the self-evaluation that would require another external panel review.

Conditions: n/a

Rationale for Evaluation:

Briercrest's policy and practice both meet the standard of an external program review and assessment to ensure the ongoing currency of the program and the quality of its learning outcomes. The English Department maintains two robust and well-designed degree programs which prepare students admirably for graduate study and provide an exceptional undergraduate experience both in the classroom and within the larger community. Both degree programs are carefully designed and scaffolded, with foundation courses that are shared across the college and disciplinary expertise carefully built up over four years. In particular, the research experience built in at the 4th year level, which mirrors graduate work, is commendable, as is the Senior Portfolio and the related mentoring experience it offers to students. Individual courses have been thoughtfully developed to highlight close and critical reading, independent study, and a high degree of student engagement and leadership. Assessments are exceptionally varied and creative, ranging from research essays to commonplace books, director's notebooks, popular culture engagement, oral presentations, and creative writing. College support services, including physical plant and technological systems, advising supports for students, and library facilities, are well-designed and sufficient for student and faculty use in maintaining these undergraduate programs.

English faculty meet and exceed College expectations in the extent, originality, and quality of their research and creative activity. College policies on appointments, promotion, and continuance reflect an integrated professional triad in which research, teaching, and service are dynamically related, and this is exceptionally well exemplified by the faculty of the English Department, through their commitment to students, to curricular renewal and development, to an outstanding integration of in-depth research and exploration with the teaching mission in the classroom, and to intellectual life outside the classroom. Research supports in the form of library

resources, grants, and course releases are available for them but could be further enhanced and rationalized. In addition to heavy regular teaching loads, including up to 3 writing-intensive Core Curriculum courses per year, faculty have extensive supervisory and advising and mentoring responsibilities, including availability outside the classroom, on campus and off. While summers are available for research, this model allows for short-term publishing projects but not the in-depth book-length project privileged in the discipline. Intellectual activities outside the classroom, such as conferences and visiting speakers, are encouraged but could use more substantive support.

These are well-designed degree programs that easily meet national standards for the BA and Honours BA in English. The program design progresses from foundational first-year work in critical reading and writing (composition), through a broad-based second year survey of British literary history, a third-year required class in critical theory, and a final capstone interdisciplinary Honours seminar with a significant research component. Students must also choose courses from historical periods and additional (non-British) literatures. This, alongside the interdisciplinary coverage of the core curriculum, provides the breadth and depth appropriate to the Bachelor's degree and the specialized study and independent research work appropriate to the BA Honours in English. The in-depth study of the Honours program prepares students well for graduate study; although the number of alumni is small, they have been accepted to a number of significant graduate and professional schools, including University of Saskatchewan's law school, the University of Saskatchewan MFA in Writing, the University of Regina's M.A. in Creative Writing and English, and elsewhere in Canada Queen's, Trinity Western, and McMaster. Internationally Briercrest students have been accepted to doctoral work at Duke University (Religious Studies) and the University of Edinburgh. This is a substantial and impressive demonstration of the degree's value and international recognition. Briercrest maintains an impressive database of transfer credits and recognized course equivalents with the Universities of Regina and Saskatchewan.

Admission policies and procedures (including admissions requirements for direct entry and mature students, prior learning assessment, and transfer credits) are clear, consistent, and appropriate to the program, and reflect standard practice for post-secondary institutions. There is a clear policy in place for students to complete their degree at Briercrest even if the English program is discontinued.

Summary of recommendations:

While we judge the program to have met and / or exceeded all the individual standards and criteria, we have a number of recommendations. These are not conditions that must be met, but suggestions that would enable the program to continue to grow and thrive.

Cyclical Reviews:

1. Leadership and responsibility for Cyclical Review should be clearly established, and held by academic leaders. A clear policy is in place, but the Associate Dean and the Dean need to provide continuity and leadership.
2. For future external reviews, preparing the self-study beforehand would help provide important guidance for the reviewers regarding the program's "strengths and weaknesses, desired improvements, and future directions."

Curriculum:

3. While the curriculum, course outlines, learning outcomes, student experience, and graduation outcomes are all admirable, the program is offered on scarce and variable resources. Scheduling could take into account the number of new preparations required and ensure that faculty expertise is appropriately deployed and student needs met, so that the number of independent studies is reduced.
4. Course cancellation policy should be clarified as sometimes courses are cancelled but faculty end up teaching labour-intensive independent studies.
5. Ensure ongoing capacity to offer a course in Indigenous Literatures every three years.
6. Make creative writing a priority in hiring either full-time or part-time. A single creative writing course offered regularly would meet demand. Relatedly, a Writer-in-Residence program could be established and supported through fund-raising. There are many eminent Christian writers who would be outstanding additions to the College reputation and student experience.
7. The Department of English could work with the Service Learning office to develop ideas and opportunities related to the discipline and consistent with Briercrest's community and ministry-focused mission.
8. The Department of English should formulate its own adaptation of the College Work Load Guidelines (reading and writing expectations) for each course level.
9. The Departmental faculty could work with the College Librarian to develop library workshops that support senior classes and research.
10. Work with cognate colleges in Canada and abroad to introduce visiting faculty or exchanges, possibly as modular courses in late spring on the same one-week model used in the seminary.

Resources and Student Support:

11. Advising should have a more collaborative approach between the two general academic advisors and the English department coordinator, so that students receive consistent advising throughout their degree, but also specific advising as they pursue their English major. Connecting students early in their career with a faculty advisor in the English department will help with retention within the degree and also with promoting English as a major.
12. There should be a clear and transparent policy around the allocation of library resources and the acquisitions budget to create a stronger partnership between the library and faculty when it comes to resource acquisitions. The head librarian should collaborate with the English department to use their 7.7% of the acquisitions budget strategically in support of the specific courses they teach in the program.
13. An alumni fundraising campaign particularly focused on library acquisitions has been very successful at other small colleges, and would be worth pursuing.
14. The library in conjunction with the English department should consider acquiring the MLA International Bibliography if funding allows.

Research and Faculty Support

15. Support for intellectual life outside the classroom, such as Writers-in-Residence, visiting speakers, and conferences. Briercrest's Christian liberal arts mission creates an important niche here in the current postsecondary environment, which they have the potential to fulfil admirably. For example, there are some stellar Christian writers who would be a wonderful asset as short-term residencies.

16. More substantive support for larger (e.g. book-length) projects for faculty, in the form of course releases or full sabbaticals with some replacement to ensure program continuity

17. Active support for faculty research on the part of the Faculty Dean, e.g. facilitating partnership with SSHRC institutions and facilitating other grant opportunities – this is another way of enhancing the College's reputation.

