

DATE: November 15, 2021

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Reports and Executive Summaries

The purpose of this memorandum is to request that Senate approve the Final Assessment Reports and Executive Summaries arising from cyclical program reviews. The request to Senate is based on recommendations from the Senate Quality Assurance and Planning Committee (SQAPC).

The Final Assessment Reports and Executive Summaries are provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendations to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Reports and Executive Summaries. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Any major modifications described in the Implementation Plans, contained within the Final Assessment Reports, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Reports, Executive Summaries and Implementation Plans will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to Carleton's Board of Governors for information. The Executive Summaries and Implementation Plans will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Omnibus Motion

In order to expedite business with the multiple Final Assessment Reports and Executive Summaries that are subject to Senate approval at this meeting, the following omnibus motion will be moved.

Senators may wish to identify any of the following 3 Final Assessment Reports and Executive Summaries that they feel warrant individual discussion, that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

THAT Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews of the programs.

Final Assessment Reports and Executive Summaries

1. Undergraduate and Graduate Programs in French

SQAPC approval: October 28, 2021

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in French.

Senate Motion November 26, 2021:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in French.

2. Graduate Programs in Cultural Mediations

SQAPC approval: November 11, 2021

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate programs in Cultural Mediations.

Senate Motion November 26, 2021:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Cultural Mediations.

3. Undergraduate and Masters Program in Social Work

SQAPC approval: November 11, 2021

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and masters programs in Canadian Studies.

Senate Motion November 26, 2021:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and masters programs in Canadian Studies.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the BA and MA programs in French
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in French are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in French reside in the Department of French, 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).

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 Chair of the Department of French, the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on October 28, 2021.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate and graduate programs in French reside in the Department of French, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). 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).

The site visit, which took place on March 8-10, 2021, was conducted by Dr. Wladyslaw Cichocki from the University of New Brunswick, and Dr. Helene Cazes from the University of Victoria. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Chair of the Department of French. The review committee also met with faculty members, , staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on May 14, 2021 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the Department of French (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Chair of the Department of French (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Graduate and Postdoctoral Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Chair of the Department of French and agreed to by the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that "The BA program is based on three core areas – French language, French (and Francophone) literature, and French linguistics – and leads to specialist work in the "content" areas of literature and linguistics. Training in the core area of language is offered from elementary to advanced (upper year) levels. This is a traditional approach to French Studies, and the Department does an excellent job in providing a high-quality training to its minor, major and honours students. Overall, the reviewers were impressed by the high quality of the program; indeed, we had not expected to see such a strong program". The External reviewers all noted that "Overall, the programs in language, Literature and linguistics are very well conceived, they cover all aspects of a comprehensive training in French Studies (Diversity and width of content, Methodology), and they provide students with clear paths towards the BA Degree."

In addition, the External Reviewer's noted that "The MA program has the resources needed to deliver an excellent MA Program"

Faculty

Speaking with regard to faculty, the External Reviewers stated "The Department's faculty members form a highly qualified group. Students' comments about their teaching are very complimentary. Their CVs show that they publish in respected venues, present their work at conferences and obtain competitive research grants. We also observed that department members have a good sense of collegiality, a quality that is a valuable asset in any institution. Overall, the Department has an excellent group of professors and instructors." They added that "Our observation is that Department members are remarkably active researchers and that their success in obtaining research funding is probably more impressive than the Report suggests."

Students

The external reviewers noted that "Our meeting with eight undergraduate students during the virtual site visit provided a very favorable impression of the undergraduate student body. The students whom we met were a bright, motivated, and happy group, who reflected thoughtfully and eloquently, in good French, on their experience in the Department".

Curriculum

The External Reviewers noted that "In the last few years, the Department has implemented some major reorganization of its academic offerings. It has simplified the curriculum, it has developed new courses and, most importantly in our view, it has developed a unique framework of student-centered support that aims to promote mastery of oral and written skills. Defined in two formats – individual work and group work – these support sessions are given in the Department space by language assistants and faculty members".

Opportunities for program improvement and enhancement

The External Reviewers' Report made 13 recommendations for improvement:

We recommend that the University give financial support for marketing consultation and for an advertising campaign that will improve recruitment and visibility of the BA program.

2. We recommend that the Department articulate in writing the content and the structure of the MA program and what it involves for students.

3. We recommend vigorous advertising and recruitment efforts for the MA program.

4. We recommend that the University – specifically the FGPA – give clear support for funding opportunities so that the MA program has a better-than-average chance to attract at least a critical mass of students.

5. We recommend that members of the Department discuss the issue of diversification of the BA program and create a solution that suits their vision of their Department. In this discussion we encourage members to see themselves not only as professors of Literature or of Linguistics but also as professors of French Studies who are looking for ways to develop and strengthen the whole Department.

6. We recommend that the FASS create a mechanism for greater representation of contract instructors in meetings and on committees in the Department. This may require budgetary allocations – such as supplementary stipends – that would allow these employees to attend meetings and be active members of committees.

7. We urge the university administration to look favorably on requests from the Department for at least one new position.

8. We recommend that the Department identify some social space in order to promote a greater sense of community among students.

9. We recommend that the Department give an outline of its administrative structure in a format that clearly lists all committees and that includes the names of current committee members.

10. We recommend that the University require that Departments include course syllabi as part of the basic documentation to be used in the University's quality review assessment process.

11. We recommend that the Department of French standardize the format of their course syllabi and that the syllabi include clear statements about learning outcomes.

12. We recommend that a central list of research grants and research activities be prepared to give an overview of ongoing research projects in the Department. This information would elucidate aspects of faculty members' research activities and, more importantly, it could be used to inform where students – at both BA and MA levels – should be encouraged to participate in departmental research.

13. We recommend close consultation with Carleton's Coop Education services to explore ways of developing coop opportunities in venues in Ottawa. Information about these and other new coop opportunities should be showcased on the Department's webpage in a manner that is informative and attractive.

The Outcome of the Review

As a consequence of the review, the undergraduate and graduate programs in French were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Chair of the Department of French, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Studies in responses to the External Reviewers' report and Implementation Plan that was considered by SQAPC on October 28, 2021. The Department agreed unconditionally to recommendations #2, 9, 10 & 12, agreed to if additional resources permit recommendations #1, 3, 4 & 7 and agreed to recommendations #5, 6, 8, 11 & 13 in principle

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2023.

The Next Cyclical Review

The next cyclical review of the Undergraduate and Graduate Programs in French will be conducted during the 2026-27 academic year.

French
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate and Graduate Programs

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

The Department was pleased to receive the Reviewers' very positive External Reviewers' report on May 17, 2021. 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).

We would like to highlight the observation made by the Reviewers, that "[t]he Department has been making many changes recently [...] and it is still too early to assess the effects of all these changes". Members of the Department agree with the Reviewers, and do not feel that a major overhaul of our programs is appropriate at this time. However, we are very interested in the Reviewers' Recommendation 5 (and student feedback that echoes it) and will explore ways to modify the programs in order to better integrate popular and useful courses (FREN 3511, FREN 4511, FREN 3900, FREN 4900).

We note that a number of the recommendations pertain to faculty or university practices:

- 1. We recommend that the University...*
- 4. We recommend that the University - specifically the FGPA...*
- 6. We recommend that the FASS...*
- 7. We urge the university administration...*
- 10. We recommend that the University...*

Two of the remaining eight recommendations pertain to the MA program. The first, the recommendation that we articulate in writing the content and the structure of the MA program and what it involves for students, is work that is ongoing since February 2021, the results of which will be made available as documents and web pages. The second relates to advertising and recruitment, and for these we will rely on assistance and resources from FGPA and FASS. The other MA-related recommendation was for FGPA, and the future of our MA program relies heavily on the called-for "clear support for funding opportunities" to have "a better-than-average chance to attract at least a critical mass of students".

Recommendation 1, addressed to the University, also relates to recruitment, but for our BA programs. In this regard, we are already making progress. We have established an ad hoc committee on recruitment and have already benefitted from assistance from FASS. A plan of action was developed in a meeting between the committee on recruitment and FASS' Communications & Content Editor and Digital Content and Media Specialist on June 2, 2021.

Recommendation 5 is the most substantive recommendation and is addressed above in the second paragraph.

With respect to Recommendation 6, addressed to FASS, we note that the Reviewers didn't mention other aspects of CI involvement in unit governance. CIs annually elect a representative who participates in departmental meetings. This is in addition to the representation indicated by the Reviewers, on the Language Course Committee. The two representatives are elected through separate processes. CIs also participate in level meetings with full-time course coordinators, where they have input on the content and structure of the courses they teach.

Recommendation 8 deals with space, which is largely out of the control of the Department. That said, we have already identified a way to make existing space more social, by relocating some of our learning support services to alternative physical space and online (the latter following a very positive experience in delivering the services during the COVID-19 pandemic).

