

SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE
Cyclical Review of the graduate programs
in Canadian Studies
Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Ph.D. program in Canadian Studies are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The Ph.D. program in Canadian Studies reside in the School of Canadian Studies, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-7.2.14).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the School of Canadian Studies and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on April 11th, 2024.

Joint program in Canadian Studies
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: PHD Program

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

[Sample Text: The Department/School/Institute was pleased to receive the Reviewers' very positive External Reviewers' report on [date]. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean(s).]

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: David Carment

Prepared by (name/position/unit/date): March 21, 2024

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
<p>3.0: DETERMINE HOW TO OFFER MORE GRADUATE STUDENT TRAINING RELATED TO CRITICAL PEDAGOGY, RESEARCH METHODOLOGIES, AND CAREER SKILLS. CONSIDER INTRODUCING NEW METHODS AND CRITICAL PEDAGOGY COURSES. CONSIDER WAYS TO PROMOTE UNIVERSITY-WIDE TRAININGS TO GRADUATE STUDENTS.</p>	<p>Agreed to in Principle</p> <p>With respect to training in research methods, the PhD Core Seminar CDNS6900, “Interdisciplinarity in Canadian Studies: Concepts, Theories and Methods,” is our 1.0 credit required course that provides training in methods and theory. Students discuss and evaluate research methods and their combinations in assigned readings that model different kinds of interdisciplinary research designs. They practice interdisciplinary methodology in course assignments. Whereas the core course provides methodological breadth, the preparation for the second comprehensive exam is designed, in part, to develop the methodological expertise necessary to pursue the dissertation project. The dissertation proposal is the written component of the second comprehensive exam so a portion of the readings on that list</p>	<p>We will continue to discuss TA responsibilities in the Fall orientation with the Graduate Supervisor and encourage students to attend TLS and FGPA workshops. The School’s Director and the Graduate Supervisor will continue to hold workshops on drafting grant applications, conference papers and the peer review process including Journal and Book manuscript proposals.</p> <p>We will modify the calendar language for CDNS6900, as per below.</p> <p>CDNS 6900 [1.0 credit] Ph.D. Core Seminar: Interdisciplinarity in Canadian Studies: Concepts, Theories and Methods Available only to Ph.D. students in Canadian Studies. An examination of the complex theoretical and methodological issues in associated with the discourse on an interdisciplinary study of Canada.</p>	<p>School Director/Graduate Supervisor</p>	<p>2023-2024</p> <p>Curriculum change will be made in 2024-25.</p>	<p>Y</p>

	<p>concern methodology. Because we have relatively small PhD cohorts, the matter of ensuring that PhD students develop methodological expertise also occurs through consultation with the Graduate Supervisor on course selection at the outset of the program. Students are permitted to take 0.5 credits outside of CDNS. PhD students in the collaborative specialization in Political Economy take not only our CDNS6900, but also the 0.5 PECO6000 “Political Economy: Core Concepts.”</p>	<p>Consideration of models of interdisciplinary research on Canada and practice with research project design. Offered at Carleton and Trent through a combination of joint sessions at both universities and regular electronic communication. Prerequisite(s): enrolment in the Canadian Studies Ph.D. program.</p>			
<p>3.1: ASSESS IF RECENT CHANGES TO THE COMPS PROCESS ARE HAVING THE DESIRED EFFECTS (CARLETON).</p>	<p>Agreed to in Principle</p>	<p>The Carleton part of this recommendation refers to the fact that in the summer of 2022 we made some changes to our two comps. The main changes were to the second comp, the written portion of which is now the dissertation proposal. Students are supposed to be doing this comp in March of year 2. We will examine how many have accomplished this and whether the fusion of the proposal and the second comp is speeding up progress. We will look at the last 6-7 years and see how far into their program our PhD students have been when they submit their dissertation proposals then compare that to data from the past year.</p>	<p>Graduate Committee</p>	<p>2023-2024</p>	<p>N</p>
<p>4.0: REVISE AND ALIGN THE WAY THAT THE PROGRAMS’ STRENGTHS ARE ARTICULATED ACROSS WEBSITES, LEARNING OUTCOMES, PROGRAM PRIORITIES, AND AREAS OF STUDY.</p>	<p>Agreed to if Resources Permit</p>	<p>In Fall 2023, we revised the bullet points describing our “unique interdisciplinary space” on the graduate portion of our website to line up with the new situation in which we are no longer paired with Indigenous Studies, and indicates our faculty members’ strengths. In the context</p>	<p>School Director/ Graduate Committee/ School Administrator</p>	<p>2023-24</p>	<p>N</p>

