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***SUBMITTED TO OUCQA FOR INFORMATION – May 14, 2020***

***APPROVED BY TRENT UNIVERSITY’S SENATE COMMITTEE – May 5, 2020***

# Final Assessment Report & Implementation Plan

# Canadian Studies BA

# Completed by the Cyclical Program Review Committee (CPRC)

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| **Degree Programs Being Reviewed** | **BA Canadian Studies** |
| **External Reviewers** | **Dr. Colin Coates, York University**  **Dr. Edward MacDonald, University of Prince Edward Island** |
| **Internal Representative** | **Dr. Kevin Siena, History, Trent University** |
| **Year of Review** | **2018-2019** |
| **Date of Site Visit** | **March 14 & 15, 2019** |
| **Due Date for Implementation Report** | **October 1, 2021** |
| **Date of Next Cyclical Review** | **2026-2027** |
| **Date Prepared by CPRC** | **April 22, 2020** |
| **Date Approved by Provost & VP Academic** | **April 23, 2020** |
| **Signature of Provost & VP Academic** | **Provost Signature** |

The Canadian Studies BA program is an exploration of the concepts and practices of "Canadianness". Through a critical examination of themes such as Sovereignty, Nationalism, Indigeneity, Multiculturalism, Immigration, Canadian Studies allows for a greater understanding of the diverse and often contested meanings of the Canadian experience and Canadian citizenship.

The program offers interdisciplinary courses in four areas: culture, literature, and the arts; policy, economy, and society; identities and social movements; and space, place, and region; while encouraging thought about Canadian history, institutions, ideology, and social justice.

One of the first programs of its kind, Canadian Studies at Trent offers Students unparalleled insight into the current life of Canada and its history. Students have the opportunity to pursue community-based research projects; critically analyze core values and social order in contemporary Canadian history; and travel throughout Canada to better understand the relationship between historical and cultural events.

**Summary of Process**

During the 2018-2019 academic year, the BA Canadian Studies program underwent a review. Two arm’s-length external reviewers (Dr. Colin Coates, York University and Dr. Edward MacDonald, University of Prince Edward Island) and one internal member (Dr. Kevin Siena, History, Trent University) were invited to review the self-study documentation. The site visit took place at the Peterborough campus on March 14-15, 2019.

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 undergraduate degree program. The report considers four evaluation documents: the Program’s 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; Enrolment, Retention and Student Data; Library Statement of Support and Student Surveys. Qualified external reviewers were invited to conduct a review of the program that involved a review of all relevant documentation (self-study, appendices, IQAP) in advance of the site visit. A two-day site visit took place where reviewers met with senior administration, faculty, and students.

Once the external reviewers’ report was received, both the Program and Dean provided responses to the report. The Cyclical Program Review Committee (CPRC) reviewed and assessed the quality of the degree program based on the four review documents and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies those recommendations selected for implementation and specifies the proposed follow-up and the person(s) responsible for leading the follow-up. Academic units, in consultation with the respective Dean(s), will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due October 1, 2021.

**Significant Program Strengths**

* The program encourages students to become lifelong active citizens by introducing appropriate social goals and communication skills needed to become well-informed and engaged Canadians.
* The Canadian Studies faculty provide a significant contribution to other disciplines and programs through support teaching; providing a larger service to the institution as a whole.
* The program fosters strong relationships between student and faculty utilizing an array of social interactions that create a denser and richer learning experience.

**Opportunities for Program Improvement and Enhancement**

* The curriculum should be reviewed to enhance program goals; build coherence among student cohorts; increase collaboration with other programs and create more online content to increase the attractiveness of the program to potential students.
* The interdisciplinarity and strong Indigenous knowledge and perspective of the program makes it uniquely positioned among Ontario Canadian Studies programs and should be emphasised for student recruitment purposes.
* Recruitment of students to this program could be further enhanced by emphasizing opportunities students can pursue through independent research and travel, supported by the Department through a variety of scholarships, funding and travel awards.