Recommendations 9 and 12 relate to information about departmental structure and faculty research specializations. A document of the type called for in Recommendation 9 already exists and the information it contains should have been included in the Self-Study in some form (it could also have been provided on request). Faculty research specializations are found on individual faculty pages, but we take the recommendation to heart and will develop a single page to list these so that they are more accessible to prospective students.

Recommendation 11 calls for the standardization of our course syllabi. We already follow the Faculty template, and multi-section courses share common syllabi. We are currently discussing the integration of learning outcomes in all course syllabi, and how much further standardization is warranted/desirable.

With respect to Recommendation 13, regarding the Co-op option, we have always worked closely with the Co-op Office, and have consulted with them as recently as October, 2020, when we learned that there is no mechanism for ensuring a co-op placement in French (there is no Banner report for it). We are very much in favour of a co-op option for our students but would like to ensure that placements involve or are relevant to French language use, as a significant break from the language would be detrimental to the progression of students' language skills and it would be incoherent with the degree program. Given the nature of our student body, one very attractive possibility would be to have placements in local schools. However, there is a union issue since interns from faculties of Education do not get paid for similar experiences. One option we are considering as an alternative is a course in Service Learning, which would allow for volunteer internships which would be supervised learning experiences involving reflections on French language development in the placement setting. For this possibility, we need the University to help us establish the necessary contacts.

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).

UNIT RESPONSE AND IMPLEMENTATION PLAN					
Programs Being Reviewed: French					
Prepared by (name/position/unit):					
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)
1. Weakness: We recommend that the University give financial support for marketing consultation and for an advertising campaign that will improve recruitment and visibility of the BA program.	2. Agreed to if additional resources permit <i>Note: We will need the support, expertise and additional resources from FASS and the Recruitment office.</i>	<i>A special ad hoc committee has been formed, led by E. Anonby and C. Khordoc.</i> <i>In a message dated 20 May, 2021, Jennifer Elliott (Recruitment) asked us to wait on creating a video until new branding is completed.</i> <i>We met with FASS Communications & Content Editor (Nick Ward) and Digital Content & Media Specialist (Ainslie Coghill) on June 2, 2021.</i> <i>Preparation of a professional-quality video to be sent to school counselors and/or heads of languages and ongoing through recruitment cycles. Possibility to post the video on social medias used by schools and school boards.</i> <i>Met with Doug Huckvale (Recruitment) on June 22 who will help us with outreach to French teachers in area schools and with other aspects of communications.</i>	Chair + Recruitment Committee	Fall 2021	N
2. Weakness: We recommend that the Department articulate in writing the content and the structure of the MA program and what it involves for students.	1- Agreed to unconditionally <i>Note: The M.A. program, which was suspended following three years of low enrolment, has been revised in 2020. S. Côté, R. Gess, C. Khordoc, M.-È. Couture and M. Fournier worked on updating the program dates and</i>	<i>Faculty met with colleagues from the University of Ottawa, prior to the pandemic, in hopes of developing collaborations (course offerings, supervisions, etc.) but these have been difficult for a variety of reasons. The committee will revisit the possibility of having seminars that would bring together graduate students from both institutions. Within Carleton, French is now one of the options in</i>	Chair + Graduate Committee	2122-2024	N

	<i>deadlines (“Échéancier”) documents in February and March, 2021.</i>	<p><i>the Graduate Diploma (GDip) in Linguistics and collaborations with other departments will be explored.</i></p> <p><i>The website for the M.A. program will be revised entirely to include a better description of the essay and memoir options, all the financed research projects and links to faculty profiles.</i></p> <p><i>There is no graduate supervisor, but a new graduate committee (the Chair and two Full professors with experience as supervisor) which meets on a regular basis to assess applications, determine and approve content of courses and tutorials; each student’s progress is followed closely by the committee. The efforts put into the new M.A. and their results will be reviewed in 3 years in order to determine the next steps.</i></p>			
3. Weakness: We recommend vigorous advertising and recruitment efforts for the MA program.	<p>2- Agreed to if additional resources permit</p> <p><i>Note: We need expertise and resources from FASS and Recruitment.</i></p>	<p><i>Preparation of promotional materials (online and print).</i></p> <p><i>Visits to 3rd and 4th-year courses for internal recruitment purposes.</i></p> <p><i>Organization of promotional events.</i></p> <p><i>We will consider the feasibility of options such as accelerated pathways.</i></p>	Chair + Graduate Committee	n/a	N
4. Weakness: We recommend that the University – specifically the FGPA – give clear support for funding opportunities so that the MA program has a better-than-average chance to attract at least a critical mass of students.	<p>2- Agreed to if additional resources permit</p> <p><i>Note: In recent years, applicants have come largely from international students, and the financial offers made by Carleton do not compete with offers made to international students at other institutions such as University of Toronto, Waterloo and Western.</i></p> <p><i>U of Ottawa is offering reduced tuition fees to international and out of Ontario students wishing to study in French.</i></p> <p><i>Discussion with FGPA on this issue took place in the past without changes.</i></p>	<p><i>Although members of the department feel that our energy and resources should be put on the undergraduate programs, they also feel that a graduate program is important, especially those who are involved in research and hold grants.</i></p> <p><i>The graduate committee will do a survey of the financial packages offered by other Ontario universities with a French program and our competitor, UOttawa. A short presentation will then be made to FGPA in order to continue the discussion already taking place at the department level around the issue.</i></p>	Chair + Graduate Committee	2021-2124	N

<p>5. Concern: We recommend that members of the Department discuss the issue of diversification of the BA program and create a solution that suits their vision of their Department. In this discussion we encourage members to see themselves not only as professors of Literature or of Linguistics but also as professors of French Studies who are looking for ways to develop and strengthen the whole Department.</p>	<p>3- Agreed to in principle <i>Note: A complete review of the B.A. will involve the entire department including students and staff. We want to modify the undergraduate programme to make it more relevant to today's realities (job opportunities, students' interests, etc.), to reflect new hires' areas of research, and diversify our course offer. It should be mentioned that many changes have already been made and as noted by the reviewers, that it is still early to tell whether they will have positive results.</i></p>	<p><i>The planning committee will lead the review: A page was created on Brightspace to post documents and open a forum for all members of the Department to participate. The points (issues and ideas) that come up during the consultation will be presented at the departmental assembly, along with suggestions from the committee. The Chair will meet the staff to get their input and the students from different levels will be able to contribute anonymously through an opinion survey.</i> <i>We have already changed our course offer and added FREN2701, FREN3060 to support the continuous development of the student's proficiency in French as well as FREN4060 a mini honours thesis which allows students to pursue individual research with a faculty and compensate for courses that were cancelled due to low enrolment.</i> <i>The assessment of our course offer this Summer revealed that removing the obligation to choose a specialization in 3rd year would add flexibility to the program and accommodate students who wish to pursue a more general degree in French. This change will come in effect in 2022-2023. Micro changes such as this will be implemented as the review progress, however, we felt that a discussion at the departmental level was important in order to develop a coherent program for the future students.</i></p>	<p>Chair + Programs & Planning Committee</p>	<p>Discussion to begin with Programs & Planning Committee (Fall 2021); to continue with the full department (Winter 2022 and beyond)</p>	<p>Depends on the outcome of discussions</p>
<p>6. Concern: We recommend that the FASS create a mechanism for greater representation of contract instructors in meetings and on committees in the Department. This may require budgetary allocations– such as supplementary stipends – that would allow these employees to attend meetings and be active members of committees.</p>	<p>3- Agreed to in principle <i>Note: As mentioned in the introduction above, the evaluators didn't mention that we have CI representation not only on the Language Course Committee, but also at department meetings. CI's already go to level (French 1-4) meetings as well. ODFASS is of the position that our current approach to CI</i></p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>N</p>

	<i>representation is appropriate and does not provide funding for this purpose.</i>				
7. Concern: We urge the university administration to look favourably on requests from the Department for at least one new position.	2- Agreed to if additional resources permit <i>Note: The department fully supports this recommendation and has asked for such a position in the past. However, ODFASS is not able to guarantee a new position for French at this time. The Faculty runs an annual process in which units bid for new positions allocated from central. French is encouraged to submit proposals as part of this process.</i>	<i>We will continue to reiterate our need for a position in Applied Linguistics.</i>	Chair + Departmental Assembly	Application will depend on resources and retirements.	N
8. Concern: We recommend that the Department identify some social space in order to promote a greater sense of community among students.	3- Agreed to in principle <i>Note: Current space available to the department doesn't permit more social space.</i>	<i>We have identified DT1609 as a possible social space when not in use for the 'soutien oral libre'.</i>	Chair + Language courses committee	The department will look into this option upon our return to campus in 2021	N
9. Opportunity: We recommend that the Department give an outline of its administrative structure in a format that clearly lists all committees and that includes the names of current committee members.	1- Agreed to unconditionally <i>Note: We already keep an internal document that lists all committees and committee members.</i>	<i>We will include this document in future reviews of our department.</i>	Chair	n/a	N
10. Opportunity: We recommend that the University require that Departments include course syllabi as part of the basic documentation to be used in the University's quality review assessment process.	1- Agreed to unconditionally <i>Note: The department already publishes all course syllabi on the web site each term.</i>	<i>We have decided to archive syllabi from past terms as well, with a link to make them accessible.</i>	Chair + Staff	2022-2023	N