18. Clearer expectations around teaching and engagement with students outside the classroom. These are the advantages of a small institution – but there needs to be a way to create a rhythm that balances the ministry of presence and community with necessary space for scholarship and family life, for physical, mental, intellectual, and spiritual health. This especially applies to those faculty who are resident in the community. There need to be clearer guidelines around expectations for extracurricular engagement with students.

Administrative Leadership

19. Develop a succession plan for the Department Chair and the Area Dean which includes orientation and training to the expectations of the role.

Summary of Evaluation of Individual Standards

	Incomplete		Complete
1) Executive Summary	<input type="checkbox"/>		<input checked="" type="checkbox"/>
PROGRAM STANDARDS (approved by the Minister May 14, 2014)	Fails	Meets	Conditional
2) Program Review and Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3) Program Design, Content and Delivery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4) Program Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5) Faculty and Staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6) Academic Policies, Admissions and Credit Transfer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7) Contingency Plans in the Event of Program Discontinuation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8) Credential Recognition and Nomenclature	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9) Commitment to Research and Scholarship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1. EXECUTIVE SUMMARY

The executive summary must present, in a succinct manner, the purpose of the proposed program and a summary of its key objectives and outcomes. The summary must also include the following information:

Key information about the institution and the program, specifically including:	
<input checked="" type="checkbox"/>	a) An overview of the institution's history, mission and academic goals;
<input checked="" type="checkbox"/>	b) The proposed credential to be awarded, including the specific discipline or field of study;
<input checked="" type="checkbox"/>	c) The location of the program;
<input checked="" type="checkbox"/>	d) Faculty(ies) or school(s) offering the proposed program;
<input checked="" type="checkbox"/>	e) Anticipated program start date;
<input checked="" type="checkbox"/>	f) Anticipated completion time in years or semesters;

<input checked="" type="checkbox"/>	<p>g) A summary of the program addressing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> i. The aims, goals and/or objectives of the program; <input type="checkbox"/> ii. The anticipated contribution of the program to the mandate and strategic plan of the institution; <input type="checkbox"/> iii. Linkages between the learning outcomes and the curriculum design, an indication as to the requirement for a work experience/work place term for degree completion, and, if so, a description of the purpose and role of the work experience within the program; <input type="checkbox"/> iv. To what extent the curriculum, if not originally developed for a Canadian audience, will be modified to incorporate relevant Canadian content/practices and Canadian regulatory and legal frameworks; <input type="checkbox"/> v. To what extent the curriculum addresses the particular demographics of Saskatchewan (e.g., First Nations population); <input type="checkbox"/> vi. Potential areas/sectors of employment for graduates and/or opportunities for further study; <input type="checkbox"/> vii. Delivery methods; <input type="checkbox"/> viii. Program strengths; <input type="checkbox"/> ix. An overview of the level of support and recognition from other post-secondary institutions and relevant regulatory or professional bodies, where applicable; and plans for admissions and credit transfer; and, <input type="checkbox"/> x. Related programs within the institution or within other Saskatchewan post-secondary institutions. Indicate rationale for duplication, if any.
<input checked="" type="checkbox"/>	<p>h) Provide the name, title, phone number and e-mail address of the institutional contact person, in the event more information is required.</p>

- complete
 incomplete

Comments: The executive summary provides all of the required information, and clearly explains the program's purpose, key objectives, and outcomes.

2. PROGRAM REVIEW AND ASSESSMENT

Standard

The institution implements a periodic external program review and assessment process to ensure the ongoing currency of the program and the quality of its learning outcomes.

Detailed Criteria and Comments:

2 a) The institution has a formal, institutionally approved policy and procedure for the periodic review of degree programs.

The institution has a formal, institutionally approved policy and procedure for the periodic review of degree programs (i.e., formative and ongoing reviews and a summative review, normally every five years) against published standards (including the institution's own learning outcome standards for the program) that has the following characteristics:

A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions.

An assessment conducted by a panel consisting of experts external to the institution that normally includes: a site visit; a report of the expert panel that includes recommendations for strengthening program quality; the institutional response to the external panel's recommendations; and, a summary of the conclusions of the expert panel's evaluation, and the institutional response to the evaluation, both made publicly available by the institution.

Comments:

The institution has a formal, institutionally approved policy, found at <https://mybriercrest.ca/college/calendar/>, under "Academic Policies – Program," "Systematic Program Review Policy." Briercrest currently has the external reviewers submit their report before undertaking the departmental self-study. The external reviewers visited the site virtually, and met with Briercrest administrators, faculty, and students over two days of meetings via Zoom.

Overall Evaluation:

- fails to meet the standard
- meets or exceeds the standard
- meets the standard with the following conditions:

Rationale for Evaluation:

Briercrest's policy and practice both meet the standard of an external program review and assessment to ensure the ongoing currency of the program and the quality of its learning outcomes. The review was clearly laid out for the external reviewers using the SHEQAB guidelines as a template.

Recommendation:

For future external reviews, preparing the self-study beforehand would help provide important guidance for the reviewers regarding the program's "strengths and weaknesses, desired improvements, and future directions."

2. PROGRAM DESIGN, CONTENT AND DELIVERY

Standard

Students receive an education of a breadth and depth comparable to similar programs at the proposed degree level offered by recognized provincial, national and international post-secondary institutions.

The curriculum is current and reflects the state of knowledge in the field, or fields (in the case of interdisciplinary and multidisciplinary programs).

The content of the program, in both subject matter and outcome standards, is appropriate to the level of the degree and the field of study.

The design of the program, including both content and delivery methodologies, assures that students are able to achieve the learning outcomes of the program.

The institution has consulted appropriate individuals and organizations in the development of the program.

For a program using a blended, distributed, or distance delivery model, the institution has taken into account national and international norms and benchmarks in the design of the program.

Detailed Criteria and Comments:**3 a) Program Approval and Governance**

The program has been approved by the institution's senior academic governance body (i.e., senate, education council or equivalent), or an academic planning and priorities committee to which it has delegated authority and which has sufficient qualifications to ensure that the curriculum is current and reflects the state of knowledge in the field and the needs of the field in practice.

The BA and BA Honours degrees were approved by Briercrest Faculty Senate 29 April 2013.

Provision is in place for cyclical unit review every 5 - 7 years, but this review has not yet occurred; the self-study is planned to follow the SHEQAB external review process rather than feed into it.

Recommendation: Leadership and responsibility for Cyclical Review should be clearly established. A clear policy is in place but the Associate Dean and the Dean need to provide continuity and leadership.

3 b) Learning Outcomes and Standards

The learning outcomes and standards for the program demonstrate how graduates will be prepared with a sound basis in theory, as well as with the intellectual, communications and other skills necessary to be effective in the workplace upon graduation, and how graduates will remain current in their field.