		<p>of a hiring freeze, we working on expanding the 0/100 cross-appointments of faculty members from around the university: those with expertise on Canada whose research helps us support the areas of study listed.</p> <ul style="list-style-type: none"> • the discourses, institutions and practices that construct “Canada”; the history and present of settler colonialism; regional studies • the politics of language, identity, race, and nation in Canada and Quebec; diasporic worlds within and beyond the settler nation-state; local and global scales and strategies of decolonization; Canada in the world and nation branding • cultural and spatial heritages; sustainable heritage conservation; cultural heritage and climate change; public memory and history, alternative archives and emotional geographies <p>As to learning outcomes, in Winter 2024 the Graduate Committee is meeting to discuss revisions to be presented to the School for approval. The two goals are a) to revise according to the new context of separation from Indigenous Studies and b) to better articulate outcomes specific to expertise on Canada, which our graduates go on to use in careers in mainly in research and policy, or academia.</p>			
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<p>5.0. AS THE PROGRAMS SEPARATE, EVOLVE AND TRANSFORM, THE CAPACITY OF BOTH INSTITUTIONS TO ADMIT DOCTORAL CANDIDATES GOING FORWARD WILL BE TIED TO THE REDESIGN OF THE RESPECTIVE PROGRAMS. THEREFORE, ADMISSIONS NUMBERS WILL NEED TO BE RE-EVALUATED IN THE FUTURE.</p>	<p>Agreed to Unconditionally</p>	<p>We will monitor admissions. We are doing more to promote, our program through PhD graduate success stories for the website as well as our alumni letter.</p>	<p>Graduate Committee</p>	<p>2023-2024</p>	<p>N</p>
<p>#6.0: INCREASE THE NUMBER OF DEDICATED FACULTY TO THE CANADIAN STUDIES PROGRAMS AND INCREASE THE DIVERSITY OF FACULTY AND PERSPECTIVES/AREAS OF RESEARCH/EXPERTISE It is the recommendation of the external reviewers that the Canadian Studies programs at both institutions in general but at Trent in particular review the diversity of faculty approaches (diverse frameworks and perspectives around race, gender, etc.) and perspectives (what is Canadian studies and what is being taught today?). The aim of this review will further ensure that the programs can better “foster an appropriate intellectual climate that will sustain the program and promote innovation.” At Carleton, it is particularly recommended that the university hire an Indigenous Studies professor to replace an Indigenous Studies professor who recently moved to another university. For this position the university should consider hiring faculty at the level of Associate or Full Professor. In relation to Indigenous Studies at Carleton, it is recommended that the Indigenous Studies faculty members have the time, support, and autonomy to ponder whether they will remain with the School or have a separate department or another type of arrangement. Concrete ideas for support these deliberations could include: time and funding to consult with Indigenous faculty at other universities, and course releases (with replacements) to work on development of new governance models and programming. (These are just suggestions.)</p>	<p>Agreed to if Resources Permit</p> <p>The School is committed to expanding diversity beyond the settler-Indigenous framework and to expanding our faculty complement in focused ways. The School’s urgent needs are for full time faculty hires in the areas of a) Black Canadian Studies and Historical Memory; b) Diasporas in Canada/Canada and the Globe and c) Regional Studies. We are in the process of discussing the graduate course offerings that need to change in order to better reflect who we are and aspire to be.</p>	<p>We are deleting one of our two offerings focused on the North (CDNS5101 “Indigenous Peoples, Canada and the North”) but keeping CDNS5700 “Changing Dynamics of the North in Canada” as we have been able to offer that course through a cross-listing with GEOG in recent years. Additionally, we are discussing the renaming and reframing of CDNS5202 “Gendering Canada: Selected Contemporary Debates” as a course that would focus, instead, on Black Canadian Studies or Diasporas in Canada/Canada and the Globe. This change is still “If Resources Permit,” although we intend to advocate strongly for the conversion of one Instructor position to Assistant Professor, Tenure Track, as well as a new Hire at the Assistant, tenure-track, level. We think we have an excellent case, having lost 55 per cent of our full-time faculty through unit-shifts and retirements in the past 12 months. In the past year, we also have been building out our 0/100 cross-appointments and Adjunct Research Professor positions with individuals appropriate to participation in our graduate programs.</p>	<p>School Director/Hiring Committee/Dean of FASS</p>	<p>2024-2025</p>	<p>Y</p>

