



Four Year Report (2023)

Canadian Studies Undergraduate Programs (reviewed 2018/19)

A. Summary of Review

1. This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.
2. The academic programs offered by the Centre for Canadian Studies which were examined as part of the review were:
 - BA (Honours) Combined
 - BA (Pass)
 - Minor
3. The Review Committee consisted of two external reviewers: Andrew Nurse (Mount Allison University) and Margaret Steffler (Trent University) and an internal reviewer, Jonah Butovsky (Brock University).
4. The site visit occurred on February 24-26, 2019.
5. The Final Assessment Report was approved by Senate on September 18, 2021.
6. The reviewers assigned the programs the following outcome categories:

Program (s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) Combined		X		
BA (Pass)		X		
Minor		X		

7. The next review of the undergraduate programs in the Centre for Canadian Studies will be in 2026/27.

B: Recommendations

Recommendation #1

Discontinue concentrations

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 This was completed as part of the 2020-21 UPC submission	2020	2020

Explanation of Actions Taken, Status and Results:

We removed concentrations in our 2020-21 UPC submission. As a result, we do not have concentrations.

Recommendation #2

Work to prebuild conflict-free scheduling for combined majors with English, History, Political Science, Geography, and other disciplines in the same manner as the combined major in French and Canadian Studies has been prebuilt

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2020/2021

Actions Taken	Year Action Started	Year Action Completed
Action #1 Increase cross-listed Humanities courses	2020	2020
Action #2 Increase cross-listed Social Science courses in 2020-21	2022	2022
Action #3 Select key departments with which we will build conflict free scheduling of combined majors in 2020-22	2022	2022

Explanation of Actions Taken, Status and Results:

The Centre added a number of cross listed courses immediately after the review recommendations were received. Further work was delayed in 2020-21 due to the pandemic and other immediate actions took priority. In 2022, upon review of the work required, we determined that further efforts to cross list would not be in the best interests of the program. The Director of the Centre was involved in an external review of another Canadian Studies program, and saw the numerous complications caused in a program with extensive cross-listed courses. These complications included scheduling, conflicts, and a program with too much diversity in offerings that thus lacked a core identity. Consequently, further cross listing has been undertaken in moderation.

We determined also that conflict-free scheduling was too complicated and indeed likely impossible, so have decided further work on this action would not be taken.

Recommendation #3

Develop a better, on-going relationship with Indigenous studies with an eye to cross-listed courses and a combined degree

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee expects that the Unit will consult with the new Vice-Provost, Indigenous Engagement when considering the implementation of this recommendation.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2020/2021

Actions Taken	Year Action Started	Year Action Completed
Action #1 Meeting with AVP Indigenous Engagement.	2020	2020
Action #2 Adding indigenous components to CANA courses	2020	2020
Action #3 Held indigenous themed speakers series in D3	2020	2020
Action #4 Develop cross-listed courses with Indigenous Studies	2020	Ongoing

Explanation of Actions Taken, Status and Results:

From the time the review was done, the Centre has actively engaged with Indigenous Studies in order to build a respectful and collaborative connection. Communication with the Associate Vice-Provost, Indigenous Engagement began in 2019 and continues when appropriate. Through the pandemic we developed speaker series and other activities that engaged thoughtfully with various aspects of Indigenous Studies. We have not seen it appropriate to “use” Indigenous Studies to bolster our own program (thereby reproducing the colonial mindset of taking for our own benefit) but rather to work towards cooperation. Our courses had already included notable aspects relating to indigenous history in Canada, including discussions of the TRC, and revising the content of these courses to add variety to the readings (for example removing a reading students experience in high school and adding a new reading).

Recommendation #4

Encourage increased cross-listing of courses from other departments to expand Canadian Studies course offerings, including fourth-year courses from the departments of co-majors

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Cross list fifteen courses in Humanities programs.	2020	2020
Action #2 Cross list social science courses (2020-21)	2020	2022

Explanation of Actions Taken, Status and Results:

As discussed in response to Recommendation #2, we added several cross-listed courses with Humanities and a few Social Science courses. However, we are cautious about excessive cross listing for the reasons articulated in Recommendation #2. We consider the program's offerings to be suitably diverse, and in 2023 will initiate a full curriculum review to ensure the core identity of the Centre is represented in its offerings. This will include a process of articulating the core identity of the program.