This is a well-scaffolded program with a first-year level focused on reading literature and composition skills, a broad second-year survey of British literature, a required third-year course in Critical Theory, and a 4th year interdisciplinary Honours seminar highlighting research skills, as well as an Honours reading course, a 6.0 credit Honours thesis, and a defence. The Senior Portfolio requirement valuably invites students to reflect on their learning and their post-graduation plans as they are impacted by this learning. The 400-level research experience in particular is commendable and mirrors processes and assessments at the postgraduate level.

3 c) Exposure to and Application of Increasingly Complex Theory

Courses provide exposure to increasingly complex theory, and, in those programs with an applied or professional focus, the application of that theory to practice in the field.

The curriculum follows a clear progression from methods of active reading in first year, to the study of critical theory in the third year, to the incorporation of interdisciplinary theory in the capstone humanities seminar. The Honours theses in particular are consistently impressive and theoretically sophisticated.

3 d) Program has Sufficient Breadth

The program has sufficient breadth (i.e., courses outside the professional or main field of studies, some of which are free electives) and/or an appropriate balance of professional and liberal studies.

Core Curriculum provides excellent breadth and choice in Philosophy, Social Sciences, Global or International subjects, Fine Arts or Physical Activity, Scientific Literacy or Numeracy, and Service or Experiential Learning.

3 e) Time Allotments are Appropriate to the Stated Learning Outcomes

Time allotments assigned to the program as a whole, and to its components, are appropriate to the stated learning outcomes.

Credit hours and time allotments align with majors across the country: 42 for the major (40 at University of Regina and 39 at University of Saskatchewan), and adhere to the national standard of 120 credit hours for a 4-year degree.

3 f) Monitoring and Evaluation of Procedures Provides Feedback to Program and Students

Procedures are in place for the monitoring and evaluation of students, which will provide adequate feedback to the program administrators and to students.

Procedures include Graduation Portfolio; Cyclical Program Review; Annual Faculty Review, which includes reflection on student learning in the major. Additionally, they perform exit interviews when students withdraw from the program.

Changes made to the Major and Honours programs since the first accreditation review have been documented, which shows that the program administrators and faculty have reviewed this feedback with care and made adjustments to the program as necessary.

3 g) Type & Frequency of Evaluation are Commensurate with Learning Outcomes

The type and frequency of evaluations of student learning are commensurate with the stated learning outcomes and provide appropriate information to students about their achievement levels.

Course design is outstanding and includes multiple methods of formative and summative assessment that show real creativity and diversity in assessment that supports the stated outcomes. The reflexivity of many of the assessments means that students are reflecting on the courses as well as their own learning.

Academic policy regarding the amount of assigned reading and writing that is appropriate at each level is single-track and doesn't recognize the distinctiveness of an English program, which by design should be both reading and writing intensive.

Recommendation: Department of English should formulate its own College Work Load (reading and writing expectations for students) Guidelines for each course level.

3 h) Levels of Student Achievement for Course Completion and Graduation are Appropriate to Learning Outcome Goals and Degree Level Standard

Levels of student achievement for successful course completion and the graduation requirements for the program are appropriate to the learning outcome goals and degree level standard, and allow for confirmation that a student is progressing normally through the program.

Assessment is strong and appropriate to the standard. All courses include multiple writing assignments with feedback.

Students are supported by an active and involved Academic Resource Center and by mentorship opportunities with the faculty, all of which work toward the Senior Portfolio.

Recommendation: Department faculty should work with the librarian to develop library workshops that support senior classes and research

3 i) Work Experiences, Field Placements, or Other Experiential Learning have Appropriate and Articulated Learning Outcome Goals and a Method for Instructor / Employer Evaluation

Programs with an applied or professional focus that include work experiences, field placements, or other experiential learning opportunities have appropriate, articulated learning outcome goals and a method for joint instructor and employer evaluation leading to the assignment of a grade.

A 6-credit experiential or service learning component is part of the program, although the BA and BA Honours English don't have an applied or professional focus. However, this is a distinctive part of the program.

Recommendation: Department of English should work with the Service Learning office to develop ideas and opportunities related to the discipline and consistent with Briercrest's community and ministry-focused mission.

3 j) Institution has expertise and resources to support proposed method of delivery and ensure effectiveness

The institution has the expertise and resources (both human and material) to support the proposed method of delivery and ensure its effectiveness.

Briercrest's Department of English is doing remarkable things with very few resources; student learning and the student experience are first-rate. They have shown themselves capable of meeting all program needs with course offerings taught on load.

The Academic Resource Center has strong links with the English Department and provides research and writing support to students.

The 2014 authorization of these degrees called for a complement of 4 full-time faculty; with Dr. Beckman-Long on a reduced load to accommodate her research, they are actually at 3+ rather than 4.

Recommendation: Given the shortfall in FTE equivalents, teaching loads should be scheduled more strategically, especially in terms of cutting the number of new preps, in order to deploy their resources more effectively and to reduce the number of course cancellations.

Recommendation: Clarify the course cancellation policy to reduce inequities in course allocation. Faculty are sometimes teaching independent studies as overload because students need them to graduate.

3 k) Delivery Method and Quality Assurance Policies are Appropriate to Content, Students, and Learning Outcomes

The delivery method(s) and quality assurance policies are appropriate to the content, the students and the learning outcomes.

The college has done very well in upgrading its technological support for blended and online teaching in response to the pandemic. The English Department does have a system of student evaluation of teaching, and in the Faculty Reviews and graduation portfolios a means for both student and instructor to assess the quality of the educational experience.

3 l) Policies Pertaining to Technology-based Delivery

Where applicable, policies pertaining to technology-based modes of delivery (including computer/web-based) ensure: student and faculty preparation and orientation; reliable and sufficient course management systems; accessible technical assistance for students and faculty; appropriate hardware, software, and other technological resources and media; and well-maintained and current technology and equipment.

A strong course management system is in place, and Information Services has responded to the constraints of the pandemic by upgrading internet and related capabilities campus-wide. Zoom carts were made available to students on quarantine.

3 m) Program Development occurred in consultation with Employers, Students, Program Advisory Committees and other Post-secondary Institutions

In developing the program, the institution has done due diligence in consulting with employers, students, program advisory committees and other post-secondary institutions.

The research into the English degree in other and comparable institutions and in Saskatchewan universities was impeccable. The college continues to seek student input, as noted above in (a) and (f), and has provision in place for Cyclical Review.

3 n) Program has undergone External Review

The program has undergone an external review by academics from Saskatchewan and other jurisdictions.

An external review was undertaken in order to accredit the degree, and this report is part of a follow-up review.