11. Opportunity: We recommend that the Department of French standardize the format of their course syllabi and that the syllabi include clear statements about learning outcomes.	3- Agreed to in principle <i>Note: We are using the faculty-level template provided by FASS. Multi-section language courses already have standardized course syllabi.</i>	<i>We will integrate learning outcomes and discuss at the departmental assembly how much further standardization is warranted/desirable.</i>	Chair + Departmental Assembly	Discussion will begin in fall 2021 and a decision will be implemented for Fall 2022	N
12. Opportunity: We recommend that a central list of research grants and research activities be prepared to give an overview of ongoing research projects in the Department. This information would elucidate aspects of faculty members' research activities and, more importantly, it could be used to inform where students – at both BA and MA levels – should be encouraged to participate in departmental research.	1- Agreed to unconditionally <i>Note: This information is available on individual faculty member pages which are listed under the Faculty/Staff Listing tab.</i>	<i>We will compile this information and make it accessible under one tab on our web site.</i>	Chair + Staff	2022	N
13. Opportunity: We recommend close consultation with Carleton's Coop Education services to explore ways of developing coop opportunities in venues in Ottawa. Information about these and other new coop opportunities should be showcased on the Department's webpage in a manner that is informative and attractive.	3- Agreed to in principle <i>Note: We have always worked in close consultation with the Coop office. We learned from them in October, 2020, that they have no mechanisms in place to facilitate a placement in French, which renders the possibilities less attractive and useful for French majors.</i>	<i>We will continue to work in close consultation with the Coop office and will work to better showcase the opportunities of our Coop program on our website.</i>	Chair + Undergraduate Supervisor + Staff	Ongoing	N

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the PhD Program in Cultural Mediations
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's PhD Program in Cultural Mediations are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The PhD Program in Cultural Mediations reside in the Institute for Comparative Studies in Literature, Art and Culture 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).

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 Institute for Comparative Studies in Literature, Art and Culture, the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on October 28th, 2021.

FINAL ASSESSMENT REPORT

Introduction

The PhD Program in Cultural Mediations reside in the Institute for Comparative Studies in Literature, Art and Culture a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). 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).

The site visit, which took place on March 2-4, 2021, was conducted by Dr. Katherine Trumpener from Yale University, and Dr. Steve Bailey from York University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director of the Institute for Comparative Studies in Literature, Art and Culture. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on March 18, 2021 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the Institute for Comparative Studies in Literature, Art and Culture (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the Institute for Comparative Studies in Literature, Art and Culture (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Director of the Institute for Comparative Studies in Literature, Art and Culture and agreed to by the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that Carleton's Cultural Mediations PhD program is among a growing number of Canadian PhD program that enables and encourages interdisciplinary work. Yet it retains a distinctive profile. Founded around 2000, following the dissolution of Carleton's program in Comparative Literature, it continues to enable advanced work on cultural topics and processes, broadly construed. Students and faculty involved with the program often focus on the visual arts, literature or music (although also on cultural theory, and digital humanities).

Established partly in conjunction with two Carleton Canada Research Chairs doing pioneering work in Indigenous Studies, and currently housing a further Canada Research Chair, again with an Indigenous Studies specialization, this is a program that long anticipated and still reflects Canada's renewed consciousness about its responsibilities in the decolonization process. Indeed it promotes heightened awareness of the complexity of, coexistence of and negotiation between cultures occurring in virtually every contemporary nation. Yet the issues explored and addressed in the context of this program may be under particular scrutiny in a country like Canada, forged as it is from several overlapping former European colonies, and throughout the nineteenth and twentieth centuries enabling the settlement of an unusually large and increasingly diverse body of immigrants. Certainly the projects and debates often animating the Institute frequently speak very directly to the Zeitgeist in Canada--and we can only encourage Carleton to publicize, at every opportunity, the direct relevance of Institute work to debates, artistic practises, and cultural self-understandings in Canada.

This program, indeed, ought to be considered a jewel in Carleton's crown, a program most appropriately housed in the nation's capital, and in an Institute able to speak to and respond to pressing cultural concerns and preoccupations. It currently serves, too, as a crucial gathering- point for particularly intellectually ambitious and free-ranging Carleton faculty, who identify deeply with the Institute's emphasis on thinking and projects unfettered by disciplinary limitations. For such faculty, the Institute's students, events and perspectives remains key to their intellectual lives, and sense of job satisfaction at Carleton.

Faculty

Speaking with regard to faculty, the external reviewers' stated: the Institute simultaneously serves Carleton as a means to enable faculty across the humanities (especially those in disciplines that do not offer a Carleton PhD program), to work with advanced PhD students of unusually broad ambitions or training.

Students

The external reviewers noted that the Institute simultaneously serves Carleton as a means to enable faculty across the humanities (especially those in disciplines that do not offer a Carleton PhD program), to work with advanced PhD students of unusually broad ambitions or training. And for the Institute's PhD students, especially, their program offers them a much-appreciated free space to do

unconventional thinking, envision ambitious cross-disciplinary projects, and enjoy the stimulus and support of a peer group unusually varied and broad in its training and preoccupations. We believe that the Institute, as currently constituted, represents something very important for Carleton's intellectual life, and is having a major, deeply positive impact on the lives of both Carleton students and faculty. For students interested in curatorial work, to be sure, the fact that the Institute now houses the MA certificate in Curatorial Studies is a great boon; many students do that alongside their PhD (and receive the potential career benefits of its required--and faculty-arranged-- practicum at a local or global cultural institution).

Curriculum

The external reviewers noted that “the sample course syllabi we saw for recent graduate courses cross-listed in ICSLAC all seemed fabulous, unusually ambitious (and, at least in some cases, accordingly time-consuming), even by graduate standards. It seems in keeping with ICSLAC's implicit self- understanding as a kind of honors graduate program, which pushes itself, its faculty and its students to meet even higher standards than graduate training usually does.”

Opportunities for program improvement and enhancement

The External Reviewers' Report made 13 recommendations for improvement:

1. Concern: Provide technical support for technology associated with program spaces and ensure maintenance of dedicated seminar room and other program spaces.
2. Concern: Provide shared second administrative staff support person, particularly in key periods of program and institute activity.
3. Concern: Formalize a mechanism for the extension of library privileges for withdrawn student actively engaged in dissertation completion.
4. Opportunity: Explore alterations to the structure of the core courses/comprehensive exam system (as indicated above) to enhance academic training, reduce student stress, and improve timely completion of program milestones.
5. Opportunity: Consider modifications to the “single discipline” orientation of the second comprehensive exam as the current structure may be impeding rather than enhancing the interdisciplinary orientation at the centre of the program's mission.
6. Opportunity: Discuss greater allowance of non-traditional forms of academic output as a part of thesis, comprehensive exams and other program work. While not building a formal “research creation” option, the program could explore (and publicize) greater use of hybrid forms of academic production.
7. Opportunity: Seek opportunities for the program to expand (and better publicize) its engagement with issues of indigeneity and expand community and cultural outreach in this area.
8. Opportunity: Explore ways to streamline administrative committee structure, one that currently requires a significant number of participating faculty members.
9. Opportunity: Seek enhancements in domestic and international student support to reduce extra-institutional responsibilities (for all students) and increase intellectual and cultural diversity within the program (through international student support and recruiting).
10. Opportunity: Request institutional recognition of faculty service to the program via a memorandum of understanding or similar document that would provide grounding for faculty credit for service outside of their home unit.

11. Opportunity: Consider rolling program appointments to mitigate the impact of a primarily O % appointed faculty and the resultant challenges in teaching, service, and supervision.
12. Opportunity: Initiate a twice annual town hall program meeting, inviting all program faculty and students for an open discussion of issues, concerns, and opportunities.
13. Opportunity: Examine ways to carve out more dedicated social and workspace for students, as this would likely improve the student experience and enhance program cohesion.

The Outcome of the Review

As a consequence of the review, the graduate programs in Communication were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the Institute for Comparative Studies in Literature, Art and Culture, the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on October 28th, 2021.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2023.

The Next Cyclical Review

The next cyclical review of PhD Programs in Cultural Mediations will be conducted during the 2026-27 academic year.

Institute of Comparative Literature, Art and Culture
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Graduate Programs

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.