<p>7.0: EXPLORE NEW/LOCAL RESOURCE OPPORTUNITIES FOR GRADUATE STUDENTS/PROGRAMS</p> <p>It is recommended that both institutions find a way to hear from students (e.g. survey, focus groups) about areas of expertise that are on the growing edges of each program. Where would they like to see development or growth? This can be not just faculty hires but possible collaborations (e.g. with local organization or communities, or with other units within the university), or possible new courses.</p>	<p>Agreed to Unconditionally</p>	<p>We will take up this recommendation enthusiastically as it is part of how we see ourselves growing. We will have a focus group session so that we can find out what PhD students are seeing as the “edges” of Canadian Studies, where it overlaps with other Carleton units (in their experience) and with outside organizations. We could develop a list of organizations and communities with which our PhDs have been involved as researchers, volunteers, employees. When we look at redesigning our graduate course offerings, we’ll be looking at the units we tend to be drawing from for comps and supervisory committees, or which our graduate students are going to for electives, and we’ll be thinking about how we might formalize those relationships through cross-appointments and permanently cross-listed courses. The Practicum course is an option that is taken up more often by MA students than by PhD students and I think this makes sense (PhD students in their coursework ideally are training for comps and dissertation research).</p>	<p>Graduate Committee/School Director</p>	<p>2023-2024</p>	<p>N</p>
<p>7.1: CLARIFY SUPERVISOR ROLES/FACULTY</p> <p>It is recommended that both institutions clarify supervisory faculty (who is available and who can supervise) privileges.</p>	<p>Agreed to Unconditionally</p>	<p>We will continue to ensure that our PhD Guidelines specify that dissertation committees have to include at least one School member (some units say the supervisor has to be from that unit, but we just don’t have enough faculty to say that). We say this about comp committees too.</p>	<p>PhD Committee</p>	<p>2023-2024</p>	<p>N</p>

<p>7.2: MONITOR GRADUATE LEVELS OF FUNDING AND EXPOSE FUNDING OPPORTUNITIES</p> <p>It is recommended that both institutions remain vigilant about funding for students. Although statistics and charts were provided, they were difficult to decipher and therefore it is unclear whether or not students are “well-funded.”</p> <p>It is recommended that maintaining consistent graduate/doctoral funding be a standing agenda item for departments to monitor. In addition, students should be exposed to, encouraged and supported in applying for external funding opportunities. Levels of success should be monitored and recorded and clearly communicated and celebrated across the institution.</p>	<p>Agreed to In Principle</p> <p>The Graduate Supervisor holds a grant application workshop every September and students are strongly encouraged to attend and to produce applications. The Graduate Supervisor and/or faculty with subject area expertise read and comment on draft applications. Our grad committee reads and ranks applications once they are formally submitted. We produce an excel spreadsheet, updated as necessary, dedicated to tracking the funding allocated to each current student: endowment upon admission, university-wide and unit-specific endowments and awards given out each year, who applied/received OGS and SSHRC, and any Vanier nominations/recipients. While there are sensitivities to consider regarding the communication of information about the distribution of donor-funded awards among the graduate cohort, successful applications for SSHRCC and Vanier awards are celebrated in our newsletter and as news items on our website, with the agreement of the students.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N</p>
<p>8.1: RECOGNIZE THE ESSENTIAL ROLE PLAYED BY PROGRAM SUPPORT STAFF</p> <p>Both faculty and staff raved about the outstanding support they received from the support staff in their respective departments and institutions. They were indispensable and the reviewers recommend that both institutions recognize the importance of these roles and the people who currently occupy them. Each department should determine concrete ways to advocate for their staff and to celebrate their contributions.</p>	<p>Agreed to Unconditionally</p>	<p>We nominated our excellent School Administrator for the Sheila McCallum Award in Fall 2023 and will do so again in Fall 2024. In 2023, the School functioned without a Program Administrator for three months, and without a permanent Program Administrator for four months. We are happy to report that we hired an excellent Program Administrator in August, and we fully intend to nominate her for a Service Excellence Award once</p>	<p>School Director/Graduate Supervisor</p>	<p>2023-2024</p>	<p>N</p>

		we are able to speak to her first year of service with the School.			
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Note: recommendation #8.0 in the report refers to a previous recommendation and therefore has not been listed.