The faculty member responsible for organizing the review had little experience and was given little direction, although he did an excellent job. The materials provided were excellent and the process well-organized and smooth, but the college leadership, including the Area Dean (Associate Dean) needs to play a larger role. See recommendation under (a).

3 o) Evidence of Support for the Program and of Addressing Negative Feedback

There is evidence of support for the program and, in cases where consultations resulted in negative feedback, the institution has clearly addressed that feedback.

Students, alumni, and community partners are all very supportive of the unique Briercrest experience. The history of changes to the program illustrates a real commitment to addressing feedback, as for example in the response to the accreditation review, which instituted a theory requirement and led to a faculty hire. Student and alumni surveys reviewing the program were uniformly enthusiastic.

3 p) Program Leadership Anticipates Ongoing Evolution of the Discipline and its Impact on Recruitment and Selection of Students, Content and Quality of Program Delivery, and Student Experience

Program leadership anticipates the ongoing evolution of their disciplines, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in the discipline may impact on the recruitment and selection of students, on the content and quality of program delivery, and, ultimately, on the student experience.

Faculty involvement in academic associations such as ACCUTE is important; development of the English “white paper” on the major is a good model. Both faculty research profiles and the new courses added for the degree show currency with trends in the discipline, including Indigenous and African-American literature, graphic novel, creative non-fiction, environmental literature, book history, and more. Studies and Topics courses allow for responsive and continued development. These are offered, however, with scarce resources. For example, courses in Indigenous Literatures in English, an important trend and critical in the Saskatchewan context, may be at risk because of the departure of the instructor to seek a higher degree.

Student and community interest in creative writing offers an opportunity for the college and the Department of English that is commensurate with trends in the discipline as well.

The transition from a Bible College to a Liberal Arts College is still in process, and this means adjusting expectations around teaching and engagement with students outside of the classroom. In particular, support for intellectual life beyond the classroom such as conferences, colloquia, and visiting speakers has to be a priority, and can be executed in ways that would promote student and faculty engagement.

Recommendation: Fundraise for a writer-in-residence.

Recommendation: Make creative writing a priority in hiring or in sessional courses.

Recommendation: Work with cognate colleges in Canada and abroad to introduce visiting faculty or exchanges, possibly as modular courses in late spring on the same one-week model used in the seminary.

Recommendation: Ensure ongoing capacity to offer courses in Indigenous Literatures in English at least once every three years.

Recommendation: Develop a succession plan for the Department Chair and the Area Dean which includes orientation and training to the expectations of the role.

Recommendation: Examine and articulate the role of the Area Dean in the liberal arts context, to nurture and shape the academic mission, support and mentor faculty, and advocate for the academic mission.

Overall Evaluation:

- fails to meet the standard
- meets or exceeds the standard
- meets the standard with the following conditions:

Rationale for Evaluation:

The program is carefully designed and scaffolded, with foundation courses that are shared across the college and disciplinary expertise carefully built up over four years. In particular, the research experience built in at the 4th year level, which mirrors graduate work, is commendable, as is the Senior Portfolio and the related mentoring experience it offers to students.

Individual courses have been thoughtfully developed to highlight close and critical reading, independent study, and a high degree of student engagement and leadership. Assessments are exceptionally varied and creative, ranging from research essays to commonplace books, director's notebooks, popular culture engagement, oral presentations, and creative writing.

Recommendations from these categories are reproduced below, but are not required to meet the standard. These are recommendations, not conditions.

Summary of recommendations for program design, content, and delivery:

1. Leadership and responsibility for the Cyclical Review should be clearly established. A clear policy is in place, but the Associate Dean and the Dean need to provide continuity and leadership.
2. The Department of English should formulate its own College Work Load (reading and writing content in courses) Guidelines for each course level.
3. Department faculty should work with the librarian to develop library workshops that support senior classes and research
4. The Department of English should work with the Service Learning office to develop ideas and opportunities related to the discipline and consistent with Briercrest's community and ministry-focused mission.
5. Establish a clear and transparent policy around the allocation of library resources and the acquisitions budget.
6. Conduct an alumni fundraising campaign particularly focused on library acquisitions. This has been very successful at other small colleges.
7. Given the shortfall in FTE equivalents, teaching loads should be scheduled more strategically, especially in terms of cutting the number of new preparations, in order to deploy their resources more effectively and to reduce the number of course cancellations.
8. Clarify the course cancellation policy to reduce inequities in course allocation. Faculty are sometimes teaching independent studies as overload because students need them to graduate.
9. Fundraise for a writer-in-residence.
10. Make creative writing a priority in hiring or in sessional courses.
11. Ensure ongoing capacity to offer courses in Indigenous Literatures in English at least once every three years.
12. Work with cognate colleges in Canada and abroad to introduce visiting faculty or exchanges, possibly as modular courses in late spring on the same one-week model used in the seminary.
13. Develop a succession plan for the Department Chair and the Area Dean which includes orientation and training to the expectations of the role.
14. Examine and articulate the role of the Area Dean in the liberal arts context, to nurture and shape the academic mission, support and mentor faculty, and advocate for the academic mission.

4. PROGRAM RESOURCES

Standard

Physical, learning and information resources (both start-up and continuing) are in place to assure a

quality degree program. These include classrooms, shops, laboratories and other facilities, equipment, libraries and other information resources, computing facilities, as well as cooperative work placements/practica/internships if part of the program.

4 a) The physical plant, equipment, technology, and support services adequately support the institution's educational and student activities.

- The physical plant, equipment, and technology offer excellent support for Briercrest's educational and student activities.
- All classrooms, dorms, and buildings on campus have wifi access; dorms are currently in the process of being hard-wired for Internet access.
- Student support services include the Academic Resource Centre which offers tutoring in all disciplines, a study skills course ACAD 100, and support for students who self-identify with the need for accessible learning.
- The campus Indigenous Director offers support for the campus's Indigenous students.
- There are two full-time academic advisors who work with students from the beginning of their program through to the end. These advisors also work with international students.
- The high quality of technical support offered at Briercrest is noteworthy, as is the quality of Briercrest's digital resources, including their website.

4 b) There is evidence of reasonable student and faculty access to learning and information resources sufficient (such as library(ies), databases, computing equipment, classroom equipment, laboratories, shops, specialized equipment, etc.) sufficient in scope, quality, currency and type to support students, faculty and instructional staff in the program.

- Students and faculty have access to computing resources and technologically up-to-date classrooms, including the availability of media carts to allow students to attend classes virtually when necessary.
- The university uses Canvas, Google Drive for education and MS Office 365, with ample server space for data storage.
- The library offers adequate resources for the study of literature when combined with interlibrary loan services. However, some faculty have had to support research in their courses using their own resources.
- The library offers Academic Search Complete and JSTOR as searchable databases for students' research in literature, having chosen (in consultation with English faculty) not to subscribe to the MLA International Bibliography for reasons of cost. However, most post-secondary institutions recommend that the MLAIB is the first resource that students should use when researching literary topics.