We thank both external assessors for a thorough and balanced review of the program. We were particularly receptive to, and take pride in, their assessment of the real and unique contributions the doctoral program in Cultural Mediations makes to the Faculty and University as a whole. Of particular relevance to us is the clear connection they established, early in the report, between the academic value of the program to Carleton and ICSLAC as the independent structure that nurtures and sustains it. From our inception, the autonomy we enjoy as a full-fledged academic unit has proven fundamental to the success repeatedly met by our students and the program. The rigorous yet far-reaching interdisciplinary training at the core of our educative mission cannot be achieved from within the field-based constraints and dynamics of traditional academic units. It is precisely because ICSLAC is, by design, structured to address interdisciplinary scholarship that the Institute can dedicate to the program the administrative expertise and targeted resources it requires to thrive.

The report lays out a detailed range of recommendations we are grateful for as we initiate the next cycle of ongoing enhancements and strategic planning. The three resource-based concerns they raised and the ten opportunities for enhancement they identified were all given careful consideration, often leading to concrete sets of action being put forward. The document below provides a unit-generated blueprint to which we brought balance and perspective, regardless of the level of agreement we documented. Of course, strategic planning is a continuous process we engage with and, accordingly, we took care to identify courses of action already under way. In addition to what is reported below, our strategic planning for the program is informed by further initiatives which remain cornerstones of the Institute's continued development. These were documented in section H of our *Self-Study*. Although not raised in the externals' report, the following are initiatives to which we are committed:

- Seek to secure the substantive (more than 0 %) cross-appointment of a CRC relevant to the program, to benefit more fully from the synergies and visibility it can provide (section H, # 2, p. 65)
- Limit the program's dependence on non-core course offering initiated by other units (and then cross-listed with Cultural Mediations) by offering one CLMD seminar per academic year resourced by the Institute (section H, # 4, p. 66)
- Assist students with implementing, and then provide support to, a student caucus more fully representative of needs and interests across cohorts (section H, # 6, p. 66)
- Seek to expand our curricular relevance to the Faculty and University by developing targeted curricular opportunities around the Cultural Mediations program (section H, # 7, p. 67)

We conclude these general comments with one clarification pertaining to the process for programming cross-listed non-core courses. Contrary to that which is reported on the bottom of page 4, programming such courses does not fall to the Graduate Supervisor. Rather, the process is committee-driven (at the level of the Program Management Committee), with a call for interdisciplinary non-core course proposals issued in early fall to all cross-appointed members, followed by a committee adjudication to ensure fit-to-program as well as balance across PhD streams and academic terms.

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.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: PhD Cultural Mediations

Prepared by (name/position/unit): Dr. Pascal Gin

External Reviewer Recommendation & Categorization	Unit Response: 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)
1. Concern: Provide technical support for technology associated with program spaces and ensure maintenance of dedicated seminar room and other program spaces.	2, resources required: Funds for upgrade to laptop, projection equipment, and audiovisual capabilities Folding support into standard university operations	1. Institutionally identify 201D as a multipurpose room essential to program delivery and to the running of the Institute (governance, research, examinations) 2. Engage ODFASS about how to best address financially AV equipment upgrade and ongoing support for 201D, with IMS also consulted as required around technical expertise.	Director	21-23	N
2. Concern: Provide shared second administrative staff support person, particularly in key periods of program and institute activity.	2, resources required: Base or fiscal expensing for 15 hours a week of increased administrative support	Continue to explore with ODFASS possible avenues for securing incremental administrative support, whether fiscal or base, through cross-unit collaborations.	Director	ongoing	N
3. Concern: Formalize a mechanism for the extension of library privileges for withdrawn student actively engaged in dissertation completion.	1	Because jurisdiction over such matters rest with FGPA and the Library, action the unit can commit to is in the form of advocacy. A suggestion to put forward might be to formalize some level of borrowing for ABD doctoral students, on the model of community or alumni patronage but with extended privileges.	Graduate supervisor and director	ongoing	N

<p>4. Opportunity: Explore alterations to the structure of the core courses/comprehensive exam system (as indicated above) to enhance academic training, reduce student stress, and improve timely completion of program milestones.</p>	<p>3 (in part) with respect to the core course CLMD 6900: Objectives geared towards preparing students for both the second comprehensive examination and the thesis proposal remain essential to a sound progression in the program and to assisting with improved time-to-completion, particularly in light of the improved guidance around research methodologies identified as the leading concern in the student satisfaction survey (see p. 46 of the <i>Self-Study</i>). Objectives tied to professionalization (eg publishing practices) and standard research practices (eg library research) also remain essential but may however need to be prioritized and reassessed in terms of timing and/or alternative modes of delivery</p> <p>3 (in part) with respect to the first comprehensive examination tied to the core theory course (CLMD 6101): Its pedagogical merit is assessed as essential to the intellectual maturing leading to sound and rigorous interdisciplinary research. The demands it puts on first-year students are nonetheless legitimate concerns to be looked into.</p> <p>4, with respect to non-core Cultural Mediations course: Their interdisciplinary breadth does not match the systemic review, historical progression, comprehensive theoretical grounding and comparatist approach carefully built into the core theory course (CLMD 6101). The former cannot be substituted for the latter. Non-core courses are also for the vast majority initiated by other departments, although assessed by ICSLAC for cross-listing relevance. It remains essential that we retain full curricular control of a limited subset of courses (core courses, essentially).</p>	<p>Initiate discussion around prioritization, timing, and alternative modes of delivery for professionalization-focused training, whether in the form of workshops or collaboration with other units or services, and partial scaling back within 6900.</p> <p>Explore possible alterations to the comprehensive examination, whether in terms of communication around expectations and pedagogical relevance and/or format, duration, scheduling, etc.</p>	<p>Deliberation: Program Management Committee with input from CLMD 6900 instructors</p> <p>Monitoring: Director and Graduate Supervisor</p> <p>Program Management Committee with input from CLMD 6101 instructors</p>	<p>21-22</p> <p>23-24 (to coincide with term of incoming Graduate Supervisor)</p>	<p>N</p>
---	---	---	---	---	----------

	<p>neither feasible in terms of the increased faculty expertise then required for adequate supervision across all four PhD streams nor advisable in connection with the established notoriety and focus of the program. Integrated initiatives around research creation would need to be publicized in such a way as not to introduce confusion around program profile and student expectations. Such initiatives would also require to be assessed against time-to-completion requirements and manageable workloads for students.</p>	<p>and in keeping with ongoing efforts to improve times-to-completion.</p> <p>As appropriate, alert students (advising) to the possibility of approaching faculty members with relevant expertise to supervise a directed reading course that could integrate a creative dimension.</p> <p>As appropriate, alert students (advising) to scheduled courses which already integrate an experiential dimension in addition to their scholarly focus (<i>eg</i> directed exhibit courses).</p>	<p>Graduate Supervisor</p> <p>Graduate Supervisor</p>	<p>Ongoing</p> <p>Ongoing</p>	
<p>7. Opportunity: Seek opportunities for the program to expand (and better publicize) its engagement with issues of indigeneity and expand community and cultural outreach in this area.</p>	<p>2</p> <p>The program should build on the pioneering engagement developed, for two decades now, around matters of indigeneity in the visual arts and museum practices. This legacy relates directly to the close institutional relationship (50 % cross-appointment) the program had enjoyed until recently with a tier-one CRC focused on the intersection of Indigenization and the arts in Canada. Renewing this level of affiliation and the full extent of collaboration it then enables is here crucial.</p> <p>1</p> <p>The program also ought to further capitalize on the wealth of student and faculty research, course programming, and research partnership closely tied to issues of transnational cultural analysis, social justice and inclusivity. Faculty and student expertise in such areas as postcolonialism, capital, class, racialization, gender and sexuality, should be harnessed as part of the expansion of our</p>	<p>Continue efforts to renew a substantive appointment with a CRC whose research mission can further contribute to the program's strong foundations in matters of Indigenization, transnationalism, postcolonialism, social justice and inclusivity, as well as other relevant areas and approaches. Expand on the very concrete forms of engagement this affiliation enabled in the past, whether in the form of graduate seminars initiated by and for the program, student involvement in research initiatives in the form of RAships, doctoral supervision and recruitment as well as enhanced program visibility as it concerns such matters.</p> <p>Undertake a thorough scan of all doctoral and faculty research and initiatives that inherently speak to and critically inform issues of social justice. As part of efforts (ongoing) devoted to review and organize ICSLAC's research clusters and provide them with targeted visibility, closely</p>	<p>Director</p> <p>Steering Committee</p> <p>Director and Graduate Supervisor</p>	<p>Ongoing</p> <p>21-23</p>	N