Recommendation #5

Provide a broad and versatile thematic focus for the program, such as "borders"

ARC Disposition of the Recommendation

ARC considers the recommendation to be worthy of consideration and expects that the Unit is best positioned to determine how themes such as "borders" might be integrated into the program.

Implementation Plan (3rd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2021/2022

Actions Taken	Year Action Started	Year Action Completed
Action #1 Annual theme for 2020-21 identified.	2020	2022
Action #2 Broader theme to be explored 2020-21	2020	2022

Explanation of Actions Taken, Status and Results:

Although the idea of a versatile theme had some appeal, we determined that this was not something the Centre felt was necessary. We did explore some annual themes (Canada at Play for the year of the Canada Summer Games) but do not believe a single coherent theme for the Centre is in its best interest. With our ongoing conference and symposium activities (including

Two Days of Canada and Crossing Borders) limiting ourselves within a theme would restrict existing, successful activities and would not allow us to be agile and adapt to situations that arise. For example, after the Russian invasion of Ukraine, we held an online panel discussion about what this means to Canada and what Canada can do. If we had a limiting theme it might be difficult to justify taking the time and energy to hold such a forum. Canada is complex, and a specific theme would be unnecessarily restrictive.

Recommendation #6

Consider adding a new third-year course called something like “Counting Canada”

ARC Disposition of the Recommendation
 ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)
 Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Course designed in collaboration with Geography	2020	2021

Explanation of Actions Taken, Status and Results:

We created CANA 3P40 “The New Niagara” to meet this goal. It has been running annually from 2020.

Recommendation #7

Take advantage of the “debundling” of Humanities majors by actively recruiting high school students, international students, exchange students and mature students prior to the application process and during first year

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Meet with recruitment to assist in building strategy for high school (new students).	2020	2020
Action #2 Have a program presence at all major recruitment events (Fall preview day, spring open house, Ontario University Fair)	2020	Ongoing
Action #3 Work with Brock International to encourage participation in Canadian Studies courses.	2020	Ongoing

Explanation of Actions Taken, Status and Results:

There is not much to say apart from: we have done this. We continue to participate in recruitment events and to coordinate with Brock International when relevant. It is difficult to determine if this has had any measurable results.

Recommendation #8

Add a fourth-year major to the program

ARC Disposition of the Recommendation

ARC understands the recommendation to be referring to a “4-year BA with Major”. The Committee considers the recommendation to be accepted for consideration and further investigation by the program.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Increase fourth year major offerings (mostly through cross listing)	2020	Ongoing
Action #2 Expand lower year offerings (mostly through cross listing)	2020	2022
Action #3 Develop curriculum for fourth year major	2020	Delayed

Explanation of Actions Taken, Status and Results:

The first two actions were achieved in the first year of implementing the review. However, after working on this for several years we determined that it was not in the Centre's best interest to create a fourth-year major with our current resources and staffing. We remain dedicated to creating a strong undergraduate experience and will revisit the possibility of a fourth-year major when the time is right.

Recommendation #9

Consider online core courses and online components of courses

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 CANA 2P91 was moved online for 2021	2020	2020
Action #2 CANA 2P92 conversion funding applied for/received and underway	2020	2021

Explanation of Actions Taken, Status and Results:

This began soon after the report was received and was accelerated during the pandemic. We have now completed the creation of two online course (CANA 2P91 and 2P92) and our CANA 1F91 is offered on-line in the Spring session. The result is: more students able to engage with

Canadian Studies on-line. As well, our certificates are designed so that the first few courses may be taken online to allow certificate students to experience Canadian Studies before committing to on-campus courses.

Recommendation #10

Hire sessional faculty on 3-year contracts to provide instructional continuity in the second and third-year core courses

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee’s jurisdiction. The Committee recognizes the importance of instructional continuity in second and third-year courses.

Implementation Plan

Recommendation not accepted.

Recommendation #11

Promote the minor in Canadian Studies

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Developed new promotional literature for minor	2020	2020
Action #2 Distributing the material to academic advisors across the university	2020	Ongoing
Action #3 Liaise with academic advisors to promote the program and consult on how to promote it to current students	2020	Ongoing

Explanation of Actions Taken, Status and Results:

We have developed new promotional literature and have distributed it. We are in touch with our Academic Advisors and include them in our Advisory Committee meetings. The Advisor has been integral to our ability to promote the Centre’s offerings.