4 c) The institution is committed to providing and maintaining necessary learning and other resources specific to the program, and to supplement them as necessary to meet standards applicable to the field.

- The Teaching and Learning fund supplies \$500/year for faculty purchases of learning-related materials for their classes.

4 d) The institution has submitted any agreements describing the sharing of resources and services with other institutions.

N/A

Overall Evaluation:

- fails to meet the standard
- meets or exceeds the standard
- meets the standard with the following conditions:

Rationale for Evaluation:

The program resources meet the required standard.

Recommendations:

Recommendations are not required to meet the standard, but to improve on already strong performance. These are recommendations, not conditions.

1. There should be a clear and transparent policy around the allocation of library resources and the acquisitions budget to create a stronger partnership between the library and faculty when it comes to resource acquisitions.
2. The head librarian should collaborate with the English department to use their 7.7% of the acquisitions budget strategically in support of the specific courses they teach in the program.
3. The library in conjunction with the English department should consider acquiring the MLA International Bibliography if funding allows.
4. An alumni fundraising campaign particularly focused on library acquisitions has been very successful at other small colleges, and would be worth pursuing.
5. Advising should have a more collaborative approach between the two general academic advisors and the English department coordinator, so that students receive consistent advising throughout their degree, but also specific advising as they pursue their English major. Connecting students early in their career with a faculty advisor in the English department will help with retention within the degree and also with promoting English as a major.

5. FACULTY AND STAFF

Standard

The program, whether disciplinary or interdisciplinary in nature, is supported by suitably qualified academic faculty and instructional staff to develop and deliver the program and to supervise students. Note: In some cases, it may not be feasible for an institution to hire faculty until the program receives authorization. In such cases, the institution must provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications.

Detailed Criteria and Comments:

7 a) Faculty and staff sufficient to deliver program

Faculty and instructors are sufficient in numbers and have the appropriate credentials to develop and deliver the program. Staff resources are sufficient to ensure the coverage required within the discipline.

The BA and BA Honours in English are currently staffed by four full-time faculty members, one of whom has recently taken a reduced teaching load. The Area Dean is on the faculty roster, but does not teach regularly in the program. Of the three remaining full-time faculty members, one was hired in 2018 and has recently been granted Continuing status. All have terminal degrees in the discipline and are active in research in keeping with the expectations of the College as laid out in the Academic Policy on Research, Scholarship, and Creative Activity and the criteria for Rank and Promotion. Three of the four have a record of external funding in the form of SSHRC doctoral fellowships and one postdoctoral fellowship. (The College is not eligible for SSHRC funding.) Dr Rhoda Cairns (PhD 2008, Miami University Ohio) specializes in Early Modern Literature and Composition and Rhetoric; Dr Matthew Zantingh (PhD McMaster 2014) specializes in Canadian literature and ecocriticism; Dr Brenda Beckman-Long (PhD Alberta 2008) is a specialist in Canadian fiction; Dr Chance Pahl (PhD Ottawa 2018) specializes in eighteenth-century studies. As is common in small departments, however, they have all developed “generalist” capacities and routinely teach classes outside their area of specialty.

Outside the Departmental faculty complement, students have access to two staff advisors in the Academic Resource Centre and to the College Librarian. The ARC advisors can help with general program questions, while English faculty, especially the Program Coordinator, advise and mentor students on discipline-specific questions. The College Librarian and English faculty work together in teaching students research skills.

The degree programs are well-designed, with 100 level foundation courses required of all BC students; required 200-level surveys to introduce to the discipline; a flexible range of Topics at the 300-level; a required theory course at 300-level; and a highly developed research experience at 400-level mirroring doctoral and graduate programs (reading course, 6.0 credit thesis, and defence). The programs require 42 and 54 credit hours respectively in the major discipline. The Honours year requires faculty supervision of the Reading Course and the Honours Thesis, and in the Thesis defense, an additional faculty member is required as departmental reader. Faculty are also expected to supervise the Major Paper. Finally, when a required course is not offered in time for a student’s graduation, they can be offered a supervised Independent Study. Depending on how they are designed, these can be comparable to a full course in the hours per week and assessments.

In addition to these major program requirements, English faculty are also responsible for delivering English 100 and 101 Literature and Composition I and II, both writing-intensive courses, to the broader College as Core Curriculum requirements. They are also responsible for the Humanities Seminar, another College-wide Core requirement, on a cyclical basis. Further formal extra-classroom responsibilities include the graduation Portfolio review, which requires two faculty members per student, review of the portfolio, and an hour-long interview. Faculty are expected to do 7 of these annually.

It should be noted that the curriculum was fully reviewed and reformed in the light of the degree being authorized in 2014, with thirteen new courses developed in different areas of the discipline. These represent a significant investment in new course preparation over the review

period, and Topics courses at the 300-level and Studies courses at the 400-level also entail new preparations.

The standard teaching assignment is 7 courses, taught over the Fall and Winter terms. Course releases may be applied for under the University policies (Academic Policy on Research, Scholarship, and Creative Activity) (discussed below). Administrative positions such as Department Chair and Program Coordinator do not entail a course release. A further distinguishing element in the program is the expectation of extra-classroom availability to students, both on campus and off, to foster a sense of academic and personal community, dialogue, and support that will feed classroom experience and culminate in the graduation interview.

These program requirements are all currently offered on regular teaching load, without recourse to part-time faculty. The required 200-level survey courses are offered every two years and the required Theory course is offered annually. Faculty members teach up to 3 sections of English 100 / 101 as part of their regular teaching assignment. 200- and 300-level courses are cycled in accordance with faculty availability as well as student need. Faculty take half rather than full sabbaticals, and appear to teach four courses in the year they take a sabbatical term.

The curriculum was updated and enhanced following degree authorization in 2014. Course offerings have done well at keeping up with emerging trends and needs (African American Literature, Indigenous Literatures, History of the Book), and Topics and Studies courses (for example, English 407, Studies in Genre) have helped to utilize faculty expertise while adding to the breadth and depth of the curriculum. Core requirements and key discipline requirements (e.g. Canadian literature) have been regularly offered. The Department currently has 39 courses on the books, excluding Film and Humanities courses for which they occasionally have responsibility, yet in a given academic year they will be able to offer only an average of 12-14 of these courses (24 sections, of which 9-10 are multiple sections of English 100-101). Scheduling efforts have judiciously spread these courses out, but the range of choices offered students in a given year is necessarily limited, and there is no flexibility to allow for loss of staffing due to course release, sabbatical, medical leave, or other factors.