<p>9. Opportunity: Seek enhancements in domestic and international student support to reduce extra-institutional responsibilities (for all students) and increase intellectual and cultural diversity within the program (through international student support and recruiting).</p>	<p>2. The major impediment to existing support is limited financial funding. The situation is acute for international students (with funding limited to 2-3 k a year after tuition fees, under the current 13k package and domestic fees formula). The situation for domestic students is tied to a four-year limit on the departmental scholarship component of the funding package (whereas all students require a fifth year), high tuition fees over three terms (basically offset by the five-year TAsip), and funding packages often outcompeted by those offered at other institutions for top students.</p>	<p>Continue to advocate at all relevant levels (FGPA, FASS, Senate) for increased financial support. Explore in particular the institutional viability of switching to a reduced tuition scale for ABD students and summer terms. Further explore untapped cotutelle potential.</p> <p>Take an active role in university discussions around internationalization policies, as limited financial support is significantly inhibiting the reach of the program despite a high-level of interest and strong potential internationally.</p>	<p>Director, Graduate Supervisor</p> <p>Director, Graduate Supervisor</p>	<p>ongoing</p>	<p>N</p>
<p>10. Opportunity: Request institutional recognition of faculty service to the program via a memorandum of understanding or similar document that would provide grounding for faculty credit for service outside of their home unit.</p>	<p>2. As per the existing collective agreement, service is not tabulated within faculty workload assignment. Credit-for-service is as such not an option under the current workload regime. Further, service from 0 % faculty cross-appointees is inevitably superseded by expectation of service commitment to home units.</p>	<p>Continue to focus on reasonable rotation of faculty members committing to service to the program and Institute.</p> <p>Ensure good communication with all sister units involved to foster workable collaboration around service.</p>	<p>Director</p>	<p>Ongoing</p>	<p>N</p>
<p>11. Opportunity: Consider rolling program appointments to mitigate the impact of a primarily O % appointed faculty and the resultant challenges in teaching, service, and supervision.</p>	<p>2. One such appointment will be introduced as of 21-22, with this ongoing model and any further resourcing development subject to discussion with ODFASS.</p>	<p>Monitor closely the newly introduced rotating cross-appointment position and consider other such opportunities.</p>	<p>Director, Steering Committee</p>	<p>Ongoing</p>	<p>N</p>

<p>12. Opportunity: Initiate a twice annual town hall program meeting, inviting all program faculty and students for an open discussion of issues, concerns, and opportunities.</p>	<p>3 (in part): With a cumulated number of meetings (all committees combined) currently averaging 20 a year, opportunities for further unit gatherings do not seem likely. Any initiative in this regard needs to be premised on outcomes for #8 above.</p>	<p>Explore the possibility of defaulting partially to a non-agenda based format for one of the three Committee of the Whole assemblies, providing no committee deliberation is required. Monitor and assess if implemented. Also draw from the experience of online governance format during 20-21, as we reengage with face-to-face operations.</p>	<p>Steering Committee</p>	<p>21-23</p>	<p>N</p>
<p>13. Opportunity: Examine ways to carve out more dedicated social and workspace for students, as this would likely improve the student experience and enhance program cohesion.</p>	<p>2. Any further student-focused space allocation expansion would require resourcing discussion with and approval from ODFASS.</p>	<p>Engage ODFASS around a student-focused reconfiguration of 201N (recording lab), 201P (archives) and possibly 201K (mail room), following the reassigning of 201N and the GRASAC server eventually moving out of 201Q (storage).</p>	<p>Director</p>	<p>Ongoing</p>	<p>N</p>

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the Undergraduate and Graduate Programs in Indigenous and Canadian Studies
Executive Summary and Final Assessment Report**

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

EXECUTIVE SUMMARY

The Undergraduate and Graduate Programs in Indigenous and Canadian Studies reside in the School of Indigenous and 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).

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 Indigenous and Canadian Studies, the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on November 11, 2021.

FINAL ASSESSMENT REPORT

Introduction

The Undergraduate and Graduate Programs in Indigenous and Canadian Studies reside in the School of Indigenous and Canadian Studies a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). 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).

The site visit, which took place on March 24-26, 2021, was conducted by Dr. Laura Murray from Queens University, and Dr. Dominic Hardy from Université du Québec à Montréal. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director of the School of Indigenous and Canadian Studies. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on May 13, 2021 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the School of Indigenous and Canadian Studies (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the School of Indigenous and Canadian Studies (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Graduate and Postdoctoral Affairs (Appendix D).
- The internal discussion's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Director of the School of Indigenous and Canadian Studies and agreed to by the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that there are also a number of evident strengths

- Substantial numbers of non-concentrator students
- Dynamic and committed core faculty group with varied interests and expertise
- Longstanding and strong relation with Indigenous Studies
- Relationships with a wide range of other units, and possibility to review, strengthen, or renew these relationships
- Location in Ottawa
 - the nation's capital and a multicultural city with strong Indigenous presence, many cultural and political institutions
 - history of and more potential for public and community engagement via placements, community-engaged research, post-grad employment, etc.

Faculty

Speaking with regard to faculty, the external reviewers' stated that "The faculty demonstrate excellence in research with broad recognition through publications, funding and participation in / leadership of national / international networks, and our examination of their curriculum vitae confirms the position taken in the self-assessment that Canadian Studies at Carleton is inherently an interdisciplinary, meta-critical pursuit. Faculty are well-linked to networks of colleagues both within Carleton and within provincial, national, and international frameworks. We did not identify or hear about any concerns with the staff, where there has been recent renewal. Indeed, staff contribute positively to the program's capacity for building community among students and teachers. In terms of governance, our impression is that faculty appear to be highly engaged in imagining productive futures for the program.

Students

The external reviewers noted that "the Students are offered extensive ranges of courses at each step of their progress through their degree. The capacity for students to shape their own path is a positive aspect of any program. The MA Program has potential attractions to international students, and to students looking for a credential to enter public service or other pedagogical or professional work such as that in heritage or museum settings".

Curriculum

The external reviewers noted that the examination of "The Undergraduate curriculum demonstrates a comprehensive and generous offering of Canadian Studies courses that allow for critical engagement by students with the policy, economic, social and cultural dimensions of Canada and with the strengths of the faculty who have built and renewed this program over time."

Opportunities for program improvement and enhancement

The External Reviewers' Report made 6 recommendations for improvement:

1. Comparators: To strengthen its identity we recommend that SICS. Foreground its location in Ottawa as a conceptual lens and Clarify its relationships with Quebec Studies, Heritage Conservation, and other units at Carleton with curriculum and recruitment objectives in mind.
2. Faculty Staff and Governance: They recommend that SICS be authorized for a tenure-track hire in migration studies, Black Studies, or Critical Race Studies, preferably a scholar of colour. As well to Pursue cross-appointments with faculty of colour and/or scholars of race and immigration in other units. It was recommended to hire a placement officer to facilitate and augment internship or practicum possibilities and Involve students more in program governance.
3. Space: They recommend that SICS be actively supported in its campaign for gender neutral bathrooms in Dunton Hall.
4. The Undergraduate program: They recommend that SICS 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. As well to see 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.
5. The MA program they recommend that SICS clarify online information about expectations, schedules, and stages of the program and clarify the relation 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 to offer a particular experience or particular learning outcomes?. As well, Ensure students have the opportunity to work with faculty of colour and Indigenous faculty and 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).
6. Futures: We recommend that SICS be given comprehensive support by Carleton in its endeavours to optimize recruitment, hiring, and program development strategies outlined in this report.

Program Considerations

The following are additional suggestions presented by the external reviewers which they did not classify as mandatory program recommendations:

They have **suggested** that SICS:

- Audit its relationships with other units at Carleton, seeking synchronicities that could be more manifest in cross-appointments, in curriculum, and in recruitment materials;
- In particular, clarify its position with respect to the arts: how do its courses afford access to critical thinking about Canadian literature, film, art? Are there opportunities untapped?
- Consider making the difficulty of determining an appropriate “French language requirement” into a pedagogical opportunity via a course, module, or exercise in which

students (both BA and MA, varying appropriately in format and scope) reflect on the politics, history, and cultures of languages in Canada, do a “language audit” concerning their family’s relation to language(s), articulate their personal language resources or goals;

