

***SUBMITTED TO OUCQA FOR INFORMATION – August 1, 2024***

***APPROVED BY TRENT UNIVERSITY’S SENATE COMMITTEE – September 19, 2023***

# Final Assessment Report & Implementation Plan – Executive Summary

# BA Ancient Greek and Roman Studies

# Completed by the Cyclical Program Review Committee (CPRC)

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| **Degree Programs Being Reviewed** | Bachelor of Arts in Ancient Greek and Roman Studies |
| **External Reviewers** | Dr. Peter Miller, University of WinnipegDr. Christina Vester, University of Waterloo |
| **Internal Representative** | Dr. Deborah White, Department of Sociology |
| **Year of Review** | 2022-2023  |
| **Date of Site Visit** | December 5-6, 2022 |
| **Due Date for Implementation Report from the Program** | April 1, 2024 |
| **Date Prepared by CPRC** | May 24, 2023 |
| **Date Approved by Provost & VP Academic** | June 23, 2023 |
| **Signature of Provost & VP Academic** | **Signature of Provost & VP Academic Michael Kahn** |

The Ancient Greek and Roman Studies Program allows students to examine the daily life, arts and culture, politics and power structures of some of the most influential cultures in world history. Students are asked to consider how these concepts still inform present-day values, and to compare, contrast and question ancient sources, seeking bias and scrutinizing the representation of some of the negative impacts of the ancient world (e.g., slavery, sexual violence, colonization, etc.).

AGRS offers small-group teaching, along with an opportunity to participate in in-depth analysis of the ancient world through a wide range of disciplinary methods. AGRS curriculum ranges from broad interest courses in Greek mythology, the Trojan War, and military history to focused themes (e.g., comedy in the ancient world, women in antiquity, myth and religion, etc.), as well as the study of important regions and periods, and influential figures in world history.

AGRS students have several different pathways available to them. They may complete an Honours or

General BA. They also have the option to complete a Specialization in Greek & Latin, participate in a co-op program or international fieldwork during their studies.

**Overview**

During the 2021-2022 academic year, the BA in Ancient Greek and Roman Studies program underwent a review. Two arm’s-length external reviewers, Dr. Peter Miller, University of Winnipeg, and Dr. Christina Vester, University of Waterloo were invited to review the self-study documentation. The site visit took place on December 5-6, 2022. Dr. Deborah White, internal representative, from the Department of Sociology, participated in the site visit.

This Final Assessment Report (FAR), in accordance with Trent University’s Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the degree programs. The report considers: the Self-Study, the External Reviewers’ Report, the Program Response, and the Decanal Response.

A summary of the review process is as follows: the academic unit completed a self-study that addressed all components of the evaluation criteria as outlined in Trent’s IQAP. Appendices included: Curriculum Vitae, Course Syllabi, Data Tables, Student and Alumni Surveys and a Library Statement of Support. Qualified external reviewers were invited to conduct a review of the programs that involved a review of all relevant documentation (self-studies, appendices, and IQAP policy) and participation in a virtual visit. During the virtual site visit, reviewers met with senior administration, faculty, students, and staff.

The External Reviewers’ Report identified nine (9) recommendations with the primary focus being to provide a program that is both sustainable and of high quality. Ideally, recommendations will focus on a culture of ongoing and continuous improvement, and prioritizing student-centred learning and experiences.

Following receipt of the External Reviewers’ Report, the Program and Dean provided responses to the Report. Based on the four review documents, the Cyclical Program Review Committee (CPRC) then reviewed and assessed the quality of the degree programs and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies six (6) recommendations for implementation and specifies the proposed follow-up and the person(s) responsible for leading the follow-up. The Academic Unit, in consultation with their Dean, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due April 1, 2024.

**Significant Program Strengths**

Many attributes of the AGRS program merit commendation. The external review team took note of the depth and breadth of the curriculum, remarking that the program is ‘exceedingly solid in its coverage of the three major pillars of the discipline (archaeology, history, and literature)’ while also maintaining an expansive offering in topics courses such as gladiators, gender, identity, dining and food, Christianity, and ancient cult. They also praised the Program for the extent of curriculum revision undertaken since the last cyclical review and commented on the Program’s response to a major shift taking place across the discipline. The program was described as ‘well ahead of the curve in the … move from valorizing Greece and Rome as Western models, to working with Greek and Roman sources in asking questions about bias, impact, models, and power, past and present’.

AGRS also offers some unique experiential learning opportunities to its students. The co-op option allows students to complete three terms of paid work experience, providing the opportunity to develop valuable transferable and professional skills. International field work placements supervised by Trent faculty are available to students almost every summer in Crete and North Africa. Students can also apply to archaeological fieldwork opportunities run by other institutions on a letter of permission. Each one of these opportunities helps students put into practice what they are learning in the classroom and to enrich their development long-term, no matter their chosen path post-graduation.