On the basis of the materials provided (course outlines), student testimonials and surveys, and our meetings, we can state that the English Department is doing extraordinarily well with very few resources. The student experience both in and out of class is exceptional. Students spoke of the faculty's role in their classroom experience, their ability to inspire and motivate, and to integrate Christian faith with in-depth original academic enquiry. It is evident that the faculty incorporate innovative, creative scholarship into every aspect of their teaching as well as their own research. The material results of this success can be seen in the graduation outcomes, as five of the fifteen recent graduates have gone on to graduate programs at respected Canadian and international universities, some with multiple offers.

Nonetheless, the program is being run on a shoestring of variable length. With effectively 3.5 faculty members, when one of their number takes a sabbatical, the faculty complement drops to 2.5. When courses cannot be offered students have recourse to the labour-intensive Independent Studies. As the Honours program increases in popularity, so the demand for supervision will increase. Course loads are not always clearly and equitably rationalized; the current Chair is teaching overload at 8 courses. Time for research and intellectual as well as personal refreshment is scarce.

7 b) Policies and Practices on Academic Appointments

The institution's policies and practices on the type of academic appointment of faculty (e.g., continuing/regular appointments and temporary assignments) are appropriate to sustain the program.

Hiring policies are consistent with those found in most universities: posting of position and external search, both targeted and broad; long-list interview; campus visit for the shortlisted candidates, featuring teaching sample or talk, research talk, interview with students, interview with colleagues; criteria based on the advertisement. Criteria also include “mission fit” with the College, i.e., recognition of the College’s nature as a confessional Christian institution committed to high standards of academic enquiry and learning. Standards for faculty hires and for progress through the ranks are within professional norms. It should be noted that tenure (“continuance”) is granted after three years’ service and is based largely on teaching success; promotion is based on success in the triad of teaching, research, and service, and requires external referees.

7 c) Policies pertaining to Faculty

The institution has satisfactory policies pertaining to faculty (see Appendix B) that address issues such as: the protection of academic freedom; academic/professional credentials; the regular review of faculty performance; the means of ensuring that faculty knowledge of the field is current; teaching, supervision and student counseling loads; and, the professional development of faculty.

The College has a clear statement on academic freedom that adheres to high professional standards, outlined in Academic Policies and in the Faculty Handbook. Faculty have the right and the responsibility “to engage in research and creative work, to examine and to question, to publish and to lecture, and to offer critique of the academy and society, all free from external interference. Briercrest College and Seminary fosters a culture of rigorous debate and analysis of complex issues within an intellectual climate of mutual respect and trust.” These principles are upheld within the context of a confessional institution within the Protestant evangelical tradition.

Academic credentials are ensured during the hiring process (see above), through regular performance reviews, and through the process of granting continuance and promotion. New hires have probationary status for three years, applying for Continuing Status at the beginning of the third year; these are often given reduced teaching loads to allow for development of courses and research. Applications for Continuing Status are reviewed by the Senate Faculty Evaluation Committee; criteria are based on a record of successful teaching, outlined in a comprehensive teaching dossier and supported by annual performance reviews by the Area Dean. This is predicated on a supportive teaching culture within the Department and mentoring and support from the Dean, who is expected to observe classes and provide ongoing feedback (Policy on Moving from Probationary to Continuing Status). Application for promotion includes research productivity in the criteria and requires assessment by external referees: “the categories of criteria for promotion are development and praxis of teaching, service (to the church, institution, broader community, and to one’s discipline), and scholarly development and productivity” (Rank and Promotion Policy). Ranks of Assistant, Associate, and Full Professor have descriptions that reflect the broader standards of the profession.

Probationary faculty members receive a written performance review each year from the area Dean. All faculty members conduct a self-reflective review each spring, submitted to the Dean, in which they comment on their scholarship and outline specific plans for their research for the

summer term. These reviews are the basis for the allocation of annual Professional Development funds of \$1000 (\$1200 for giving a paper at a conference).

Full-time faculty teach a regular load of 7 courses (semester) per year. They are also expected to supervise Honours reading courses and Honours theses, as well as major papers and (on a contingency basis) independent studies. They serve as second readers for thesis defenses and are responsible for a minimum of 7 exit portfolio reviews per year. All senior level English courses require a certain amount of supervision of individual research, and all English courses require extensive written assignments. Grading assistance by senior students of up to 6 hours a week is available for the Core required Literature and Composition. Faculty are also expected to be engaged with students outside the classroom, both on campus and off, as part of the commitment to create a supportive community and ongoing academic dialogue, mentoring, and support for students as they move through the program. Administrative positions such as Department Chair and Program Coordinator come with no course release; the current Department Chair is teaching 8 courses this academic year.

Faculty teach only in the fall and winter terms; summers are structured as research time with no teaching, no meetings, and no requirement to be in the office, including one month holiday (contractual). This model promotes short-term projects such as articles but is not adequate for larger in-depth projects, and the time is cut short by course preparation. The nature of the teaching load and supervision in the fall and winter precludes doing any focused research in those terms.

Faculty can apply for course releases of up to 2 courses per year if they have external funding such as SSRHC (but since Briercrest is not a SSHRC institution this is unlikely) and they can apply to the Dean for 1-course relief for significant research projects, such as an article or collection (peer-reviewed), significant creative work that will reach a wide public audience, organization of a conference, establishment of a research centre, or interdisciplinary initiatives within the College. These are assessed based on the strength of the proposal, potential for publication / dissemination, potential to advance the scholarly mission of college, applicant's previous record, and departmental capacity. Only 3 of these can be granted across the College per year. The College has Competitive Research Funding (internal research grants) for which members can apply, with similar project-based criteria. Faculty can also apply for "self-funded" research grants (grants in lieu of salary). Faculty may also apply for sabbatical leave, being eligible for a six-month sabbatical after six semesters of full-time teaching, and a twelve-month sabbatical after six years of full-time teaching. Course releases can also occur in a contingent fashion when courses are cancelled owing to low enrolment; the instructor is not penalized for this.

Library and research resources are adequate, with a good array of online journals, Inter-Library Loan, and the possibility of guest access to the University of Regina library. There is no discipline-based acquisition budget as such, and the library lacks some key databases for the discipline, such as the MLA Bibliography. While they are affiliated with U of Saskatchewan, they are still working on a partnership with them to address the licensing issues involved in getting access to databases.

7 d) Scholarly Output

Faculty have an appropriate level of scholarly output and/or research or creative activity for the program.

