

Canadian Studies
Update on Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: BA and MA Programs
Completed by: Susan Ross, Interim Director School of Indigenous and Canadian Studies and David Carment Director of Canadian Studies
Dean Approved: Dr. Paul Keen, Associate Dean, FASS October 6, 2023

Note: This document is made available for public posting on the Vice- Provost's website.

***** Denotes items that SQAPC would like the unit to pay particular attention to based on their past review of the original action item.**

External Reviewer Recommendation	Original Action Item	Owner & Timeline	Progress Update <u>August 2023</u>	Have calendar changes been initiated or completed (Not applicable/Yes/No), if Yes, when
1. Foreground its location in Ottawa as a conceptual lens	<i>Reworking of course title and contents for CDNS 1011: "Power, Places and Stories in/of Odawang/Ottawa"; this will now be a required first- year course for all students in CDNS</i> <i>Addition of 4th-year course on Ottawa: "Activism in Odawang/Ottawa"</i>	<i>Faculty Members</i>	Done – the BA in Canadian Studies program was revised in 2021. The course has become an important part of the School's teaching programme. It should be broadened to include a reflection on the diverse history of immigrants to Ottawa who reside in and around the nation's capital.	Yes, 2021
2. Clarify its relationships with Quebec Studies, Heritage Conservation, and other units at Carleton with curriculum and recruitment objectives in mind.	<i>Reconfiguring and updating website and program information</i>	<i>School coordinating committee; Website committee; all faculty</i>	Done – the revised website was launched in Fall 2022. It will be revised again Fall 2023.	Not applicable
3. Be authorized for a tenure-track hire in migration studies, Black Studies, or Critical Race Studies, preferably a scholar of colour	<i>Application for new faculty position for 2022-23 academic year</i>	<i>School coordinating committee</i>	A new tenure track position was not funded. However, a 2-year term instructor position was created, which ends June 30, 2024. The School needs at least 3 tenure track positions to replace retired and absent faculty. This objective will be a priority under the new Director.	Not applicable

4. Pursue cross-appointments with faculty of colour and/or scholars of race and immigration in other units	<i>Consult with racialized faculty and their Chairs/Directors to determine interest in cross- appointment to SICS</i>	<i>School coordinating committee</i>	The School currently has at least 15 Carleton faculty from other units who hold a 0% cross appointment. They are all identified under affiliated faculty on the webpage with their photo, title and a link to their home unit webpage. The Director is preparing a joint memo with the Institute of African Studies to hire a shared faculty of colour to teach interalia CDNS 3560 Black Studies in Canada and CDNS 370 Racialization and Resistance	Not applicable
5. Hire a placement officer to facilitate and augment internship or practicum possibilities	<i>School coordinating committee needs to complete an internal audit of practicum practices and placements and recommend best practices; ideally we would have the resources/personnel to dedicate to this component of the programs within the School</i>	<i>School coordinating committee</i>	No resources were made available for this hire. A coop proposal will be developed under the new Director.	Not applicable
6. Involve students more in program governance	<i>Students from existing SICS student organization are invited to participate in School initiatives; undergraduates have thus far been unreceptive to invitations for increased participation. Continue to invite student participation on committees of the School; recruit through existing School student clubs/organizations .</i>	<i>School coordinating committee</i>	The Indigenous and Canadian Studies Graduate Students Society was revived with an active leadership prior to the pandemic, and represented at School meetings including online. This group has by virtue of the separation of Indigenous and Canadian Studies quieted down. Engaging students in governance issues such as EDI will be a priority under the new Director.	Not applicable
7. Be actively supported in its campaign for gender neutral bathrooms in Dunton Tower .	<i>The requisite action to fulfil this recommendation is beyond the scope of the School of Indigenous and Canadian Studies as it is in the purview of Carleton’s Facilities Management and Planning group</i>	<i>Facilities Management and Planning group</i>	Senior management at the university declined this request.	Not applicable
8. Dedicate a retreat or a series of gatherings to reflecting on the structure of the undergraduate curriculum, deciding whether it needs any local or structural updates — and, if so, if those are feasible at the current time, and how to design and implement them	<i>Faculty held a series of meetings in the spring of 2021 to review course offerings and program delivery, updating calendar descriptions and degree requirements, including the French language requirement at the undergraduate level. All changes to the BA will be submitted for review by all</i>	<i>School coordinating committee</i>	The entire BA in Canadian Studies program was revised in 2021, including course descriptions and the language requirement. The MA was changed from a 4 credit to a 5-credit degree.	Calendar and website updated 2021.