**Opportunities for Program Improvement and Enhancement**

As a function of continuous improvement, the Program is encouraged to regularly monitor and assess the level of student satisfaction and success to ensure curriculum remains relevant, current, and effective within the discipline. Although the breadth, depth, and relevancy of curriculum were all points of praise from the view of external reviewers, student surveys did reveal some opportunity for growth here with a reported interest in more courses on gender and sexuality in antiquity. The Program is encouraged to explore further cross-listing opportunities with programs such as Gender and Social Justice, History, and Cultural Studies.

The Program is also urged to supplement current levels of grading support. Some suggestions put forth by the review team include consideration of hiring non-Trent graduate students and/or hiring undergraduate students, with appropriate support, to contribute. The Program is encouraged to explore ways to incorporate some of these suggestions.

Also referenced in the external review was the need to develop support plans for students, within and outside of the co-op program, to provide guidance on translating their academic experience into ‘resume language’. The Program is encouraged to work with Careerspace on this initiative. This kind of experience would benefit students who will seek employment outside academia.

**Implementation Plan**

The Implementation Plan identifies those recommendations that require action by the academic unit. The Chair or Director, with members of the academic unit, will be responsible for leading the follow-up in consultation, and where appropriate, with Dean(s) and other university departments.

The Academic Unit will report on actions taken and the status of each recommendation by the due date provided. The Dean will be responsible for reviewing the Implementation Report and submitting the final report to the Office of the Provost.

**DUE DATE FOR IMPLEMENTATION REPORT: April 1, 2024**

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| **Recommendation** | **Proposed Follow-Up**If no follow-up is recommended, indicate ‘No follow-up report is required’ and provide rationale | **Specific Timeline**Indicate specific timeline for addressing or completing recommendation | **Position Responsible for Leading Follow-up** |
| **Recommendation 1**That the Program increase the faculty complement by one by 2025 and by a second by 2028. | No follow up required. Hiring requests are included in Annual Department Staffing plans for consideration by Deans.It is noted that the AGRS tenure stream faculty will increase by one on July 1, 2023. |  |  |
| **Recommendation 2**That the responsibilities of the Program Coordinator be more clearly defined. | No follow up required. Responsibilities for Program Coordinators are defined and outlined in the newly ratified TUFA Collective Agreement.  |  |  |
| **Recommendation 3**That the Program explore further cross listing opportunities with programs such as Gender and Social Justice, History, and Cultural Studies. | The Program will explore cross-listing opportunities with other programs.The Implementation Report will:* Outline results of discussions with other departments, including but not limited to GESO, HIST and CUST
* Identify any new additions of cross-listed courses
 | Update to be provided by April 1, 2024 | Program Coordinator, in consultation with Curriculum Committee |
| **Recommendation 4**That the Program update the calendar copy course code from AHCL to AGRS. | The Program will submit a proposal to the Undergraduate Studies Committee to request AHCL be replaced with AGRS in calendar copy.The Implementation Report will provide an update on the status of this proposal. | Update to be provided by April 1, 2024Changes to be in place for the May 2024 Academic Calendar | Program Coordinator |
| **Recommendation 5**That the Program develop support plans with Careerspace for students in the AGRS program. | The Program will continue to work with Careerspace to explore potential areas for developing student support, e.g., soft skills.The Implementation Report will outline results of discussions with Careerspace and identify any new student supports to be introduced. | Ongoing; update to be provided by April 1, 2024 | Program Coordinator, in consultation with Careerspace |
| **Recommendation 6**That the Program consider adding Latin and Ancient Greek to the Trent Centre for Language and Linguistics.  | No follow-up required.This sounds like an interesting opportunity however falls outside the purview of this review.The Program is encouraged to liaise with TCLL about the potential to make language specializations more visible. |  |  |
| **Recommendation 7**That the Program consider offering two online courses in the Spring term.  | The Program will review and consider the addition of online courses to the current offerings.The Implementation Report will identify any new additions to online course offerings for the Spring/Summer Sessions. | Update to be provided by April 1, 2024 | Program Coordinator, in consultation with Curriculum Committee |
| **Recommendation 8**That the Program raise the topic of alternate assignment presentation with the AGRS curriculum committee.  | The Program will review and consider if any changes to curriculum need to be made.The Implementation Report will identify any specific changes to curriculum related to alternate assignment presentation. | Update to be provided by April 1, 2024 | Program Coordinator, in consultation with Curriculum Committee |
| **Recommendation 9**That the Program consider hiring CUPE 1 non-Trent graduate student for grading support. | The Program will consider CUPE 1 and upper year undergraduate students for grading support.The Implementation Report will outline any steps taken to supplement grading support with CUPE 1 and the outcome of these efforts. | Ongoing; update to be provided by April 1, 2024 | Program Coordinator |