**Complete List of Recommendations**

**Recommendation 1**

**That a more structured degree be developed and include the addition of two core courses, one at the 2000-level to consolidate the concepts and build on the recruitment function of the 1000-level courses, and one at the 4000-level to serve as a capstone course.**

**Program Response**

The Curriculum Committee discussed the structure of the degree at a retreat and determined that there could be more structure beyond the first year. A new half course is being planned for in second year on the theme of ‘Critically Thinking Canada’. This course will provide a series of empirical, quantitative and qualitative research skills through specific (and changing) Canadian case studies. ‘Canada the Land’, a 2000-level course will be split into two core half courses and will satisfy the ICR requirement. CAST will undertake a broader curriculum revision which will address and identify a fourth-year capstone course to bring the CAST fourth year cohort together and to allow them to reflect on their various experiences of the program. More broadly, CAST will revisit the ‘streams’ or categories it currently lists in the calendar under program requirements, to create curriculum pathways that build upon several core courses.

**Decanal Response**

Reviewing (revisiting) courses and program requirements in the CAST program, as recommended by the Reviewers and further outlined in the Program response, will be an important and constructive response to the question of structure.

**Recommendation 2**

**That the Program maintain and increase its collaboration with other programs.**

**Program Response**

CAST acknowledges the importance of collaboration. The program is planning to offer new foundational courses at the 2000-level that will support journalism and the Swansea Law degree. Courses will include ‘Foundations of Canadian Law’ and ‘The Canadian Media Industry’.

The title and description of CAST-GEOG-POST 3621H - The Critical Spaces of Law will be revised and through consultation CAST will address the existing need for undergraduate law curriculum in the humanities. CAST will maintain most of its cross-listed courses and will continue to recruit cross-appointed faculty and identify new ways to build bridges with other undergraduate programs such as Sociology, Francophone Studies, and Indigenous Studies.

**Decanal Response**

Developing greater collaboration via cross-appointments and cross-listing courses, as recommended by the Reviewers and further outlined in the Program response, will be an important and constructive response to the question of collaboration.

**Recommendation 3**

**That the Program maintains and increase the visibility of Canadian Studies by strengthening the links between the undergraduate and graduate programs, and the Frost Centre.**

**Program Response**

The CAST undergraduate program would like to develop a wider focus for Canadian Studies that engages the broader community at Trent as well as Frost Centre members specifically in the area of Canada-in-the-world. CAST has prioritized Canadian international relations as a key growth area for developing new courses. The recent proposal of a research centre in Canadian Society and Policy may provide an opportunity to engage faculty across humanities, social sciences, and science.

**Decanal Response**

Developing greater visibility for Canadian Studies at Trent, via potential new curriculum developments such as International Relations among others suggested in the program response, would be a useful approach.

**Recommendation 4**

**That calendar copy be updated and include the revamping of course titles and descriptions to make them more attractive to prospective students.**

**Program Response**

The Curriculum Committee agrees and revisions to course titles and descriptions has already begun. Some courses may be removed as a result of low enrolment while other courses may be split or compressed. CAST is also considering expanding Canada in international relations context through the revamping of existing courses and addition of new courses.

**Decanal Response**

Updating the calendar copy for the CAST program, as recommended by the Reviewers and further outlined in the Program response, will be an important and constructive response to the question of collaboration.

**Recommendation 5**

**That instructors encourage students who achieve good results in the 1000- and 2000-level courses to pursue a major or minor in CAST.**

**Program Response**

CAST faculty are working towards renewing student engagement and recruitment in both single and double major categories through rejuvenation of the CAST student club, by scheduling undergraduate and CAST major events at the CAST Windy Pine Conference Centre, and through better engagement and collaboration with Canadian Studies students at other institutions. This initiative is planned for the Fall of 2019. We have prioritized first year teaching and tenured members will be teaching at the 1000-level. The SSC Advisory Board is discussing this issue as well as that of marketing, student engagement, and recruitment.