Recommendation #12

Encourage faculty to cross-appoint into Canadian Studies

ARC Disposition of the Recommendation

ARC recognizes the intent of the recommendation while acknowledging that the process for cross-appointments is governed by procedures in the Collective Agreement and that decisions regarding cross-appointment are the purview of the individual faculty member in consultation with the Dean. ARC considers the recommendation to present the opportunity for cross-appointment to faculty members, as described by the Centre in their response and supported by the Dean, to be accepted and in the process of implementation.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2020/2021

Actions Taken	Year Action Started	Year Action Completed
Action #1 Communicating this interest to relevant faculty members	2020	Ongoing
Action #2 Advisory committee to develop a strategy for cross appointment	2020	2022

Explanation of Actions Taken, Status and Results:

We have spoken to several faculty members who teach courses that are cross-listed and asked if they are interested in cross-appointments. It is a process that requires both units to concur, and there are some issues in some Departments when this comes up. Currently it has not been a high priority for the Centre, and with the current limits to hiring and crunch on teaching assignments, we are cautious in pursuing this recommendation. As noted in the response to Recommendation #13 (below) with a small number of core courses, cross appointment is not central to our future plans. However, developing and maintaining interdepartmental and interfaculty links is fundamental to the Centre's identity, and, while we are always willing to meet with interested faculty members from other units, we do not consider cross appointment necessary to keep and build those relationships.

Recommendation #13

Encourage departments to identify faculty qualified and interested in teaching Canadian Studies and establish a departmental rotation of three-year commitments to release a faculty member to teach a core course on load

ARC Disposition of the Recommendation

ARC considers the recommendation to identify faculty qualified and interested in teaching Canadian Studies to be accepted, while acknowledging that the process for establishing workload and teaching commitments lies outside of the Committee's jurisdiction.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2020/2021

Actions Taken	Year Action Started	Year Action Complete
Action #1 Identify people to do course rotation	2020	2022
Action #2 Request Deans agree to this process	2020	2022

Explanation of Actions Taken, Status and Results:

After several years of working on expanding our course offerings and including more faculty members in the work of the Centre (for example, by including different people in our online discussion series, and bringing new people into our Advisory Committee) we have determined that establishing a rotation is not in the best interest of the Centre. As noted in the year three report, creating a rotation might unnecessarily complicate the course delivery especially since we experienced with the previous version of CANA 1F91 (which was team taught) wild variation in course delivery methods was detrimental to the program and student engagement in the Centre. Although we will continue to encourage cross-appointments, we will not be attempting to create a rotation system.

Recommendation #14

Consider Continuing Education, Brock Talks, a Public Humanities program and Community Outreach

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Hold a speakers’ series in D2-D3 and continue in subsequent years.	2020	Ongoing
Action #2 Complete media contact page for CANA associates provide expertise and boost CANA profile	2020	2020
Action #3 Produce Canadian Studies podcast for distribution on-line and to radio stations.	2020	

Explanation of Actions Taken, Status and Results:

In 2020 we revised our “people in the Centre” tab on our website to include our current sessional instructors. They were also encouraged to do media work when appropriate. One of our instructors subsequently began providing occasional political commentary on CBC radio and always ensures he is identified as an instructor in the Centre. (The Director does the same).

The podcast project was paused because during the COVID shutdown the recording facilities at the Makerspace in the library were not available. By the end of the pandemic shutdown the outreach priorities had changed, as noted below.

Our outreach activities are and continue to be fundamental to the identity and the work of the Centre, and as some have noted, we “punch above our weight” when it comes to the type of work we do engaging with the community. Even with the COVID shutdown, we pivoted easily to online activities, holding several speaker series in conjunction with other Canadian Studies programs (at Bridgewater State University in Massachusetts and Niagara University in Niagara Falls) and incidental talks and panels including a highly attended panel in March 2022 after Russia invaded Ukraine. Our outreach activities continue, although the podcast idea was dropped when, as the University shut down, we found more benefit in the sorts of discussions and panels that I have mentioned above.

Recommendation #15

Include alumni stories and employment information in recruitment material, at Open Houses, at the Toronto University Fair and on the program website

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. ARC recognizes that the Unit will need to draw on existing campus resources to implement this recommendation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Work with Alumni Relations to reach out to Canadian Studies Alumni	2020	Ongoing
Action #2 Faculty members will connect with former students via Alumni Relations mailout.	2020	Ongoing

Explanation of Actions Taken, Status and Results:

The actions envisioned when this recommendation was first made did not capture everything we could do on this matter, so I will discuss the reasons we limited those activities and other things we have done. We have encouraged faculty to reach out to former students and have had limited success. Nevertheless, in anticipation of needing alumni connections in the future, we have been maintaining stronger connections with current students and having them write blurbs for promotional material and become involved in our marketing activities. Although this is not exactly what the recommendation envisions, we find that potential students like to talk to current students. Although we have few majors, they are excellent students and great ambassadors for the program. When they graduate, they will be alumni and we can follow their careers.