	<p><i>relevant units on campus, including Senate Quality Assurance and Planning Committee, Senate and its Committees. No significant structural updates are required at this time for the BA.</i></p> <p><i>For MA program, conduct similar audit.</i></p>		<p>The MA stream in heritage conservation that has existed since the early 1990s has been formalized into a Concentration in Heritage Planning and Studies. Further development of the MA stream will be a focus area under the new Director.</p> <p>Overall the MA has not yet been reviewed, but should be a priority pending recruitment and hiring of faculty.</p>	
<p>9. Whether curricular changes are made or not, work collectively to improve clarity about the shape of the undergraduate program, and to render visible (via calendar and website) the content of its courses and their relationships to each other</p>	<p><i>Update website and all materials that provide details about the undergraduate program. Complete Major Modifications paperwork for changes to BA program and submit to University for review; update website and all supporting documentation related to the BA program</i></p>	<p><i>School coordinating committee and Website committee</i></p>	<p>The entire BA in Canadian Studies program was revised in 2021, including course descriptions and the language requirement. A completely revised website was launched in Fall 2022.</p> <p>New brochures were created for the BA.</p>	<p>Yes, 2021</p>
<p>10. Clarify online information about expectations, schedules, and stages of the program</p>	<p><i>Update website and all materials that provide details about the undergraduate program; update and upload to the website the "Pathways to Graduation" document that was prepared for Bachelor degrees in Canadian Studies.</i></p>	<p><i>Website and Coordinating committees</i></p>	<p>A completely revised website was launched in Fall 2022. It will be revised again in 2023 following the separation of Indigenous and Canadian Studies. Social media and related information campaigns will be enhanced under the new Director.</p>	<p>Yes, fall 2022</p>
<p>11. Clarify the relations of the MA to the BA and PhD programs. In what ways does each program or might each program intersect with the others, and to what extent ought it offer a particular experience or particular learning outcomes?</p>	<p><i>Pending the outcomes and recommendations for the joint Trent-Carleton PhD cyclical program review, and new program development in Indigenous Studies within the School, programming for the MA will necessarily need to be strengthened and updated. This is a priority area for the School</i></p>	<p><i>Coordinating committee, and graduate and Canadian Studies undergraduate committees</i></p>	<p>Following the PhD CPR report, the process for severing the joint PhD from Trent is complete pending approval from the provost's office (October 2023).</p> <p>Review of the MA program will take place in Spring/Summer 2024, when some current variables with respect to the BA and PhD are settled. We also want to be able to consider the pool of applications for the 2024 year as part of this review.</p>	<p>Not applicable</p>

12. Ensure students have the opportunity to work with faculty of colour and Indigenous faculty	<i>Determine who faculty are in other units teaching courses that resonate with Canadian Studies and encourage students to take those courses.</i>	<i>Coordinating committee</i>	The Director is preparing a joint memo with the Institute of African Studies to hire a faculty of colour We will also jointly pursue faculty cross appointments and cross listed courses. A joint conference examining Canada-Africa relations will be organised for grad and undergrad students from both programmes	Not applicable
13. Be clear about and, if possible, expand the opportunities for Digital Humanities work within the MA program (which may well require hiring in this area).	<i>Explore existing DH programming vis-à-vis School programs</i>	<i>Coordinating committee</i>	We currently have one MA student in the collaborative specialization in Digital Humanities. Considering ways in which this collaboration could be better advertised will be part of our review..	Not applicable
14. Be given comprehensive support by Carleton in its endeavours to optimize recruitment, hiring, and program development strategies outlined in this report.	<i>Collaborate with appropriate offices at Carleton to determine best practices and implement strategic initiatives to support the School. Prioritize recruitment efforts at the graduate and undergraduate levels and implement curricular changes to enhance and increase appeal of programming</i>	<i>School members, ODFASS, other supporting units on campus</i>	SICS faculty have actively participated in Carleton and FASS-specific recruitment events. No other resources have been made available to support recruitment. It is essential that faculty be recruited to sustain and develop the teaching programme that is currently serviced by PhD students and CIs and enhance research capacity in the School. This objective will be a priority under the new Director.	Not applicable