**Decanal Response**

Improving student engagement via 1000 and 2000 level recruitment strategies, as recommended by the Reviewers and further outlined in the Program response, will be an important and constructive response.

**Recommendation 6**

**That the program conducts a general review of the curriculum that will include:**

* + **Identifying and addressing gaps in the curriculum through the revision of existing courses or creation of new courses.**
  + **Reviewing current categories for appropriateness, and offering sufficient courses within each category in any given academic year to allow CAST students to fulfill the program requirements.**
  + **Confirming cross-listed courses originating elsewhere still align with the CAST objectives that led to the original cross-listing.**

**Program Response**

The Program agrees with this recommendation. At the Program’s curriculum retreat, focus was on the removal of poorly subscribed and out-dated courses, and courses that are no longer taught on a regular basis or that are tangential to program goals. CAST faculty are working towards the adjustment of content in CAST-owned courses to better reflect clear program goals as well as to identify gaps (such as few courses on international relations, media and law), as well as redundancies (such as many courses in the research areas of now-retired faculty) in the program. Emphasis will be placed on avoiding replications of offerings by other programs and complementing new and successful programs. Cross-listed courses are being reviewed to determine where these fit within an adjusted and consolidated program. CAST will also be looking at gaps in the program and how these may be addressed by current faculty expertise.

**Decanal Response**

The proposed review of the CAST program courses and degree requirements, as recommended by the Reviewers and further outlined in the Program response, will be an important and constructive response. The curriculum review will encompass a number of suggestions made by the reviewers – addition of 1000 and 4000 level courses, updating titles and course descriptions, online offerings, circumpolar program – and as well take into consideration how to attract more students to the program and increase marketability of the program.

**Recommendation 7**

**That a new hire in CAST be considered to deliver a higher proportion of CAST courses.**

**Program Response**

CAST strongly agrees that a new faculty position is needed. With this in mind, the program wants to ensure that the CAST degree remains distinct from other programs in the university. The Program also indicated interest in maintaining an LTA instructor who proves exceptional and well-suited to the program, as well as sharing a faculty position with another program such as Sociology.

**Decanal Response**

The recommendation to increase the permanent (TUFA) faculty complement in CAST is a resource issue that will be considered as part of the annual staffing plan discussions under the purview of the Dean.

**Recommendation 8**

**That the Program pursue new cross-appointments from within existing faculty.**

**Program Response**

CAST welcomes more faculty from other programs but cautions that this is not a solution. Cross-appointments would need to be equally shared among two departments, or the wright of the cross-appointment made in favour of CAST. The Program would be particularly interested in a cross-appointment with Sociology, Francophone Studies, English and/or Indigenous Studies.

**Decanal Response**

The Reviewers and program raise valid points about the importance of cross-appointments, opportunities for which can be discussed and supported by the Dean.

**Recommendation 9**

**That the governance model for the School for the Study of Canada be further refined.**

**Program Response**

CAST would welcome an opportunity to discuss this matter. The existing ambiguities result in unclear leadership and administrative/faculty responsibilities. The positioning of the “research” component of the Frost Centre is also unclear, particularly in its relationship to the School. The Graduate program appears to have a great influence on the workings of the School and impacts the undergraduate program, while the undergraduate program seems to have little relationship to the graduate program agenda. Better coordination is needed and this is not possible given the existing structure of the School.

**Decanal Response**

The Reviewers and program raise valid points about the importance of strengthening the governance of the School. The Dean will look forward to the results of the School’s review and proposed strategies in this regard.

**Recommendation 10**

**That the Program consider expanding its online presence with consideration being given to the marketability and attractiveness of such courses.**

**Program Response**

CAST agrees and will spend time considering this option.

**Decanal Response**

The Dean agrees and in the current environment the importance of offering online courses to our students is both relevant and significant. The offering of online courses will also strengthen the School’s connection with the Circumpolar program.