Recommendation #16

Involve undergraduate students in faculty research

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Encourage associated faculty to offer this to students.	2020	Ongoing
Action #2 Create directed readings course to allow closer connection between faculty and student research projects	2020	2020

Explanation of Actions Taken, Status and Results:

Apart from encouraging faculty to take on undergraduate researchers, we can do little more here. We have a directed readings course on the books, and a few students have taken it. We (Director and Administrator) do bring students in to help with a variety of projects that have academic components. Apart from that, there is little we can do to have students doing research with faculty since we do not have funds to pay for this or a large cohort of instructors who have the time to do research since, while excellent teachers, most of them are precariously employed sessional instructors.

Recommendation #17

List experiential learning as it currently stands in courses and build upon it

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee recognizes that listing experiential learning activities is already current practice, and that this could be built upon.

Implementation Plan

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Add CANA 4P81 Experiential Learning Placement course.	2020	2020
Action #2 Audit experiential components in existing CANA courses	2020	Ongoing
Action #3 Add descriptions to calendar entry	2020	Ongoing
Action #4 Engage CPI to work with instructors to identify experiential elements and add those descriptions	2020	Ongoing

Explanation of Actions Taken, Status and Results:

Experiential learning is fundamental to some of the courses we teach, most notably CANA 1F91. Experiential opportunities are included in the curriculum when they are available (obviously this was not possible during the pandemic). We have also discussed experiential opportunities with the Faculty's Experiential Learning Coordinator and remain attentive to the value of experiential education. Few students have engaged with this offering, but the pandemic shutdown may have delayed students engaging in experiential work, and the move back to on campus teaching may facilitate more interest.

Recommendation #18

Encourage mature learners - and life-long learners - through enrollment and interest in Canadian Studies as elective courses, minors, or majors (and, potentially, a certificate)

ARC Disposition of the Recommendation

ARC considers the recommendation to encourage mature and life-long learners to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Liaise with Recruitment on how best to reach mature and life-long learners	2020	Ongoing
Action #2 Develop curriculum for certificate in Canadian Studies	2021	2021
Action #3 Promote certificate in Canadian Studies	2022	Ongoing

Explanation of Actions Taken, Status and Results:

We continue to run events and activities to the community that engage with life-long learners and thus encourage mature learners to take courses through the Centre. In 2021 we developed two micro-credential certificates (“Canada’s Cultural Context” and “Canadian Culture and Diversity”). There has been some expressed interest in these certificates, but it is a slow growth.

Recommendation #19

Continue to encourage - and indeed enhance - the Canadians[sic] Studies profile as an option for exchange students, new Canadians, or international students.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee recognizes that exchange students, new Canadians and international students represent three very diverse populations which will require different methods of outreach.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Communicate with international studies on Canadian Studies as an option	2020	Ongoing
Action #2 Encourage students planning on taking a year abroad to take CANA 1F91	2020	2022

Explanation of Actions Taken, Status and Results:

We have ongoing discussions with representatives from Brock International and continue to encourage international students to take our courses. Convincing them to do a co-major is less simple because three of the six Faculties do not permit co-major degrees, and two of those Faculties (Applied Health Sciences and Goodman School of Business) have proportionally high enrollment of international students). Nevertheless, we continue to encourage international students to take our courses and see a good enrollment from these students. As for encouraging students studying abroad to take CANA courses: we have discussed this with Brock International, but it is not a top priority for them when bringing students into their program. So the discussion is ongoing but the results are not promising and we need to determine where best to dedicate our recruitment efforts. CANA sees most of its co majors and minors coming after students take the first year CANA 1F91 course, so much of our recruitment comes from that cohort.

Recommendation #20

Begin to find a replacement for the cross-border MA in Canadian-American Studies.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as the graduate program indicated is outside of the scope of the review.

Implementation Plan

Recommendation not accepted.

Recommendation #21

There should be no reduction in support staff

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of its jurisdiction. The Committee expects that the program will proceed through normal channels of advocacy to ensure adequate support staff.