On the basis of faculty curricula vitae, the Continuance and Promotion criteria, and our meetings with faculty and the College Dean, it appears that the expectation for research is in the realm of 1-2 conference papers per year, and a refereed article or chapter every 2-3 years. Full-length books, especially monographs, are rare. The productivity of the English faculty meets or exceeds these expectations. All of them have published substantive essays in internationally reputable venues for refereed articles, and all present refereed conference papers, although the latter activity has been affected by the pandemic. Beckman-Long is a well-established Canadianist with a book and several articles to her credit; Zantingh is doing cutting-edge research in Canadian Lit and in ecocriticism, with recently published articles, not to mention creative fiction; Pahl is producing new scholarship on readership and gender in the eighteenth century, in spite of a host of new preparations and demands of teaching. Cairns has taught an exceptionally high number of new courses (14 since 2014) on full load, as well as being Department Chair for seven years; she keeps her early modern scholarship current with conference papers and two articles in progress, and has a solid record in publication in her other field of Composition and Rhetoric.

Both before and during the pandemic the English Department has a good record of intellectual life and community outside classroom, notably the 2021 Conference on Christian Higher Education in a Secular Age; prior to the pandemic, there were regular departmental and Faculty colloquia and faculty exchanges with comparable schools. Initiatives like these, such as conferences and visiting speakers, are seen as valuable for both student and faculty intellectual life and for the reputation of the College, though financial and teaching release support is still difficult to obtain.

Student responses in surveys and interviews emphasized the transformative role of faculty in their experience: motivation and inspiration, ability to relate faith to probing and contemporary academic questions, depth and complexity with clarity, openness to other points of view. This could only happen with faculty who were deeply engaged in intellectual enquiry and research, even when teaching outside their area of specialization. The new courses and preparations might have contributed to the energy as well, and are organically related to research interests of faculty.

Overall Evaluation:

- fails to meet the standard**
- meets or exceeds the standard**
- meets the standard with the following conditions:**

Rationale for Evaluation:

The English Department is maintaining two robust and well-designed degree programs which prepare students admirably for graduate study and provide an exceptional undergraduate experience both in the classroom and within the larger community. The faculty meet and exceed College expectations in the extent, originality, and quality of their research and creative activity. College policies on appointments, promotion, and continuance reflect an integrated professional triad in which research, teaching, and service are dynamically related, and this is exceptionally well exemplified by the faculty of the English Department, through their commitment to

students, to curricular renewal and development, to an outstanding integration of in-depth research and exploration with the teaching mission in the classroom, and to intellectual life outside the classroom. Research supports in the form of library resources, grants, course releases, are available for them but could be further enhanced and rationalized.

While the entire program is offered by regular faculty on load, it is taught on a variable shoestring, with 3.5 faculty members. Strategic scheduling enables students to meet their requirements and to have a choice of engaging Topics and Studies courses as well as the substantively research-based Honours reading course and thesis. In addition to heavy regular teaching loads, including up to 3 writing-intensive Core Curriculum courses per year, faculty have extensive supervisory and advising and mentoring responsibilities, including availability outside the classroom, on campus and off. While summers are available for research, this model allows for only short-term projects such as the occasional refereed article. Course releases are limited by mandate and budget. Intellectual activities outside the classroom, such as conferences and visiting speakers, are encouraged but could use more substantive support.

Recommendations:

The following are recommendations that would enhance the research culture and allow the program to continue to grow and thrive. They are not conditions which must be met.

- Course offerings could be more equitably distributed and better rationalized to reflect research expertise, and cycled to reduce the number of independent studies required.
- Support for intellectual life outside the classroom, such as Writers-in-Residence, visiting speakers, conferences. Briercrest's Christian liberal arts mission creates an important niche here in the current postsecondary environment, which they have the potential to fulfill admirably. For example, there are some stellar Christian writers who would be a wonderful asset as short-term residencies.
- Clearer policy on library acquisitions; also fundraising target for library collection
- Active support for faculty research on the part of Faculty Dean, e.g. facilitating partnership with SSHRC institutions and facilitating other grant opportunities – this is another way of enhancing the College's reputation
- More substantive support for larger (e.g. book-length) projects for faculty, in the form of course releases or full sabbaticals with some replacement to ensure program continuity
- Clearer expectations around teaching and engagement with students outside the classroom. These are the advantages of a small institution – but there needs to be a way to create a rhythm that balances the ministry of presence and community with necessary space for scholarship and family life, for physical, mental, intellectual, spiritual health. This especially applies to those faculty who are resident in the community. There need to be clearer guidelines around expectations for extracurricular engagement with students.

6. ACADEMIC POLICIES, ADMISSIONS AND CREDIT TRANSFER

6.1 Academic Policies

Standard

The program is governed by academic and program policies and procedures appropriate to the administration of a full-time or part-time program at the proposed degree level.

6.2 Admissions, Credit Transfer, and Prior Learning Assessment

Standard

The program provides flexible admission and credit transfer arrangements.

Where appropriate, the program, courses or curricular elements facilitate credit transfer by other post-secondary institutions both within the province and within other jurisdictions.

Detailed Criteria and Comments:

6.1 Academic Policies

*Appropriate academic and program policies and procedures are in place.
(See Appendix B of Program Review Standards and Criteria.)*

The policies and procedures are in place, and are appropriate to this academic program.

6.2 Admissions, Credit Transfer, and Prior Learning Assessment

- a) **Admissions policies and procedures are clearly established and consistent with the level of the program.** *Admissions policies and procedures, including those related to direct entry and mature students, are clearly established and consistent with the level of the program. Students are informed of these policies and procedures and are advised when changes are made to them.*

The Admission policies in the *Academic Calendar* are clear, consistent, and appropriate to this program. There are clear policies for direct entry and mature students. (<https://www.briercrestcollege.ca/doc/?ID=55>, pp. 10ff.). This information is also clearly presented on the website: <https://www.briercrestcollege.ca/academics/transfer/>.

- b) **Admissions requirements for the program are consistent with the post-secondary character of degree-granting organizations and, where appropriate, ensure suitable forms of prior learning assessment for admission to the program.**

Admissions requirements are consistent with what is typical for post-secondary institutions, and allow for prior learning assessment. Information is located in the *Academic Calendar*, on the website, and in the official “Credit Transfer and Prior Learning Policy” (<https://www.brierweb.com/doc/?ID=111>).

- c) **Policies and procedures related to credit transfer are clearly established and consistent with the level of the program.**

Credit transfer policies and procedures are clearly established and consistent with the level of the program.

- d) **Policies on admissions and credit transfer reflect the institution’s willingness to consider applicants from any post-secondary institution.**

The institution is willing to consider applicants from any post-secondary institution. In their “Credit Transfer and Prior Learning Policy,” they state, “Briercrest considers credit transfer from all accredited post-secondary institutions for courses of similar content and standards. Transfer credit from non-accredited institutions is considered on a case-by-case basis. Prior learning assessment services will be provided to determine credit for equivalency to a Briercrest course or program.”

e) Residency requirements are appropriate.