**Recommendation 11**

**That CAST consider participating in the new diploma program in circumpolar studies.**

**Program Response**

CAST agrees. It does participate in the Diploma, but not the Option. The Diploma recruits from the outside, while the Option recruits from existing Trent students. The Option would draw in students from Trent and would be a good way to increase enrolment and recruit majors and double majors. This option will be explored in the Fall of 2019.

**Decanal Response**

The Dean encourages the department to pursue opportunities involving the Option that may increase enrolment and recruit majors into the BA program.

**Implementation Plan**

The Implementation Plan provides a summary of the recommendations that require action. The Academic Unit in consultation with their Dean will be responsible for moving forward with the recommendations to ensure that each is completed within the recommended timeframe.

The Academic Unit will submit an Implementation Report to their Dean reporting on the completion and/or status of each recommendation. The Dean will review the Implementation Report prior to submitting the report to the Office of the Provost.

**DUE DATE FOR IMPLEMENTATION REPORT: OCTOBER 1, 2021**

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| **Recommendations** | **Proposed Follow-Up**  *If no follow-up is recommended, please clearly indicate ‘No follow up report is required’ and provide rationale.* | **Position Responsible for Leading Follow-up** |
| **Curriculum Review**  **That a general and detailed review of the curriculum for the BA degree in Canadian Studies take place with consideration for the following:**  That a more structured degree be developed and include the addition of two core courses, one at the 2000-level to consolidate the concepts and build on the recruitment function of the 1000-level courses, and one at the 4000-level to serve as a capstone course **(Rec 1)**  That gaps in the curriculum be identified and addressed through the revision of existing courses or creation of new courses **(Rec 6)**  That the current categories be reviewed for appropriateness, and sufficient courses within each category be available in any given academic year to allow CAST students to fulfill the program requirements **(Rec 6)**  That calendar copy be updated and include the revamping of course titles and descriptions to make them more attractive to prospective students **(Rec 4)**  That the Program consider expanding its online presence with consideration being given to the marketability and attractiveness of such courses **(Rec 10)**  That cross-listed courses originating elsewhere still align with the CAST objectives that led to the original cross-listing **(Rec 6)**  That the Program maintain and increase its collaboration with other programs **(Rec 2)** | School to conduct a thorough review of courses and degree requirement for the BA degree in Canadian Studies. The review is to be completed and implemented for September 2021. | Director of School, in consultation with the Dean |
| **Governance Model**  **Recommendation 3**  That the Program maintains and increase the visibility of Canadian Studies by strengthening the links between the undergraduate and graduate programs, and the Frost Centre.  **Recommendation 9**  That the governance model for the School for the Study of Canada be further refined. | School is encouraged to develop and implement a plan to refine the governance structure of the School and constituent programs and research centre, while at the same time strengthening the links between the BA, MA, PhD programs and the Frost Centre. | Director of School, in consultation with the Dean |
| **Recruitment**  **Recommendation 5**  That instructors encourage students who achieve good results in the 1000- and 2000-level courses to pursue a major or minor in CAST.  **Recommendation 11**  That CAST consider participating in the new diploma program in circumpolar studies. | School is encouraged to develop and implement a plan to recruit majors from 1000 and 2000 level courses. It is recommended that the plan consider having CAST school director, faculty, majors, graduate students and/or alumni make presentations in class for this purpose.  The School currently participates in the Circumpolar Diploma however is encouraged to consider opportunities to increase enrolment and or majors/joint-majors through participation in special program opportunities such as the Option in Circumpolar Studies. | Director of School  Director of School |
| **Faculty Resources**  **Recommendation 7**  That a new hire in CAST be considered to deliver a higher proportion of CAST courses.  **Recommendation 8**  That CAST pursue new cross-appointments from within existing faculty. | No follow up required.  A new hire is a resource issue and is part of annual staffing plan discussions under the purview of the Dean.  No follow up required.  School is encouraged to explore possible cross-appointments. |  |