Implementation Plan

Recommendation not accepted.

Recommendation #22

Canadian Studies invite the librarian to its retreats (or, a part thereof)

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 This has been done and will continue annually.	2020	Ongoing

Explanation of Actions Taken, Status and Results:

We encourage the librarian to come to our Advisory Committee meetings and retreat. With the restructuring of library services and the creation of the library's team model of support, we will work with the team to determine who best to bring into the meetings moving forward. This will begin at our 2023 retreat.

Recommendation #23

Canadian Studies should look to include an experiential learning course in its program

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee expects that implementation will be pursued in conjunction with that of recommendation #17.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/2020

Actions Taken	Year Action Started	Year Action Completed
Action #1 Added CANA 4P81 Experiential learning placement	2020	2020

Explanation of Actions Taken, Status and Results:

We created this course in the first year after this recommendation was received. Unfortunately, the COVID pandemic made many experiential opportunities difficult to access. It is difficult, therefore, to determine whether this offering has been useful to students. We continue to monitor student interest and offer it as a viable capstone opportunity when students express an interest in such a project.

Recommendation #24

The Director of Canadian Studies should meet periodically with the academic advisor to discuss advising strategies, variances, substitutions, etc.

ARC Disposition of the Recommendation

ARC considers the recommendation to be consistent with existing practices and no additional action is required.

Implementation Plan

No further action required.

Recommendation #25

Canadian Studies engage in a discussion with cognate departments about prerequisites

ARC Disposition of the Recommendation

ARC considers the recommendation to engage in a discussion to be accepted for consideration by the Unit. The Committee understands that moving beyond discussion to actions on coordinating prerequisites will be a complex and challenging process.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2020/2021

Actions Taken	Year Action Started	Year Action Completed
Action #1 Identify prerequisites that cause problems for students accessing courses	2020	2023
Action #2 Work with departments to address those prerequisites	2020	2023
Action #3 In event that prerequisite issue cannot be resolved, advisory committee to consider necessity of courses in question	2020	Ongoing

Explanation of Actions Taken, Status and Results:

Although this seemed a good idea, within a few years (and complicated by the pandemic) we ceased actively pursuing this goal. The reason is twofold. First, the addition of a host of new cross-listed courses essentially addressed many of the issues of cross-listing, since most courses that were cross-listed now include CANA1F91 as a potential prerequisite.

Second, the Centre is connected formally with well over a half a dozen other Departments (including English; History; Geography & Tourism Studies; Communications, Popular Culture, and Film; Political Science; Sociology; Modern Languages and Literatures; Dramatic Arts). To expect

all of these programs to suspend the prerequisites of their programs to accommodate Centre students was unrealistic, and pedagogically inadvisable.

Nevertheless, the Advisory Committee does continue to consider final action. In the event that there is an ongoing problem with students accessing a course, the Centre may consider the importance of that course to the program and whether it should be removed from the list of recommended courses. Fortunately, this is a rare event.

C. Unit Summative Analysis and Evaluation

1. To what extent has the Centre achieved the improvements suggested by the reviewers?

The Centre has addressed the improvements that seemed realistic and in keeping with the goals and mandate of the Centre. Some did not seem to fit, some appeared not to quite understand Brock's system (such as the discussion of a Fourth-Year Major (which ARC recognized must mean a 4-year BA with Major), and some seemed to be repetitive. We therefore needed to be selective in directing our energies. Of course, the pandemic and the shift to on-line offerings affected everyone; interestingly, as we will discuss below, it led to some promising changes along with the understandable challenges.

2. What overall impact has it had on the Centre's programs?

It is difficult to determine whether the way we addressed these recommendations had an impact on the Centre's program or not. There are two reasons for this. First, the implementation of the report was concomitant to the appointment of a new Director who also introduced some changes based upon persistent challenges to the program. Most notably the format of CANA 1F91 was changed and it seems to be much more appealing to students than the previous format which was team taught (by excellent teachers, but the rotation confused students). Second of course was the pandemic, which threw us all for a loop. Nevertheless, we tried to turn the lemons of COVID into lemonade by pivoting to on-line activities and developing our "Voices across the Border" series. This engaged people well outside the walls of Brock (and across the border) in discussions of pivotal issues in the lives of Canadians and Americans in border communities. On top of this, the pandemic facilitated easier organization of some activities such as the panel to discuss the invasion of Ukraine because we did not have to worry about things like room reservations. As a result, people were able to attend from anywhere.