- Give thought to the name and role of “Northern Studies,” associated in critical Canadian studies with 20th century late-romantic and sometimes racist conceptions of “white northernness.” If this stream is to be maintained, “Circumpolar Studies” may offer more possibilities, offering critical comparative perspectives on Indigenous / Settler relations, geopolitical tensions, and climate issues across the “polar” nations.
- Pursue new Combined Major arrangements, e.g. with BGLnS, Business, Environmental Studies — so as to connect with a broader cohort of students;
- Target at least one or two courses a year to non-concentrators years 2-4 — highly topical courses, perhaps, or courses on popular culture, or courses that would fit into interests or perceived needs of particular constituencies. We are not advocating for “bird courses,” but for courses that would catch students’ attention, bring them into the room, and allow for critical engagement across the university.
- Offer students clear opportunities or incentives within courses, through support of student initiatives, or as an “in-house practicum,” to draw from and share academic knowledge: have them organize a speakers’ series for example, or create web resources to catch the attention or educate students across campus, or topical “teach-ins” accessible to all at Carleton or perhaps with or in a community outside the university;
- Find ways to embody *Creative* Canadian Studies as well as *Critical* Canadian Studies. We use the word “creative” not only to mark a focus on the arts, but a focus on the constructive, the visionary, the forward-looking. It seems to us important that students be trained not only in critique (as essential as it is!) but also problem-solving, innovation, imagination. What could an antiracist, decolonial, sustainable, equitable, flourishing Canada look like? How could we get there? These discussions are likely already taking place in SICS courses but they are not visible;
- Find ways to develop events in collaboration with community groups and arts & heritage organizations. Organizations in the wider Ottawa region that serve Indigenous and New Canadian communities, LGBTQ+ support associations, heritage organizations and advocates, and so on, are already aligned with the critical stances laid out by SICS at both Undergraduate and MA levels, and in faculty members’ activism and research. Such events would be learning opportunities and also opportunities to mark Carleton and Canadian Studies as “the” environment in which to think about and study Canada;
- Consider a campaign or “brand” in the spirit or under the title of “Start Where You Are” — referring both to Carleton and Ottawa, but also to each student’s particular cultural/family background. This would allow SICS to keep before its publics the fundamental importance of a critical understanding of Canada to be able to act effectively towards change. Because Canadian Studies offers ways for students to build a solid and broad background for work in the public sector, enriching paths through the MBA or LLB, etc., such a campaign or identity presentation might demonstrate how its program prepares proactive, publicly engaged, and critical participants in that sector. Perhaps alumni could be engaged under this rubric as well. The sense of “where we start from” is thus embedded in the growth to national and international affairs. Public messaging that presents these values outside the university can be a significant recruitment tool in the long term and may also benefit long- term alumni relationships and support for SICS.

The Outcome of the Review

As a consequence of the review, the graduate programs in Communication were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Indigenous and Canadian Studies, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Studies in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on November 11, 2021.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2023.

The Next Cyclical Review

The next cyclical review of the Undergraduate and Graduate Programs in Indigenous and Canadian Studies will be conducted during the 2026-27 academic year.

Canadian Studies
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed:
Undergraduate and Graduate (MA) Programs

Introduction & General Comments

The School of Indigenous and Canadian Studies was pleased to receive very positive External Reviewers' Report on May 10, 2021 and appreciates the care that the external reviewers took in learning about the BA and MA programs offered by the School. Although the work for the CPR and external reviewers was largely done virtually due to COVID restrictions, we feel the process was rewarding and reflects the current assessment of Canadian Studies programming taking place within the School.

The External Reviewers' Report was shared with our faculty and staff who were likewise pleased with the positive review and were solicited for feedback for this Unit Response. Faculty were particularly responsive to the reviewers' suggestion that a Creative Canadian Studies that emphasizes the development and implementation of constructive alternatives to existing social ills be blended with the existing emphasis on Critical Canadian Studies. Just as treatment follows diagnosis in medical analysis, developing and implementing practical solutions is a logical component of responsible intellectual critique.

We remain committed to the ongoing improvement of our programs to enhance the student, staff, and faculty experience. The School continues to evolve, particularly with growth in Indigenous Studies programming, while recognizing the continuing importance of strong programming and support for Canadian Studies.

This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with Dean Rankin.

Overall, much of the feedback offered by the External Reviewers resonated with priorities already identified by the School. Indeed, in the spring of 2020, members of the School identified the School's priorities for 2020-2025:

The School of Indigenous and Canadian Studies is centred on a shared commitment to engaging with the history, the ongoing legacies and the enduring structures and practices of capitalist heteropatriarchal settler colonial violence in Canada, and fosters new directions for Indigenous thought that impacts all of us, especially Indigenous, racialized, dis/abled and non-normatively gendered peoples. In our departmental interactions as well as in our teaching and our research, we seek to create a welcoming space of listening and of mindful, mutually respectful and generous dialogue. Building on the momentum developed since 2016, when the Unit was formally recognized as the School of Indigenous and Canadian Studies, we have established priorities over the next five years including but not limited to:

- Continuing the growth of programs and scholarship in Indigenous Studies, Canadian Studies and Heritage Conservation;

- Exploring opportunities to develop graduate level Indigenous studies programs;
- Formalizing the School's commitment to non-traditional and inclusive teaching and research practices;
- Fostering and expanding our local, national and international research and academic programs; and,
- Continuing SICS's long-term commitments to interdisciplinary research, and to the development and diversification of the School's established and emerging faculty.

In the 2020-21 academic year, priority in the School was given to rethinking the BA in Canadian Studies; what follows is a summary of that work vis-à-vis the response to the External Reviewers' Report, followed by discussion of planned work for the MA. We are currently preparing the Cyclical Program Review for the joint Carleton-Trent PhD program which will inform future directions with that program and shape course selection options for the MA.

BA in Canadian Studies

Throughout the External Reviewers' Report, attention was given to the urgent need "to assess and adjust the Canadian Studies program so that a) the course descriptions and image of the program match its considerable breadth and dynamism, and b) opportunities for curriculum renewal and restructuring are considered and, when appropriate, implemented." In the spring of 2021, faculty participated in four half-day retreats to update the undergraduate program offerings, calendar descriptions and program design, including the French language requirement. Proposed changes to undergraduate programming in the School are considered major modifications and documentation is being prepared to process these changes. Please see Appendix A: Updated Calendar Descriptions: Canadian Studies BA Degrees and Appendix B: Overview of Canadian Studies BA Degrees for an overview of the proposed changes to undergraduate programming in Canadian Studies.

Two recommendations from the reviewers are addressed with the proposed renewal of Canadian Studies programming:

- 1) Increased attention in programming to Ottawa as a local contested site will be accomplished through two courses devoted to this topic, including a required first-year course ("Power, Places and Stories in/of Odawang/Ottawa") and an elective fourth-year course ("Activism in Odawang/Ottawa").
- 2) Concerns around language considerations in Canadian Studies were addressed through the introduction of a required second-year course, "Language, Culture and Power" and inclusion of language politics and practices in Canada in calendar descriptions for a number of other courses. Modifications to the Canadian Studies Bachelor's degree include a broadening of second-language training options for students to allow for greater choice in second-language proficiency, with 1.0 credit in a language course or demonstrated proficiency in a language besides English as a degree requirement.

Members of the School believe that this program renewal will appeal to students and enhance recruitment of students into Canadian Studies.

Related to the recommendation to more strongly engage with Ottawa as a site for students' education is the advice to strengthen the practicum program for students. The School recognizes the opportunities that Ottawa offers for student experiences. The recommendation for the School to hire a placement officer is very much appreciated, however, internal review of the practicum program is needed before expanding it. Due to COVID restrictions and challenges in offering regular programming in the School, in the 2020-21 academic year much in-person extra-curricular programming of the School (such as alumni events and professional workshops for students) was not scheduled. With the return to campus planned in the fall of 2021 we can program these kinds of outreach activities and renew relationships with community and government organizations that will benefit students. We can also conduct internal review of the practicum programming in the School and streamline its management, advertising and augment student participation in it.

With the revisioning of the BA in Canadian Studies comes the requisite consultation and relationship renewal with sister units on campus. This will involve rethinking electives that students in our program can take and clarifying the relationship between Canadian Studies generally and its concentrations in Heritage Studies, Québec Studies, and Northern Studies. These concentrations service students in Canadian Studies as well as in other disciplines, notably Architecture, French and Geography. Clarity around the School's role in these programs will be sought as we process changes to the undergraduate degrees in Canadian Studies. Similarly, intersections with other programs of study, particularly in the arts (music, art history, film studies, English and French literature) and social justice (women's and gender studies, critical race studies, sociology and anthropology) will be explored and relationships between programs strengthened.

A theme throughout the External Reviewers' Report is the need for clarity around streams or areas of concentration for students and building on the existing strengths of the School. Through the working sessions for rethinking and updating the BA programs in Canadian Studies, streams were not identified as the combination of core courses and electives in the School and in sister units gives students a solid foundation in Canadian Studies with opportunities for exploration of other areas. In the 2019-2020 academic year a "Pathways to Graduation" document was prepared to guide students through their undergraduate degree. We plan to update this file, make it accessible to students on the School's website and have it circulated by the undergraduate supervisor. Additionally, all School handbooks and guidelines for students are being updated and will be posted on the School's revamped website.

With the completion of the review and proposed modifications to the BA finalized (as of June 18th), attention will be given to augmenting Indigenous Studies programming, rethinking the MA program and course offerings, revising the website and creating documentation that will guide students through their degrees.

MA in Canadian Studies

As noted above, members of the School recognize the need for curriculum review of the MA degree. In recent years masters' student feedback indicated that they wanted more exposure to the field than 4.0 credits allowed. In the 2020-21 academic year SICS increased the degree credit weighting for the MA to reflect the robust training requested from students.