School of Indigenous and Canadian Studies
Update on Learning Outcomes Assessment Activities
Programs Being Reviewed: BA in Canadian Studies
Completed by: Susan Ross and Richard Nimijean

1. Who is responsible for the assessment of program learning outcomes?

- Learning Outcomes Assessment Committee
- Undergraduate/Graduate and/or Curriculum Committee(s)
- All faculty in unit
- Other: Susan Ross, SICS Interim Director, and Richard Nimijean, Undergraduate Supervisor of Canadian Studies

2. Which program learning outcomes have been assessed since your last CPR? If no assessment activities were undertaken, please provide a rationale and describe what is required in order for assessment to take place moving forward.

We assessed LO's 1, 2, 3, 4.

3. Did you follow your assessment plan? If not, how did your assessment plan change and why?

We assessed four LO's in order to make up for the assessment work not taking place in 2019-20, 2020-21, 2021-22 because of disruptions of various kinds.

4. What methods have been used to assess the program level learning outcomes? (*check all that apply*)

- Reviews of examples of student work
- cuPortfolio
- Student surveys or focus groups
- Faculty retreats or discussion sessions
- Reviews of program curricula and courses (*includes efforts to align course and program learning outcomes*)
- Other _Faculty Survey_____

Provide additional details if necessary:

We received responses from several permanent faculty members; however, we did not approach contract instructors who taught courses. Unfortunately, students did not respond to the email asking them to complete the survey.

5. What assessment activities are planned between now and your next CPR? Provide specific LOs and timeframes.

We will assess the remaining LO's 2023-24. We also plan to have an open forum about the program with undergraduate students in the Fall semester, so we will again ask them to complete the survey. The original schedule was to assess 2 LOs every year over 5 years. There are 10 and last year we assessed 4 because we were behind.

I would suggest that we assess 3 this year (2023-24): LO5-LO6-LO7, and 3 next year (2024-25): LO8-LO9-LO10. I have added this reply to the copy they sent us, and then also created a sheet showing the revised 2-year plan.

Name of Program(s) SCHOOL OF INDIGENOUS AND CANADIAN STUDIES
Update on Learning Outcomes Assessment Activities
Programs Being Reviewed: MA in CS through coursework, MRP and Theses
Completed by: Jennifer Henderson

1. Who is responsible for the assessment of program learning outcomes?

- Learning Outcomes Assessment Committee [G Supervisor, School Director]
- Undergraduate/Graduate and/or Curriculum Committee(s)
- All faculty in unit
- Other:

2. Which program learning outcomes have been assessed since your last CPR? If no assessment activities were undertaken, please provide a rationale and describe what is required in order for assessment to take place moving forward.

We assessed LO's 1, 2, 3, 4.

3. Did you follow your assessment plan? If not, how did your assessment plan change and why?

We assessed four LO's in order to make up for the assessment work not taking place in 2019-20, 2020-21, 2021-22 because of disruptions of various kinds. The plan for drafting the report this year was changed slightly from graduate studies committee responsibility to Graduate Supervisor responsibility because of change in structure of the School and relatedly, composition of graduate studies committee.

4. What methods have been used to assess the program level learning outcomes? (*check all that apply*)

- Reviews of examples of student work
- cuPortfolio
- Student surveys or focus groups
- Faculty retreats or discussion sessions (surveys)
- Reviews of program curricula and courses (*includes efforts to align course and program learning outcomes*)
- Other _____

Provide additional details if necessary:

5. What assessment activities are planned between now and your next CPR? Provide specific LOs and timeframes.

We will assess LO's #5-9 in 2023-24.

LO5: Evaluate multiple and contested interpretations of historical, material, social, cultural, and political issues, as well as cultural practices and places, and critique the power relations and worldviews that inform and support them.

LO6: Reflect on the ways in which knowledge-production, dissemination and governance practices can reproduce and/or change complex power relations.

LO7: Evaluate different sources of information and assess the kinds of knowledge they produce.

LO8: Defend the idea that learning is a dialogic, collective and public enterprise that produces ethical, balanced, evidence-based, and persuasive scholarship in written, oral, and visual and non-textual forms.

LO9: Apply knowledge to empirical situations through participation in experiential and place-based learning processes and reflect on the challenges of translating theory into practice.