3. Is the Centre adopting a process of continuous quality improvement for its programs?

Yes. The addition of new cross-listed courses and the relationships we have built with Indigenous Studies have provided an opportunity to re-examine the curriculum to ensure that what students want and need in a program on Canadian Studies is achieved. In the spring of 2023 we will hold an extensive curriculum review to ensure that the program we offer has the most appropriate elements. This review will include faculty members on our Advisory Committee, but also, and importantly, our Instructors and Teaching Assistants, who will be paid for their attendance. We also hope to bring in students to get their feedback.

We are also continually looking at building new connections with other Canadian Studies programs, and the Director is using non-Centre resources to travel to other Centres, attend events (such as the Mid-Atlantic and New England Council of Canadian Studies (MANECCS) conference held recently in Niagara Falls), and participate in activities further afield. This is

both to expand the connections of the Centre and find new experiences for its students. Voices Across the Border, we should note, was a remarkably rich opportunity to strengthen connections with the Canadian Studies program at Bridgewater University. This is a dynamic program that has been in operation for 50 years and which is, like Brock's Centre, focused on building student experience and scholarship.

4. How well do the programs now align with Brock University strategic priorities?

The Centre for Canadian Studies and the undergraduate programs it offers, as well as the outward looking activities in which the Centre is actively engaged, continue to align with several of the strategic priorities of Brock University as articulated in the 2018-25 Strategic Plan.

1) Transformational and accessible academic and University experience. As a Centre that is designed to critically assess the history, culture, politics, and key issues relevant to Canada, the Centre by nature encourages transformational experience for its students. Whether learning about the complicated history of the country, meaning and importance of decolonization and reconciliation, or the cultural relevance and significance of key Canadian icons, students develop a nuanced understanding of what underpins the complicated and sometimes contradictory aspects of Canadian identity.

This mandate is further achieved in the outreach activities in which the Centre engages. Be it hosting speakers (both academic and non-academic) who introduce and discuss issues of relevance to Canada's history, politics, economics, and culture, or facilitating or co-facilitating panels and symposiums related to these issues, the Centre for Canadian Studies encourages, indeed, requires, participants to engage in serious consideration of what Canada means.

The Centre also seeks, actively, to build a community of scholars. Things as simple as holding a welcome event for students and staff in the Fall of each year, and encouraging students to participate in academic events (conferences, symposiums, etc.) help to show students that they are active and valued members of the Centre and that their input and feedback matters. This is the heart of how the Centre views an "accessible" experience.

2) Enhance the life and vitality of our local region and beyond. The Centre for Canadian Studies is dedicated to enhancing the region and the world beyond by teaching students to be informed and critical residents and citizens. We do not offer a stereotyped or easy approach to Canada. We place it, geographically, historically, politically, and culturally in the wider world, and help students to understand the complicated and as noted above sometimes contradictory nature of what it means to be Canadian or to be in Canada. Be it government ownership of a pipeline coincidentally with articulations of environmental activism, or taking action on reconciliation while challenging indigenous claims in court, Canada is full of contradictions. Our students, and participants in our events, confront and discuss those contradictions. It is part of being an active citizen or resident.

3) Foster a culture of inclusivity, accessibility, reconciliation and decolonization. As may be obvious by this point, a key goal of the Centre for Canadian Studies is to engage in complex and difficult topics relating to Canada. Those include inclusivity, accessibility, reconciliation and decolonization. Be it in the topics of speakers, the readings and lectures,

or the activities in which students are engaged, the interest in diversity and justice is central to what we do in the Centre.

5. How does this review and its results position the programs as the Centre moves into the next review cycle?

The outcome of this review and other changes that the Centre has undertaken have served to reinvigorate the Centre's work and provide a needed shake up to what we do. Although we contend that some of the recommendations were not achievable or not aligned with the Centre's goals, they did allow us to systematically assess aspects of what we do, build on strengths, and confront weaknesses. We are thus positioned to present the next cohort of external reviewers with a significantly changed program with a more cohesive identity and enthusiastic collegial environment.

D. ARC Final Summary

In final summary of the 2018/19 cyclical academic review of the programs offered by the Centre for Canadian Studies, ARC has determined the following:

1. That the Reviewers' Recommendations have been addressed satisfactorily.
2. That the Centre has established a direction for next steps as it prepares for the next review cycle.
3. That the Centre has achieved a broad-based, reflective and forward-looking self-assessment.