The residency requirement of 50% of courses taken at Briercrest and 50% of courses within a student’s major in order to graduate with a Briercrest degree is appropriate.

Overall Evaluation:

- fails to meet the standard
- meets or exceeds the standard
- meets the standard with the following conditions:

Rationale for Evaluation:

The Admission policies and procedures (including admissions requirements for direct entry and mature students, prior learning assessment, and transfer credits) are clear, consistent and appropriate to the program, and reflect standard practice for post-secondary institutions. Briercrest is willing to consider students from any post-secondary institution. The residency requirement is standard practice. Policies and procedures are located in the Academic Calendar (<https://www.briercrestcollege.ca/doc/?ID=55>, pp. 10ff.); on the website (<https://www.briercrestcollege.ca/academics/transfer/>); and in the official “Transfer Credit and Prior Learning Policy” (<https://www.brierweb.com/doc/?ID=111>).

7. CONTINGENCY PLANS IN THE EVENT OF PROGRAM DISCONTINUATION

Standard

The institution has a contingency plan in place to ensure students will have the opportunity to complete their studies in the event the program is discontinued.

A private institution has the ability to provide financial security in the required form and amount.

Detailed Criteria and Comments:

7 a) The institution has a contingency plan that addresses how students will be able to complete their studies in the event of discontinuation of the program, including arrangements made with other post-secondary institutions to train out students impacted by the program’s discontinuation.

- - The discontinuation of the English program is highly unlikely because introductory English courses form part of Briercrest’s core curriculum. If the program were discontinued, there would be so few students in the program that it would be manageable to oversee a sensible and satisfying teach-out plan for the affected students. As well, Briercrest has a demonstrated record of serving students well when programs of study are discontinued (e.g., BA Outdoor Adventure—2004).
 - If the BA English program were no longer viable, the procedures outlined in the Discontinuation of Academic Programs policy would take effect. See the policy at the

following link: <https://mybriercrest.ca/college/calendar/>“Academic Policies – Program”-->“Discontinuation of Academic Program”

- The institution’s contingency plan in the event of the discontinuation of the program is to ensure that “arrangements are in place for current students to complete that program.” Although the program would be discontinued, students currently in the program would be able to complete their degree in that program at Briercrest. “For three years following program discontinuation, the appropriate Dean will report annually to the APC on the status of students completing the program and any other issues that have arisen as a consequence of discontinuation.”

7 b) The institution is capable of providing financial security in the form and amount as prescribed in sections 23 to 26 of *The Degree Authorization Regulations*.

Briercrest holds a guarantee bond from Western Surety Co. (Regina, SK) which supports the college against the costs associated with the program’s termination. Continuation certificate (No. 419375) is valid through 8 July 2022.

Overall Evaluation:

- fails to meet the standard
- meets or exceeds the standard
- meets the standard with the following conditions:

Rationale for Evaluation:

There is a policy in place for students to complete their degree at Briercrest even if the English program is discontinued. No new students will be admitted to the discontinued program, but current students will be able to complete the program. If external stakeholders are involved, they will also be notified, and the status of students needing to complete the program will be tracked until they have completed their degrees. The guarantee bond for financial security seems sufficient, although our expertise is not in this area of legality.

8. CREDENTIAL RECOGNITION AND NOMENCLATURE

Standard

The credential aligns with Canadian standards, as exemplified by the Canadian Degree Qualifications Framework (CDQF) and stated in the Quality Assurance Review Process Bachelor’s Degree Standard or the Quality Assurance Review Process Graduate Degree Standards, as appropriate.

The credential is recognized and accepted by other post-secondary institutions, professional and licensing bodies, and employers, both within Saskatchewan and in other jurisdictions.

Learning outcomes are as defined by the Quality Assurance Review Process Bachelor’s Degree Standard or the Quality Assurance Review Process Graduate Degree Standards, as appropriate, and are consistent with national and international standards of quality.

The nomenclature of the degree conveys long-term meaning and is consistent with program content.

Detailed criteria and comments:**8 a) Learning Outcomes are consistent with the Bachelor's Degree Standard.**

The learning outcomes of the program are consistent with the Quality Assurance Review Process Bachelor's Degree Standard.

The program design progresses from foundational first-year work in critical reading and writing (composition), through a broad-based second year survey of British literary history, a third-year required class in critical theory, and a final capstone interdisciplinary Honours seminar with a significant research component. Students must also choose courses from historical periods and additional (non-British) literatures. This, alongside the interdisciplinary coverage of the core curriculum, provides the breadth and depth appropriate to the Bachelor's degree and the specialized study and independent research work appropriate to the BA Honours in English.

8 b) Credential aligns with the Canadian standards

The credential aligns with Canadian standards appropriate to the discipline and will be recognized and accepted by other post-secondary institutions, employers, relevant occupational and professional groups, and professional and licensing bodies, where applicable.

The in-depth study and research focus of the Honours program prepares students well for graduate study; although the number of alumni is small, they have been accepted to a number of significant graduate and professional schools, including University of Saskatchewan's law school, the University of Saskatchewan MFA in Writing, the University of Regina's M.A. in Creative Writing and English, and elsewhere in Canada Queen's, Trinity Western, and McMaster. Internationally, Briercrest students have been accepted to doctoral work at Duke University (Religious Studies) and the University of Edinburgh. This is a substantial and impressive demonstration of the degree's value and international recognition.

8 c) Transfer Credit Recognition

The institution has made, or is making, provisions for degree recognition and credit transfer (see Standard 6.2), and will advise students of any changes in such provisions in a timely manner.

Briercrest maintains an impressive database of transfer credits and recognized course equivalents at the University of Regina and the University of Saskatchewan.

8 d) There is an appropriate fit between the Nomenclature and the Content of the degree.**8 e) The name of the degree is consistent with the traditional Nomenclature in Saskatchewan.**

The nomenclature Bachelor of Arts in English and Bachelor of Arts, Honours, in English is globally recognized for this subject matter and content, and it is consistent with these degrees as offered by the University of Regina and the University of Saskatchewan.

Overall Evaluation:

- fails to meet the standard
- meets or exceeds the standard
- meets the standard with the following conditions:

Rationale for Evaluation:

The Bachelor's and Honours degrees in English provide a well-structured curriculum that both reflects current trends in the discipline and matches well with curricula in universities across Canada. The Honours degree prepares students eminently well for graduate study, as seen in the admirable success rate of graduates admitted to, and funded by, prestigious graduate programs nationally and internationally. Transfer credits are well established. Nomenclature is standard and appropriate.