Considerations for the MA are to review the goals and contents of the core MA course, possibly increasing it from a one-term 0.5-credit course to a full-year 1.0 credit course. This would provide students with solid training in research methods and design while exposing them to critical issues in contemporary critical Canadian Studies. The program will continue to have three streams (thesis, Major Research Essay, course-work only) and, with the anticipated creation of a parallel MA in Indigenous Studies in the next few years, intersections with other units will also be encouraged. We are sensitive to directly-competing MA programs, concentrations and specializations in other units at Carleton University and the unique opportunities that Canadian Studies offers to students; it is critical that we engage in careful reflection of the MA in Canadian Studies and its future at Carleton.

The relationship between the BA, MA and PhD programs in the School allows for students to progress from one degree into the next, with varying but integrated expectations and learning objectives for each degree. Applicants to the MA and PhD from other programs and universities diversify the student complement. Strong undergraduate students in Canadian Studies and Indigenous Studies may be admitted into the Accelerated Pathway into the MA program, which allows them to acquire some graduate-level courses while completing their undergraduate degree.

Pending results of the PhD cyclical program review, changes in programming at the graduate level are forthcoming.

General Recommendations

Two priority areas identified by the external reviewers resonate with members of the School: 1) hire a racialized faculty member in Canadian Studies; and 2) make available a gender-inclusive bathroom in the space used by the School. ODFASS has indicated that they are not in a position to guarantee a new position in the Canadian Studies program at this time. The School plans to apply for such a position through the regular appointment process run annually through the faculty. While ODFASS supports the creation of gender-neutral bathrooms in Dunton Tower, such capital renovations are the responsibility of Facilities Management and Planning, not ODFASS. Both of these are recognized as priority areas for the School; we encourage the University (and FMP specifically) to take seriously the recommendation to update bathroom facilities in Dunton Tower.

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.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed:

Prepared by (name/position/unit):

External Reviewer Recommendation & Categorization	Unit Response: 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)
1. Foreground its location in Ottawa as a conceptual lens	Agreed to unconditionally	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 Addition of 4 th -year course on Ottawa: “Activism in Odawang/Ottawa”	Anna Hoefnagels Donna Malone	Immediate action	Y
2. Clarify its relationships with Quebec Studies, Heritage Conservation, and other units at Carleton with curriculum and recruitment objectives in mind.	Agreed to unconditionally	Reconfiguring and updating website and program information	School coordinating committee; Website committee; all faculty	Summer/fall 2021	N
3. Be authorized for a tenure-track hire in migration studies, Black Studies, or Critical Race Studies, preferably a scholar of colour	Agreed to if additional resources permit (describe resources) Resource needed: New position allocated to SICS	Application for new faculty position for 2022-23 academic year	School coordinating committee	Summer/fall 2021	N
4. Pursue cross-appointments with faculty of colour and/or scholars of race and immigration in other units	Agreed to if additional resources permit (describe resources) Resource needed: cross-appointment of racialized faculty to SICS; as appropriate and desired by individual	Consult with racialized faculty and their Chairs/Directors to determine interest in cross-appointment to SICS	School coordinating committee	Summer/fall 2021	N

5. Hire a placement officer to facilitate and augment internship or practicum possibilities	Agreed to if additional resources permit (describe resources) Resource needed: hire placement officer for SICS	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	School coordinating committee	Summer/fall 2021	N
6. Involve students more in program governance	Agreed to in principle	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 .	School coordinating committee	Summer/fall 2021	N
7. Be actively supported in its campaign for gender neutral bathrooms in Dunton Hall.	Agreed to unconditionally	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	Facilities Management and Planning group	Ongoing	N
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	Agreed to unconditionally	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 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 th BA. For MA program, conduct similar audit.	School coordinating committee	Summer/fall 2021	Y
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	Agreed to unconditionally	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	School coordinating committee and Website committee	Summer/fall 2021	N

10. Clarify online information about expectations, schedules, and stages of the program	Agreed to unconditionally	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.	Website and Coordinating committees	Summer/fall 2021	N
11. Clarify the relation 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 to offer a particular experience or particular learning outcomes?	Agreed to unconditionally	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	Coordinating committee, and graduate and Canadian Studies undergraduate committees	Summer/fall 2021	Y
12. Ensure students have the opportunity to work with faculty of colour and Indigenous faculty	Agreed to if additional resources permit (describe resources) Resources required: new hire of a racialized faculty member; encourage students to take courses in other units taught by racialized faculty members	Determine who faculty are in other units teaching courses that resonate with Canadian Studies and encourage students to take those courses.	Coordinating committee	Summer/fall 2021	N
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).	Agreed to if additional resources permit (describe resources) Resources required: faculty member in SICCS dedicated to Digital Humanities; closer relationship with DH program.	Explore existing DH programming vis-à-vis School programs	Coordinating committee	Fall/winter 2021-22	N
14. Be given comprehensive support by Carleton in its endeavours to optimize recruitment, hiring, and program development strategies outlined in this report.	Agreed to if additional resources permit (describe resources)	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	School members, ODFASS, other supporting units on campus	Ongoing	N

Appendix A: Updated Calendar Descriptions: Canadian Studies BA Degrees

Note: Courses shaded in green and with an asterisk are required for all four-year Canadian Studies degrees

Course Code	Course Title	Revised Calendar description
*CDNS 1001	Introduction to the Study of Canada	Introduction to interdisciplinary Canadian Studies. Topics may include: Canadian, Québécois and Indigenous lenses; colonialism, migration, settlement; gender, racialization and sexuality; social movements; place, space, and nation; and political economy and culture.
*CDNS 1101	Power, Places and Stories in/of Odawang/Ottawa	Exploration of Odawang/Ottawa as a settler-colonial border city built on unceded Algonquin territory and tensions between the national, global and local in Odawang/Ottawa.

FYSM 1XXX	Canadian Popular Culture	Introduction to sites and genres of popular culture in Canada and their intersections with race, gender, sexuality, diaspora, whiteness, regionalism, class and economics.
FYSM 1409	Controversies and Social Change in Canada Today	Critical, transformative and creative approaches to the study of social change in Canada, through an examination of contemporary issues and debates.

*CDNS 2000	Debating Canada	Exploration of debates about Canada. Topics may include: Indigenous dispossession, genocide, capitalism, resource extraction; racism; patriarchal oppression; inequality; multiculturalism; and the politics of location, language and memory.
*CDNS 2XXX	Canada and Global Issues	Examination of the role of the Canadian state and other actors in addressing global issues. Topics may include: human rights; refugees and migrant workers; peacekeeping; climate change; humanitarian assistance; Indigenous rights; and global health.
*CDNS 2XXX	Language, Culture and Power	Study of the relationship between language and power, politics, identity and culture in Canada. Consideration is given to: language policies; non-official and official language minorities; and factors of region, class and social mobility.
CDNS 2210	Introduction to the Study of Culture in Canada	Examination of key cultural myths, diverse genres, spaces, institutions, practices and critical approaches in Canada.
CDNS 2300	Nationalism and Multiculturalism in Canada	Examination of nationalism, colonialism, racialization, ethnicity, multiculturalism and questions of belonging, citizenship and inequality in contemporary and historical Canada.
CDNS 2XXX	Immigrants, Migrants and Diasporas	Study of historical and contemporary Canadian immigration and emigration issues. Topics may include: dynamics of diasporic communities in Canada and Québec; Canadians abroad; and issues of citizenship and belonging.
CDNS 2XXX	Land, Water, Capitalism	Examination of politics and economics of land, waters and power. Topics may include: the study of labour, migrant workers, capitalist extraction; environmental racism and health; and Indigenous dispossession and resistance.
CDNS 2400	Heritage Places and Practices in Canada	An examination of heritage as the built environment, cultural landscapes, and intangible heritage. Topics may include: decolonizing memory, identity and place; heritage histories, policies, values and stakeholders; emerging issues such as climate change, mass tourism and urban development.
CDNS 2510	Memory and History in Québec	Pivotal moments, important debates and crises, cultural institutions and practices, the politics of history and memory, and contemporary issues in Québec.

Course Code	Course Title	Revised Calendar description
*CDNS 3000	Situating Research in Indigenous Studies and Canadian Studies	An examination of the underlying research design and methods of selected works for Indigenous Studies and for Canadian Studies in order to reflect on the political, ethical and intellectual consequences, possibilities and limitations of a variety of disciplinary and interdisciplinary research practices.
*CDNS 3XXX	Practicing Research in Indigenous Studies and Canadian Studies	Experiential engagement with disciplinary, interdisciplinary and creative research theory and practice. Approaches may include: mixed methods; autoethnography; research-creation; collaboration; and community-based research.
CDNS 3400 x-list with WGST	Feminist and Queer Canadas	An examination of the dynamics of feminist and queer social movements and activism. Topics may include: challenges to the regulation of bodies and sexualities; the normalization of patriarchal violence and inequality; access and recognition; and intersectionality.
CDNS 3550	Diversity in Québec and Francophone Canada	The study of the historical, cultural, social, and political diversity of French-speaking Canada. Topics may include: Francophone diasporic communities; multiculturalism, interculturalism; (settler) colonialism; and the politics of culture and language.

CDNS 3620	Canada-US Relations	An examination the Canada-US relationship, including contemporary policy issues that define that relationship. Topics covered may include: the economy; culture; defence; foreign policy; diplomacy; transnational struggles; and borderlands and the context of Turtle Island.
CDNS 3XXX	Black Studies in Canada	Theories and methods of Black Studies in Canada. Topics may include: the examination of regional, national, transnational histories; structures of anti-Blackness; racial capitalism; and identities, experiences and cultures of Black Canada.
CDNS 3XXX	Racialization and Resistance	Deconstructing the category of ‘race’ and understanding the experiences and impacts of racialization and systemic racism in Canada and Québec. Topics may include: inequality, exploitation, poverty, profiling, incarceration; cultures of resistance; decolonizing anti-racist movements; and anti-racism as critique and affirmation.
CDNS 3700	Constructing and Contesting Memory in Canada	An exploration of conflicts about memory and commemoration in Canada, including: monuments and heritage sites; cultural heritage and artistic expressions; the media; education; language and cultural revitalization; and the politics of memory and forgetting.
CDNS 3901	Selected Topics in Canadian Studies	Study of a specific topic or area related to Canadian Studies. Topics vary from year to year.
CDNS 4XXX	Activism in Odawang /Ottawa	Examination of struggles and activism in and about Ottawa/Odawang.
CDNS 4XXX	Settler Colonialism on Turtle Island	Exploration of the theories, practices, and history of settler colonialism on Turtle Island. Topics may include: racialization; settlement and migration; white supremacy; heteropatriarchy; land and Indigenous relations; and contemporary struggles and decolonization.
CDSN 4XXX	Injury, Memory, and Redress in Canada	Examination of the politics of redress and (re)conciliation in Canada. Topics include the ways in which historic wrongs, trauma and injury are (re)imagined and memorialized.
CDNS 4400	Space, Landscape and Identity in Canada	Explorations of cultural landscapes and competing constructions of space. Topics may include: settler-colonial space-making; whiteness and space; diasporic space; geographies of gender and sexuality; and different understandings of nature/culture.
CDNS 4403	Heritage Conservation and Sustainability in Canada	Theory, principles, practices and policy of heritage conservation in Canada and globally. Focus on heritage conservation and its connections with environmental, social, and economic sustainability.
CDNS 4500	Global Canada	Examining Canada’s place and activities on the global stage. Topics may include: Canadian multinationals; Canadian foreign policy, cultural diplomacy, and corporate globalization; advocacy for Indigenous, environmental, women’s, refugees’ and children’s rights; racial capitalism and im/migration; security; and resistances to the global.
CDNS 4510	Special Topics in Québec Studies	Examination of a specific topic or area related to the study of Québec. Topics vary from year to year.
CDNS 4901	Selected Topics in Canadian Studies	Study of a specific topic or area related to Canadian Studies. Topics vary from year to year.

Appendix B: Overview of Canadian Studies BA Degrees

BA Honours in Canadian Studies (20.0 credits)

A. Credits Included in the Major CGPA (10.0 credits)

1. **1.5 credits from:**
 - CDNS 1001 [0.5]: Introduction to the Study of Canada
 - CDNS 1101 [0.5]: Power, Place and Stories in/of Odawang/Ottawa
 - INDG 1011 [0.5]: Introduction to Indigenous-Settler Encounters
2. **1.5 credits from:**
 - CDNS 2000 [0.5]: Debating Canada
 - CDNS 2XXX [0.5]: Canada and Global Issues
 - CDNS 2XXX [0.5]: Language, Culture and Power
3. **1.0 credits from:**
 - CDNS 3000: Situating Research in Indigenous Studies and Canadian Studies
 - CDNS 3XXX: Practicing Research Practices in Indigenous Studies and Canadian Studies
4. **0.5 credits** from CDNS or INDG 2000-level courses
5. **0.5 credits** from CDNS or INDG 3000 level courses
6. **1.0 credits** from CDNS or INDG 4000 level courses
7. **4.0 credits** from the list of Approved Canadian Studies or Indigenous Studies Electives below

B. Credits Not Included in the Major CGPA (10.0 credits)

8. **6.0 credits not in** Canadian Studies or Indigenous Studies
9. **1.0 credits** in language requirements
10. **3.0 credits in** free electives

BA COMBINED Honours in Canadian Studies (20 credits)

A. Credits Included in the Major CGPA (7.0 credits)

1. **1.5 credits from:**
 - CDNS 1001 [0.5]: Introduction to the Study of Canada
 - CDNS 1101 [0.5]: Power, Place and Stories in/of Odawang/Ottawa
 - INDG 1011 [0.5]: Introduction to Indigenous-Settler Encounters
2. **1.5 credits from:**
 - CDNS 2000 [0.5]: Debating Canada
 - CDNS 2XXX [0.5]: Canada and Global Issues
 - CDNS 2XXX [0.5]: Language, Culture and Power
3. **1.0 credits from:**
 - CDNS 3000: Situating Research in Indigenous Studies and Canadian Studies
 - CDNS 3XXX: Practicing Research Practices in Indigenous Studies and Canadian Studies
4. **0.5 credits** from CDNS or INDG 2000-level courses
5. **0.5 credits** from CDNS or INDG 3000 level courses
6. **0.5 credits** from CDNS or INDG 4000 level courses
7. **1.5 credits** from the list of Approved Canadian Studies or Indigenous Studies Electives below

B. Additional Requirements (13.0 credits)

8. The requirements for Combined Honours in the other discipline must be satisfied
9. **1.0 credits** in language requirements
10. Sufficient free electives to achieve a total of 20.0 credits for the program

BA in Canadian Studies (15.0 credits)

A. Credits Included in the Major CGPA (7.0 credits)

1. **1.5 credits from:**
 - CDNS 1001 [0.5]: Introduction to the Study of Canada
 - CDNS 1101 [0.5]: Power, Place and Stories in/of Odawang/Ottawa

- INDG 1011 [0.5]: Introduction to Indigenous-Settler Encounters
- 2. **1.5 credits from:**
 - CDNS 2000 [0.5]: Debating Canada
 - CDNS 2XXX [0.5]: Canada and Global Issues
 - CDNS 2XXX [0.5]: Language, Culture and Power
- 3. **1.0 credits** from CDNS or INDG 3000 level courses
- 4. **1.0 credit** at the 3000-level, from the list of Approved Canadian Studies or Indigenous Studies Electives (below)
- 5. **2.0 credits** from the list of Approved Canadian Studies or Indigenous Studies Electives (below)

B. Credits Not included in the Major CGPA (8.0 credits)

- 6. **1.0 credits** in language requirements
- 7. **5.0 credits** in electives not in Canadian Studies or Indigenous Studies
- 8. **2.0 credit** free elective (may be Canadian Studies or Indigenous Studies)

Minor in Canadian Studies (4.0 credits)
--

- 1. **1.0 credits from:**
 - CDNS 1001 [0.5]: Introduction to the Study of Canada
 - CDNS 1101 [0.5]: Power, Place and Stories in/of Odawang/Ottawa
 - INDG 1011 [0.5]: Introduction to Indigenous-Settler Encounters
- 2. **1.0 credits from:**
 - CDNS 2000 [0.5]: Debating Canada
 - CDNS 2XXX [0.5]: Canada and Global Issues
 - CDNS 2XXX [0.5]: Language, Culture and Power
- 3. **1.0 credits** from CDNS or INDG 3000- or 4000- level
- 4. **1.0 credits** from the list of Approved Canadian Studies or Indigenous Studies Electives (below)

Minor in Heritage Studies (4.0 credits)
--

- 1. **2.0 credits from:**
 - CDNS 1101 [0.5]: Power, Place and Stories in/of Odawang/Ottawa
 - CDNS 2400 [0.5]: Heritage Places and Practices in Canada
 - CDNS 3700 [0.5]: Constructing and Contesting Memory in Canada
 - CDNS 4400 [0.5]: Space and Landscape in Canada
 - CDNS 4403 [0.5]: Heritage Conservation and Sustainability in Canada
- 2. **2.0 credits from Approved Heritage Conservation Electives**

Minor in Québec Studies (4.0 credits)
--

- 1. **2.0 credits from:**
 - CDNS 2510 [0.5]: Memory and History in Québec
 - CDNS 3550 [0.5]: Diversity in Québec and Francophone Canada
 - FREN 2203 [0.5]: Introduction aux études littéraires 2
 - HIST 3301 [0.5]: Québec Since 1800
- 2. **1.5 credits in Approved Electives** (below)
- 3. **0.5 credits at the 3000-level or above in Approved Electives** (below)